



## Pukekohe North School

*"Setting our akonga on the path of lifelong learning"*

57 Princes Street, Pukekohe  
0800 785 366  
[www.pukekohenorth.school.nz](http://www.pukekohenorth.school.nz)



# Pukekohe North School Charter- Strategic and Annual Plan 2022-2024:

### Our Mission Statement:

***'Setting our akonga on the path of lifelong learning'***

### Our school vision:

***To deliver an education that nurtures and grows our learners to be capable, confident and caring citizens.***

### Our school values:

***Whakaute mai -Be Respectful Te Whakapono – Be Responsible***

***Haumarutia – Be Safe Mauri tu – Be Confident***

Our kura/school: **Pukekohe North School (1453)**

Pukekohe North School is situated in the Franklin District some 60 kilometres from Auckland City.

The school has been providing an education to the primary aged children in the area since 1957.

Our tamariki are bright vibrant aakonga/students who identify as Maori (78%), Pasifika (Tongan 6%, Samoan 7%) European 6%, Other 3 %

Our school roll is stable at the 300 aakonga/student level.

Our local hapū are Ngāti Tamaoho of the Waikato-Tainui confederation and the school has established bonds with our local Marae Nga Hau E Wha.

Pukekohe North School is unique in that we offer English Medium - New Zealand Curriculum and Maori Medium - Te Marautanga o Aotearoa deliveries.

Te Reo Maori, tikanga and the unique position of Maori culture are features of all teaching and learning programmes.

We have 4 Maori Medium Classrooms and 7 English Medium classes educating aakonga/students in the Pukekohe North area at present.

The students have large grounds to play within and their learning is further supported by a library, a music and computer suite, a large community hall, asphalt and astro-turf playing surfaces and a recently completed shade structure canopy for all weather activities.

The Ministry of Education replaced the Board of Trustees with a Commissioner in October 2021 and plans are in place to return the kura/school back to a self-governing body by 2023.

Pukekohe North School is well-supported to attain this objective with the assistance of School Achievement Facilitators, Professional Development Funding from the Ministry of Education, the expertise of the Commissioner and ongoing development from The Education Review Office.

Our kura/school aim is upon acceleration in an approach that gives students' laser-focused teaching and learning programmes on skills and content they need in order to learn new material.

This Strategic Plan is based on ERO's Effective School Evaluation Booklet, the Learner Focused Evaluation Processes and the Kaimahi/staffs December 2021 professional development on 'From the Charter to the Classroom.

Teaching as Inquiry becomes a focus for lifting our teaching and learning performances and raising aakonga/student achievement levels.

### Our kura/school's Context –Baseline Data:

#### **Aakonga/Student Learning:**

**The 2021 End of Year Data indicated that:**

**Pangarau /Mathematics 48%** of all aakonga/students were achieving at or above their expected level of achievement.

Targeted for specific and explicit teaching and learning were our Year 3 and 4 groups

**Tuhituhi/Writing: 48%** of all aakonga/students were achieving at or above their expected level of achievement.

Targeted for specific and explicit teaching and learning were our Year 3 and 4 groups

**Panui/ Reading: 50%** of all aakonga/students were achieving at or above their expected level of achievement.

Targeted for specific and explicit teaching and learning were our Year 3 and 4 groups

Raising Achievement remains Priority # 1 at our kura/school in Literacy and mathematics

Kaimahi/staff aim to accelerate aakonga/student progress by more than 12 months in every school year

#### **Aakonga/Student Engagement:**

Our overall attendance rate for 2021 stood at 91% despite the effects of COVID-19 to the school year.

Time away from face to face teaching and learning however has impacted our aakonga/students overall education and ability to concentrate and socialise due to gang related lockdowns and whaanau fears for their tamariki's wellbeing, health and safety.

Kaimahi/staff are therefore eager to grow aakonga/student agency in their learning. (Know what they are learning why and the next steps in progressing)

Student Voice is also paramount as we address their fears and barriers to learning as COVID-19 lingers and disrupts programming continuity.

