



Puketaha SCHOOL
Powerful Learners

CHARTER

STRATEGIC DIRECTION AND ANNUAL ACTIONS
2024

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

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

PUKETAHA 6C'S

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

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.

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

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.





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:

Social-emotional learning provides students with knowledge and skills to understand and manage their emotions and social situations better. Providing students with skills to self-regulate and move themselves into a learning mindset, increases learning productively, and the ability to focus, and improves students' overall wellbeing. Linking 'Zones of Regulation' with Te Whare Tapa Whaa gives a well-being model which incorporates a Maaori perspective which can be transferred across different areas of learning. Student feedback indicated that learners are keen to delve deeper into certain areas of learning. Additionally, students have expressed an interest in focusing on well-being, particularly through the lens of the Te Whare Tapa Whaa model. The community has emphasised that the foremost number one priority for their children's future progress is the cultivation of social and emotional skills.

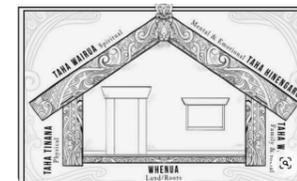
NELP's:

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
<ul style="list-style-type: none"> ❖ Teachers will explore and implement Zones of Regulation Learning into their classroom programmes. <ul style="list-style-type: none"> ➢ Leadership to engage in self-review and planning for school-wide implementation, utilising resources such as the 'School Wide Implementation Plan' as well as making time for shared learning and reflection during PLD sessions and syndicate meetings. ➢ Plan for data collection before and after learning as well as methods to gather teacher observations to measure the impact of the learning and future planning. ➢ Whole staff reflection, delving into the benefits for learners (why) and teachers sharing their knowledge, and experiences and reflecting on the next steps for implementation. Call back day Term 1. ➢ Leadership to respond to resourcing needs to support implementation. ➢ Teachers plan deliberate acts of teaching Zones of Regulation, appropriate to the student's maturation as well as observed needs of the learners. ➢ Engage with the Shine Girls Programme for Year 8 girls to encourage self-worth, and confidence and empower our girls with strategies to deal with challenging social situations. Look for opportunities for social development learning for Year 7 girls. ➢ Investigate a personal development course for Year 7 and 8 boys that builds their self-worth, and leadership skills and equips them with strategies to support their overall wellbeing. Initiative if possible. ➢ Teachers will make links across the curriculum to ensure the learning is maintained and built on over the year. ➢ Displays are developed in learning environments to encourage referencing the learning during 'teachable moments'. ➢ 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. ➢ 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. ➢ Teachers will engage in further professional learning to build their own capability. Reach out to RTLBs for support across the year. ➢ Regular reflection on actions taken, impact and next steps, utilising the team members' expertise. ❖ Teachers will explore and implement the Te Whare Tapa Whaa model of well-being into their classroom programmes, using this as an overarching model of all learning within their Health and Physical Education teaching. <ul style="list-style-type: none"> ➢ Teachers will explore and make connections with the Te Whare Tapa Whaa model, engaging in appropriate professional learning as required. ➢ Whole Staff Well-being Workshop "Igniting Potential" with outside PLD provider Sparkhouse. Learning focussed on teachers' wellbeing; Building resilience, enhancing productivity and nurturing wellbeing. Links made to emotional intelligence as well as Te Whare Tapa Whaa. ➢ All staff to build on their capability either through professional learning and understanding, through to implementation into learning programmes and refining teaching techniques. ➢ Develop a shared school-wide model which links Te Whare Tapa Whaa with Zones of Regulation. ➢ Develop supporting documentation to work toward sustainable practice. ➢ Communicate this learning to Whaanau through school and class newsletters. 	<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 2025, using our Team Strategic Reflection process each term.</p>	<ul style="list-style-type: none"> ❖ All learning environments show evidence of deliberate acts of teaching around the Zones of Regulation. ❖ Teachers engaged in regular written reflection, sharing observations and reflecting on their teaching practice and next steps. ❖ Students can talk about the four zones of emotional intelligence (Zones of Regulation) and identify situations that place them in the four different zones. ❖ Students can identify and/or apply strategies that support them in returning to their ready-for-learning zone aka their 'green zone'. ❖ Evidence across the learning environments of the introduction of Te Whare Tapa Whaa.





