



Pukekohe North School

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Strategic Plan Review – Term 1 2020:

Term 1 2020:

Raising Student Achievement:

Term 1 commenced with a number of staff changes especially affecting the Kura Rumaki.

Notably, our Deputy Principal and Kura Expert Henare King was unable to return to school in Term 1 due to ongoing medical conditions.

Mae Mura took on the extra responsibilities of leading this team including welcoming two new kaiako- Piki Mura-Heta and Atarangi Cook.

Both ladies assumed roles in the senior classes of the kura.

Naere Kanuta was also affected by medical conditions that led to her being unable to continue teaching for the entire 10 weeks of Term 1.

Mae left her Kura Rumaki New Entrant position to teach Naere's Year 2-3 tamariki.

Fortunately for our school, Parekawhia Albert who taught the new entrants in 2019 stepped up into this position from her Teacher Aide job to provide some continuity and firm structure within the unit.

The kura rumaki staff must be congratulated for working together and across the kura to form a cohesive teaching band of educators.

All children were settled and the playground and classrooms are happy and settled.

Staff assessed students and began to decide upon students who met our 1.1 Strategic Goal.

Some 36 students became the focus of our plan to raise achievement across the school through dedicated Success Education Plans.

Teachers aimed at providing specific teaching goals married to deliberate acts of teaching for each student whilst also having the objective of keeping whanau informed and where possible informed.

The focus was to teach in 5 week blocks and assess the success of the approaches used and techniques employed.

If the student had not shifted achievement as expected, staff knew their programmes needed revision and new approaches found.

Staff showed dedication and drive to shift achievement for all students but with particular emphasis to the 36 Targeted students.

Building Teacher Pedagogy:

The success of Strategic Goal # 1 requires sound pedagogical knowledge and a professional attitude to research widely, discuss fully and to trial new teaching strategies.

During the January holidays, staff commenced training in Developing Mathematical Inquiry Communities (DMIC- Dr Bobby Hunter)

Staff were trained in developing discussion skills and getting their students to share their strategies in problem solving within multi-levelled groups across the classroom.

Expectation was also to pitch the mathematical word problems at high levels to challenge the students in their mathematical abilities and thinking.

We can certainly hear many staff room conversations as teachers share their experiences, successes and concerns about a very new approach to teaching mathematics.

Our Mathematics Team, whilst learning along with their colleagues are supportive and encouraging of DMIC.

More mathematically able students were expected to share the ways in which they solved the problems and thus teach their peers new techniques.

The approaches appear to be working however some teachers fear for less able students who need plenty of scaffolding and support from adults to attack the maths problems provided.

Our DMIC tutors ask that we have a 'leap of faith' and that 6 months through the year, we WILL see the results of heightened achievement levels.

With a slower start to the School Year with the staff changes stated above, we have shelved Circle Time training for staff until Term 2 and likewise for our PACT Reading professional development.

The use of The Learning Progressions and PACT Writing is still very much a focus for our year as we strive to provide effective programming to raise achievement across our school.

Raising Student Attendance Rates:

We are all aware that students must attend school at a 90% rate to advance academically year to year.

The central Pukekohe Schools, those feeding into Pukekohe Intermediate School (Hill, Puni, Pukekohe East, Patumahoe) banded together to battle a region wide problem in dropping attendance rates. Pukekohe North School joined this group as a think tank to address concerns.

We were lucky to contact and work with NZ Police Senior Sargeant Steve Richards and his Youth Aid Team based in Papakura to provide a concerted effort to get all students attending school at a 90% rate or higher.

Through our Kahui Ako and MOE provided funding, we have been able to employ two Attendance Officers to work with our schools.

To begin with, the Central Schools reviewed their Attendance Policies and ensured our Policies were consistent in our approaches to truancy.

Principals provided Steve Richards' Teams with names and addresses of poor attenders in 2019 and Steve sent members of his Youth Aid Team to door knock and remind whanau about school start dates prior to our Academic Year commencing.

Special reminder notices were placed on FaceBook and in school newsletters as well to inform our communities about attendance expectations and that we were working in conjunction with the NZ Police.

Dates were set for follow ups on those still not attending regularly.
Police Officers continued to visit homes and encourage students to attend school.