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:

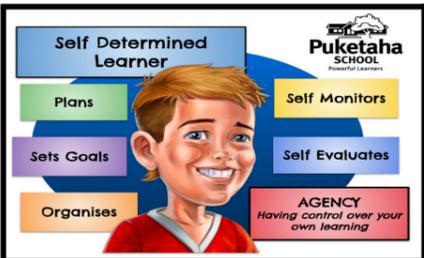
Assessment for learning practices helps strengthen teachers' capabilities to provide a learning programme that is reliable and relevant. Assessment-capable learners are learners who are motivated to learn and who have high engagement in what they are learning. Self-determined learning is a key strategy 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. Results from community consultation indicate that one of the top priorities for parents is to ensure their child develops skills for learning, such as being able to set goals, make plans, self-reflect and organise their time and resources.

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
<ul style="list-style-type: none"> ❖ 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. <ul style="list-style-type: none"> ➢ 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. ➢ 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. ❖ 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. <ul style="list-style-type: none"> ➢ 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. ❖ Further develop assessment capable learners who are able to talk about their learning, through the use of Assessment for Learning Questioning Prompts. <ul style="list-style-type: none"> ➢ 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. ➢ Teachers in Years 4-6. The Assessment for Learning (AFL) questions prompts are visible within the learning environment and teachers will use the prompts as part of the process of goal setting and reflection. ❖ Continue with In School COL leader focused on lifting learner agency across the school. <ul style="list-style-type: none"> ➢ 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 to report back to leadership once a term. Leadership to notice patterns and respond with appropriate professional development, support and literature within Professional Learning Sessions. ➢ Support the COL leader with their own professional learning as required, to ensure up-to-date pedagogy as well as supporting leadership skills. ❖ To continue integrating Learning Through Play into our Roopuu Kaakano Learning Environments to support transitions from ECE, and strengthen learners' intrapersonal, communication and social skills to build learner efficacy and agency. <ul style="list-style-type: none"> ➢ Teachers in Roopuu Kaakano 1 will design Learning Through Play opportunities into their daily programme, focusing on children's interests and developmental needs. Include regular sharing of their programme design and refine the learning progressions for children. 	<p>The Senior Leadership Team: Nyree Olliver Jason Boobyer Nicky Khoo</p> <p>Senior Leadership Team to regularly visit learning environments to gather information about how effectively learner agency is being implemented.</p> <p>COL representative Kim MacPherson-gathering information about AFL. Term 1- Term 4 Student voice</p> <p>Roopuu Kaakano teachers' written reflection in Learning Through Play and evidence planning for students' interests and needs. Strategic Reflection Doc.</p>	<ul style="list-style-type: none"> ❖ Assessment for Learning (AFL) prompts/ posters are visual in each learning environment. ❖ Prompts are being used and are evident in planning. ❖ 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 1 and Term 4. ❖ Teachers evidence LTP in their planning and reflective documents, as well as being visible during walk-ins.



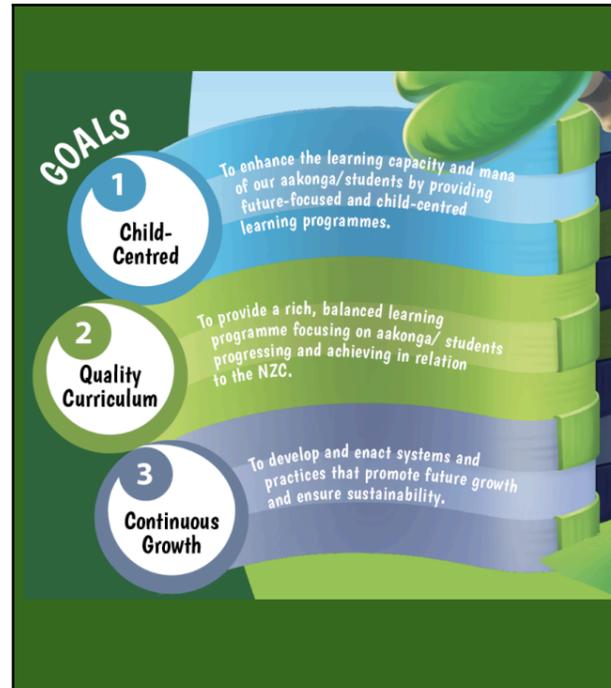


Strategic Goal 1 - Child-Centred:
 To enhance the learning capacity and mana of our aakonga/students by providing future-focused and child-centred learning programmes.
Initiative: Enhance collaborative partnerships between the school and whaanau with a learner-focused lens.

Baseline Data/ Rationale:
 Baseline data indicates that our focus is on enhancing the home-school connection and strengthening relationships with whaanau, placing the student at the centre. The goal is to further consolidate and strengthen whanaungatanga between school and home, providing opportunities for whaanau and community members to engage with the Puketaha Learning community. In 2023, 77% of families attended student-led conferences, with informal feedback highlighting parents' appreciation for their child's ability to discuss their learning. Additionally, there were 72 bookings for Teacher/Whaanau Catch-Ups in Term 1, reflecting ongoing engagement between families and 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 sustain their identities, languages and cultures.

Actions	Led By/ Measured	Target/ Evidence
<ul style="list-style-type: none"> ❖ Reflect on Written Reporting to Parents elements. <ul style="list-style-type: none"> ➢ Gather informal feedback from teachers and parents about Term 2 Written Reporting in Learning Journals. ➢ Work to gain further consistency with how we report across the school by running PLD sessions based on gaining a shared understanding. ➢ Utilise Writing Goals to report progress and achievement in writing. ➢ Redesign the Written Report Graph to better align with Curriculum Progressions and provide a clear visual for parents to help them understand how their child/ children are progressing. ➢ Trial sending Learning Journals home to provide an opportunity for families to look through and understand learning samples and teacher comments, as part of the reporting to parents process. Design a system to help implementation of this. ➢ Senior Leadership Team (SLT) to explore possible alternatives to the Learning Journals by talking with other school leaders, prototyping possible options and looking at the pros and cons of each. Feed this decision-making into 2025. ❖ Learning Journals- <ul style="list-style-type: none"> ➢ Revisit the 'What, How, Why' behind Learning Journals. Strengthen the understanding behind their purpose and effective strategies to achieve this. ➢ 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. ❖ 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 split the 3 nights over two weeks to support teacher wellbeing. ❖ Continue to refine our transition to school (T2S) programme every fortnight for parents with new children starting at our school. ❖ Improve communication with target children's whaanau to strengthen the partnership and to support parents with knowing how they can support their child at home. <ul style="list-style-type: none"> ➢ Add communication checklists into the Intervention register ➢ 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. This is for students who are unable to access learning within the classroom programmes due to their special needs. ➢ 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. ❖ Provide opportunities for whaanau to connect with teachers, discuss and/ or celebrate their child's learning as well as enhance the community culture. <ul style="list-style-type: none"> ➢ Teacher/Whaanau Catch-ups- Teachers actively invite parents of 'intervention' and 'needs monitoring' children. Record discussion notes on the template for sharing with co-teachers and use this information to inform future planning. ➢ Meet the Teacher Picnic Term 1, School Camps, Production Performances, School Sports Events, Grandparents Day, Term 4 Christmas Picnic, Termly Powerful Learning Hui ➢ Student-Led Conferences Term 2 and Term 4- teachers to follow up with parents who have not booked to encourage engagement. ➢ 1-1 Catch Up's Term 3- Set up School Interviews booking system 2024 to encourage bookings for those parents who want to discuss the Term 2 report without their child present. 	<p>SLT- Track the success rate of Learning Journals being returned on time</p> <p>Teachers to inform leadership about any informal feedback they receive about the reporting process.</p> <p>Leadership to share with PTA the revised report graph and gather thoughts/feedback.</p> <p>Leadership to track communication made with parents via the Intervention Register.</p> <p>LSC to make contact with families of children she is working closely with and provide some feedback on what parents can be doing at home to support.</p> <p>Teachers to share Teacher/Whaanau Catch-Up notes.</p>	<ul style="list-style-type: none"> ❖ Informal feedback indicates that the revised report graph has increased clarity ❖ All whaanau of Intervention and Needs Monitoring children have had email contact from their teacher in Term 1. ❖ Have a 25% increase in Teacher/Whaanau Catch Up bookings compared with 2023, in particular, families of students on the Intervention Register. ❖ Teachers regularly update Class Dojo to communicate what's happening in the learning programme. ❖ Teacher feedback following splitting the Student-Led Conferences over two weeks indicates improved well-being.