Community Engagement:

Our school wide Inquiry for Term 1 2020 was a focus upon our local iwi Ngati Tamaoho where our students learnt about the history of mana whenua, their stories as they were handed down and local places of interest discovered through a bus tour of Pukekohe. (Watercress beds, swimming holes, Pukekohekohe Hill)

We invited members of the Nga Hau E Wha Marae Committee to inform our staff of the iwi toanga during a Call Back Day prior to the term starting.

This liaison was doubly important as we wish to consult whanau about a clear pathway for their whanau as students journey through Pukekohe North School and beyond.

What is the pathway for our Maori Medium learners in particular post Year 8?

Our chairperson began contacting the Marae Committee members for an appointment to enable the BOT to commence conversations with Ngati Tamaoho elders on this critical vision.

Key questions include:

Does the marae have a vision of establishing a Kura Kaupapa Maori on the Marae grounds?

If, so, what is the structure of the kura? Area School Year 1-13, Middle School Year 7-13, High School Year 9-13?

Where does our school vision fit into the kaupapa of having our students walking confidently in both Maori and Pakeha Worlds?

Do we need to develop a Reo Rua educational pathway for our students?

What demographic information can the MOE provide as we enter into our 5YA and Strategic Planning for the next decade?

The Board also wishes to unite with The Trustees of Nuinga Educational Trust (Puna Reo) to provide a true pathway for learners 0-21 years of age.

Consultation in the development of our Local Curriculum lies with strong relationships with our community.

Meetings are planned for Term 2 2020.

Our Special Needs Coordinator (SENCo) has worked tirelessly with The Resource Teachers of Learning and Behaviour (RTL B Service) to build in particular Oral Language Programmes within our Junior Team and with our prime Early Childhood Providers Best Start (Dublin Street) and Kids Count (Puriri Road).

Our Senco Nicky Twiss has organised developments from our Year 1-5 Cuircle Time Programme to Hei Awhaiwhaiki te Panui Pukapuka. (HPP)

This programme has proven to be successful in the Nelson Area where trained tutors work one on one with HPP students for 20 sessions in developing btheir oral capabilities.

Pukekohe North School successfully applied for \$30,000 work of School Led Initiative Funding for our Learning Support Cluster to develop this programme. (Best Start, Pukekohe North School, Paerata School, Wesley College, Te Akonga Early Childhood Centre)

Progrrmming will roll out during Term 2 2020.

Further School Developments:

For the first time in over a decade, Pukekohe North School has a Parent Teacher Association!

We have a dedicated group of whanau that wish to develop our school and provide social events and fundraising opportunities to support the Board's Strategic Plan.

A SpringFest is planned for September (our version of local Calf Club Days) to re-establish the wonderful Gala Days of yesteryear.

Classrooms were open, food was in abundance and community competitions held.

This is the aim of our PTA.

Pukekohe North School is about to enter into its next Property Developments.

A new 10 Year Plan is emerging to upgrade our electrical, water and sewerage supplies.

Our 5YA sees our Board wishing to refurbish a further 3-4 classrooms from July and a School Investment Package (SIP) Fund allows for an exciting grounds development to benefit our students with new facilities.

Our PTA would like to see a new shade structure built over the netball courts with this Grant.

Meanwhile, visiotors comment on the clean and tidy grounds and colourful artwork and PB4L Posters that decorate our school buildings.

Our caretaker Anthony De Thierry continues to work to a high detail and care for his old primary school.

Our students continue to relax and grow as individuals.

Term by term, they take on more ownership for their learning and meeting and displaying our school expectations.

Be Respectful

Be Responsible

Be Safe

Be Confident

The school is certainly calmer and the teachers and students are working collaboratively towards meeting our strategic goals.

The school environment is happy and cooperative.

Our School Roll is sitting at 286 students as we conclude the term

The Board, Staff, Community and Students can all feel proud of our improvements, progress and developments over the past 10 terms.

With the early termination of our Term 1 due to COVID-19 ALert Level 4 Lock Down across NZ, we will struggle to provide OnLine Learning to our students where 90% of homes do not have a device / or internet connectivity.

Staff have worked hard over the past week to provide hard copy materials to our students in order that their learning can continue during the next 4-6 weeks of lock down.

Term 2 will look very different to all schools within New Zealand and our kura in particular.

**Jim Stafford-Bush
Tumuaki
30.3.2020**