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: EOY Data 2023

Reading- 94% of children are At or Above Curriculum expectations.

Writing- 87% of children are achieving At or Above Curriculum Expectations.

Mathematics- 90% of children are achieving At or Above Curriculum Expectations.

Writing achievement is lower than Reading and Mathematics. There has been a positive gain in Writing achievement over 2023 with an improvement from 85% of the school achievement At or Above in 2022 to 87% in 2023. This further emphasises the importance of the continuation of this work.

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 3- Barrier Free Access- Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/ākonga and those with learning support needs

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
<ul style="list-style-type: none"> ❖ Build teachers' knowledge and skills to begin to implement aspects of Structured Literacy across the school to enhance the teaching of literacy. <ul style="list-style-type: none"> ➢ Continue to implement the Better Start Literacy Approach in Roopuu Kaakano 1. ➢ Build teacher knowledge based on The Code and begin to implement it across Years 2-8. ➢ Register more Kaakano 1 teachers to train in Better Start Literacy. ➢ Whole staff to participate in The Code PLD using an outside facilitator. This will include Kaakano teachers to enable them to make links between Better Start Literacy and The Code. ➢ External facilitator to support with lesson modelling and observations of individual teachers to help grow teacher capability. ➢ Establish a unitholder role to support and challenge teachers with their professional knowledge and implementation of Structured Literacy. ➢ Continue to build up decodable resources. ➢ Create further school-wide resources that align with The Code and its progressions to enhance and support best practice. ➢ Teachers will regularly reflect on their own needs, knowledge and next steps in terms of their teaching practice. ➢ 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. ➢ 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. ➢ Teachers gather pre and post-assessment information to help reflect on the impact and plan the next learning steps. ❖ Ensure the use of the Puketaha Writing Goals and AFL practices (that scaffold Writing learning) is evident throughout the school and cater for the maturation of the learners. ❖ Support teachers with their use of the 'Concrete, Pictorial and Abstract' approach to teaching Mathematics. <ul style="list-style-type: none"> ➢ PLD session recapping on the research behind the approach and sharing strategies. ➢ Continue to promote the use of Numicon for our Year 0-5 students. ❖ Utilise Assessment for Learning practices in Paangarau/ Mathematics in Roopuu Puaawai to allow flexible grouping within Mathematics including differentiated workshopping opportunities as well as mixed ability problem solving. ❖ Continue to value Maths Maintenance as part of the Mathematics Programmes within Roopuu Maahuri and Roopuu Puaawai. ❖ Supply each student with a Mathletics account Years 3-8, to support learning both at home and in class. ❖ Continue with COSMIBRICS Maths Intervention groups with teacher aide ❖ Teachers identify target learnings and work within their syndicate to design possible adaptations to meet the needs of children who need to make accelerated learning. <ul style="list-style-type: none"> ➢ Record this process in our Target Action Plans (TAPs). ➢ 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>Kirsty Tatere Literacy Coach Liz Kane Literacy</p> <p>Unit Holder</p> <p>LSC</p> <p>Leadership team to collate OTJ data twice a year.</p> <p>Teachers to record reflections in Strategic Reflect Docs and share with the Leadership team.</p> <p>Teachers to share their Target Action Plans with Senior Leadership.</p>	<p>Writing Targets</p> <ul style="list-style-type: none"> ❖ 80% of Year 2's achieving At or Above in Writing ❖ 83% of Year 5's achieving At or Above in Writing ❖ 83% of Year 7's achieving At or Above in Writing. ❖ 75% of Year 8's achieving At or Above in Writing <p>Mathematics Targets</p> <ul style="list-style-type: none"> ❖ 88% of Year 4's achieving at or Above In Mathematics ❖ 83% of Year 7's achieving At or Above in Mathematics <ul style="list-style-type: none"> ❖ 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. ❖ Teacher Actions Plans evidence reflective practice focus on how to meet the learning needs of a diverse range of learners as well as the impact of those interventions.



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: Design learning programmes that provide rich, relevant learning across the Curriculum.

Baseline Data/ Rationale:

Based on input from consultation with the community, the two most highly regarded areas for potential focus at the school going forward are maintaining high expectations and implementing differentiated learning, as well as emphasising high-quality teaching and learning in the core curriculum areas. Additionally, there is a strong emphasis on providing students with a balanced curriculum, achieved through the integration of various curriculum areas into enriching topics.

Providing learners with a rich curriculum with learning experiences and topics that are relevant to the students, supports overall engagement in learning. When students are engaged and enjoying their learning, they are more likely to succeed. Teachers also observe that when topics can be integrated across core curriculum areas, it deepens the overall understanding of the new learning.

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
<ul style="list-style-type: none"> ❖ Continue to explore and implement the Aotearoa New Zealand Histories Curriculum. Continue to build knowledge around the Understand, Know, Do approach. <ul style="list-style-type: none"> ➢ All teachers plan and deliver a Rich Topic which integrates the Aotearoa New Zealand Histories Curriculum, at a level suitable to the children's maturation. ➢ Teachers share their planning ideas and strategies to support how to effectively plan and deliver the Understand, Know and Do Curriculum Model. ❖ Teachers to plan Rich Topic Units that integrate across a range of Curriculum Areas and are based on content that is relatable and of interest to the students. ❖ The learning programme in Roopuu Maahuri looks for opportunities to enrich the Reading Projects by integrating the wider Curriculum, with an obvious build on integrated project learning within Roopuu Puaawai. ❖ Yearly Overviews reflect learners' interests. ❖ Long Term Plans are purposefully planned to show wide coverage of curriculum areas. ❖ Rich Topic plans are purposefully constructed to show cross-curricular links. Teachers will consider equal coverage of the Arts curriculum - music/dance/drama/visual art. ❖ Physical Education programmes will intentionally develop children's fundamental skills (locomotor and manipulative) and foster a love of Sport and PE. <ul style="list-style-type: none"> ➢ Promote and foster enjoyment of sport and physical activity through play and organised games. ➢ Teachers will plan for regular and skill-focused P.E. lessons each week, including fitness sessions. ➢ Create and run events that promote and foster positive attitudes towards physical education - creating an environment based around fun. (Eg. Try Challenge). ➢ Continued Professional Development on how to improve swimming programmes. ❖ The Arts provide an opportunity for children to develop and show our 6C's and Values as well as express themselves through art, music, drama and dance. It aims to recognise and then foster children's skills, knowledge, talents and gifts in this area. ❖ Foster dramatic, artistic and musical play through the Play Based Learning approach. ❖ Teachers look for opportunities to integrate the Arts into their learning programmes. ❖ Roopuu Puaawai will continue to have an annual production. ❖ Sports Camp students to learn dance techniques for their Sports Cheer. ❖ Incorporate singing/ waiata into Class Hui, Whole School Hui, and Powerful Learning Hui. ❖ Continue to offer a range of enrichment and extracurricular opportunities to expose children to broad learning experiences. <ul style="list-style-type: none"> ➢ Yearly camps for all students in Years 2-8, Technology Challenge, Chess and Checkers Club, Epro8 Engineering competition ❖ Continue investing in the House of Science Science Kits to provide students with engaging, hands-on Science Lessons across the school. ❖ Invest in our Year 8 students attending Science and Physics Lessons in a Science Lab at St Paul's Collegiate School. 	<div data-bbox="1397 787 1997 997" data-label="Diagram"> </div> <p>Teachers</p> <p>Jason Boobyer</p> <p>Leadership Teachers</p>	<ul style="list-style-type: none"> ❖ Sharing ideas and best practice of ways to implement the learning. ❖ Physical education lessons are a regular element in each learning environment's programme. ❖ All Year 5-8 students involved in a Production.



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:

In 2023, Puketaha School made progress towards our target of increasing Te Reo Maaori and improving our Tikanga practices. The staff collectively reflected on the progress and embedding of our planned actions in 2023 and set new goals for 2024 with the idea of continuously improving our Cultural Capability and working towards normalising Tikanga and Te Reo in our school. Teacher reflections in 2023 indicated that continued support in PLD in these areas is supported, and the Puketaha Te Reo Progressions are in the early implementation stages. Community feedback indicated that families valued Kapa Haka and student voice also shared this feeling with Kapa Haka being a highlight for some individual students, with suggestions to develop Kapa Haka opportunities further.

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
<ul style="list-style-type: none"> ❖ Strengthen all teachers' confidence and capability to incorporate Te Reo into their learning programmes <ul style="list-style-type: none"> ➢ Support teachers with resources, PLD and guidance. ➢ Continue with In-School Community of Learning Teacher with a focus on Cultural Capabilities <ul style="list-style-type: none"> ■ COL leader to gather work alongside teachers to gauge where they are at and what their next steps will be. ■ Run 15-minute Te Reo Lessons with all staff weekly during Professional Learning sessions. ■ Develop school-wide resources to support teachers with their Te Reo and Tikanga knowledge. ❖ Continue to develop and implement School-Wide Puketaha Te Reo Progressions Yearly Overview. <ul style="list-style-type: none"> ➢ Link lessons to the <i>Te Aho Arataki Marau moo te Ako i Te Reo Maaori (Te Reo Curriculum for English Medium Schools) Achievement objectives.</i> ➢ Build up resources to support teachers' planning and lesson delivery. ➢ Teachers plan Te Reo and Tikanga lessons into their weekly timetable and all teachers to be involved with the delivery of these lessons. ❖ Every child will experience a Kapa Haka session each week to support the development and understanding of Tikanga practices and protocols. <ul style="list-style-type: none"> ➢ Work towards establishing a performance Roopuu who receive Kapa Haka enrichment and explore opportunities for this group to perform for the wider community. ➢ Invest in Kapa Haka uniforms ❖ The Maaori perspective is explicitly valued, discussed and planned with in-class planning. ❖ The Maaori Values are introduced in the context of the learning experiences, in Roopuu Puaawai to start teaching the students a range of Maaori Values. <ul style="list-style-type: none"> ➢ Teachers across the school learn more about the Maori values through PLD sessions and look for opportunities to introduce these within their programme. ➢ Senior Leadership to look for opportunities to share emerging knowledge within the school, both with the students and whaanau, through weekly whole school hui, newsletters and other communication avenues. ❖ Continue to implement school rituals that align with local tikanga Maaori <ul style="list-style-type: none"> ➢ 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 givings. ➢ 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. ❖ Utilise Professional Learning Opportunities provided through the COL ❖ Connect with Across School COL leaders for support and guidance <ul style="list-style-type: none"> ➢ Our in-school COL teacher will attend COL PLD sessions to connect with other leaders and build capacity. ❖ All students are continuing to develop their understanding of their pepeha, with clear progressions from Kaakano through to Puaawai. ❖ Explore possibilities for students to visit a local Marae to experience Marae protocols first-hand and learn more about our New Zealand culture. ❖ Continue to take steps towards finalising our local story of the land to publish this and integrate this into our School curriculum. <ul style="list-style-type: none"> ➢ Publish the current information about the land's history, incorporating information from Ngaa Puna o Ngatii Wairere. ➢ Connect with Ngati Wairere to allow them to cross-reference this information before publishing. 	<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"> ❖ 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 the Maaori language and protocols. ❖ All students to have access to Kapa Haka Learning as well as a Roopuu performing group being established. ❖ To have our Puketaha Story Published and ready to consult with Ngati Wairere representatives.



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:

During our 2023 teacher call-back days, we conducted team-building sessions focused on understanding individual communication styles and improving overall team communication. This directly influenced the development of our Co-teaching team protocols. By starting the year with a focus on 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' helped staff recognise and navigate the stages of team development. These established processes have facilitated professional collaboration, encouraged constructive dialogue, and fostered strong relationships among our staff.

In 2023, co-teaching models facilitated personalised learning strategies, learner choice, and agency. Ongoing planning ensured their effective implementation, evident in various spaces like weekly timetables and unit planning. Additionally, new teacher inductions and resources supported this approach. The Critical Friends process fostered professional growth, enabling teachers to engage in valuable learning conversations, supported by feedback and recorded observations for leadership review.

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
<ul style="list-style-type: none"> ❖ Developing and strengthening co-teaching team relationships by ... <ul style="list-style-type: none"> ➢ Engaging in an outside facilitator to provide learning around communication, attitude and how to best utilise individual skills with a team. ➢ Collaborative Teaching Team to 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. ❖ Embed the deliberate use of Co-teaching Models to support teachers to enable... <ul style="list-style-type: none"> ■ Differentiation ■ Choice ■ Targeted learning and Interventions <ul style="list-style-type: none"> ➢ 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. ➢ Teachers provided regular opportunities to share ideas/ strategies/ best practice around deprivatising learning. ❖ Teachers engage in Collaborative Target Action Plans to strengthen teaching and learning. <ul style="list-style-type: none"> ➢ 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. ❖ Staff professional learning will be held regularly, whole staff and syndicate meetings. ❖ Regular opportunities will be given for all staff to share and celebrate practice. ❖ The Professional Growth Cycle will be ongoing throughout the year, providing staff with classroom walkthroughs, formal observations, student voice and follow-up discussions and goal setting. ❖ Professional learning experiences will empower all teachers to challenge and be challenged in a constructive manner that fosters self-reflection and understanding. ❖ As part of the Professional Growth Cycle, implement the Critical Friend Process with all teaching staff... <ul style="list-style-type: none"> ➢ Clearly articulate the purpose of the Critical Friends Process (CFP) and its intended outcomes. ➢ Establish expectations regarding participation, confidentiality, and respect among participants. ➢ Support teachers with skills such as active listening skills, effective questioning techniques, and constructively providing feedback. ➢ Allocate sufficient time for each session to allow for meaningful discussions and feedback exchanges. 	<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"> ❖ Team protocols doc provides evidence of the teacher conversations about how individuals best work, strengths and weaknesses. Including strategies are in place to support courageous conversations. ❖ Co-teaching models are evident in teachers' planning. ❖ Target Action Plans provide a collaborative process which supports teachers' capability to meet the diverse range of needs of our learners. ❖ Teachers engage in a Critical Friend Process where teachers support and challenge each other, to encourage professional growth.



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:

Implementing systems of internal self-review allows for continuously enhancing operations and responsiveness to emerging needs. By regularly assessing our practices and effectiveness, we can ensure accountability to stakeholders and make informed decisions based on data. This process fosters a culture of reflection and professional growth among staff while optimising resource allocation to support student learning. Overall, self-review systems enable leaders to adapt to the dynamic nature of education, driving continuous improvement and better outcomes for students, staff, and the community. In 2023, a number of our self-review practices had a positive impact on supporting continuous growth and through these processes we were able to see where this could be built on in other areas. During reflection, we identified some areas of self-review that would benefit from some strengthening.

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
<ul style="list-style-type: none"> ❖ Continue to utilise and reflect on Teachers' Target Action Plans (TAPs) which support teachers with their planning and implementation of additional targeted learning for those identified as tracking behind the curriculum expectations or who may be exceeding those expectations. ❖ Further enhance the Intervention Register with continued updates on student progress and achievement. <ul style="list-style-type: none"> ➢ Use the information to enhance school/ whaanau relationships by inviting whaanau in on a regular termly basis to discuss children that need to make accelerated progress or have an Individualised Education Plan (IEP). ❖ Regular term reflections against our Strategic Priorities. <ul style="list-style-type: none"> ➢ 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. ➢ Leadership to use these as a base for decision-making around professional learning opportunities, resourcing and support. ❖ Design and implement an internal self-review process where informal and formal whaanau feedback is recorded and reflected on to look for ways to improve. <ul style="list-style-type: none"> ➢ Teachers to feedback to the leadership team on any verbal and written feedback they have had from families ➢ The Senior Leadership Team to look for opportunities to gather feedback from our community when needed to help inform future planning. ➢ Record and collate this information to inform decision-making on how to continuously improve our systems, processes and operations. ❖ Strengthen our internal review system to ensure there is a systematic approach to monitoring progress against targets and responding to needs. <ul style="list-style-type: none"> ➢ Design a yearly plan for monitoring progress towards targets in our annual plans. ➢ 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. 	<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>Senior Leadership Team</p>	<ul style="list-style-type: none"> ❖ The internal self-review process supports the leadership team in making informed decisions based on evidence.