#### **Kura/School Organisation and Structures:**

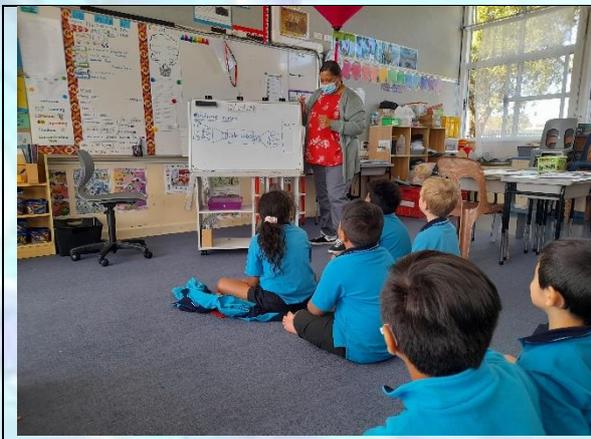
Learning focused relationships are key to progressing our tamariki and their learning.

Kaimahi/staff we able to engage with 72% of whaanau in Term 4 2021 to discuss their aakonga/student's progress.

We aim to engage with 95% of our whanau each term and provide weekly communications to the community about aakonga/student learning and school events.

Kura/school policies, especially those pertaining to Health and Safety are being reviewed and distributed for consultation.

The kura/school aims to have a governing Board of Trustees in place for the 2023 academic year.



**How do our school needs commit to the National Education Learning Priorities (NELP)?**

**Pukekohe North School: The Big Picture:**

<b>NELPs</b>	<b>Learning</b>	<b>Pedagogy</b>	<b>Community Partnerships</b>
<b>What are our Goals?</b>	Aakonga/students with their whaanau/parents are at the centre of education	To strengthen the quality of teaching in order that our aakonga/students receive the skills they need to succeed in education, work and life	Partner with whaanau/parents to equip every aakonga/student to build and realise their aspirations
<b>How will we achieve our Strategic Initiatives?</b>	<p>1.1 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>1.2 Raise our overall achievement by 5% per year from 2022 to 2024 across our kura/school</p> <p>1.3 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whaanau</p>	<p>2.1 Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako, educators and staff to strengthen teaching, leadership and learning support</p> <p>2.2 Expect and support teachers/ kaiako to build their understanding of learners' / ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p> <p>2.3 Provide consistency of teachers/ kaiako, educators and caregivers, so young learners/aakonga can develop attachment and positive relationships to support learning and well-being</p> <p>2.4 A longitude inquiry tracks individual aakonga progress through the learning progressions in Panui/Reading, Tuhituhi/Writing and Pangarau/Mathematics 2022-2024</p>	<p>3.1 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>3.2 Identify and respond to aakonga/student strengths, progress and needs, and aakonga/student and whanau/parent aspirations</p> <p>3.3 Offer multiple opportunities for interaction and conversation - regularly conversing with individual or small groups of aakonga/students using descriptive vocabulary, reading stories together, playing verbal games or singing waiata to support their language development; and incorporate regular opportunities for aakonga/students to explore symbols from their own and other cultures, including mathematical symbols</p>
<b>How will we know we are being successful?</b>	Learners develop aakonga/student agency to state their level of achievement and can discuss their next steps in learning to progress	Kaiako/teachers use the Literacy Learning Progressions to assess aakonga/students achievement levels and plan programmes to meet individual needs	Kaiako/teachers, aakonga and whanau meet regularly to discuss the progress made and set goals for the next learning period and how they will be achieved

**What are our School Wide and Target Group Achievement Goals -2022-2024:**

<b>Curriculum</b>	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
<b>Baseline Data</b>	<u>Panui/Reading</u> 2021 Current level = 40.4% of students are achieving at or above expectation:	<u>Tuhituhi/ Writing</u> 2021 Current Level = 43.7% of students are achieving at or above expectation.	<u>Pangarau /Mathematics</u> 2021 Current Level = 42.5% of aakonga/students are achieving at or above expectation
<b>School Wide Targets</b>	2022 = 46%, 2023 = 51%, 2024 = 56% of students are achieving at or above expectation:	2022 = 49%, 2023 = 54%, 2024 = 59% of students are achieving at or above expectation.	2022 = 48%, 2023 = 53%, 2024 = 58% of aakonga/students are achieving at or above expectation
<b>Achievement Targets for Year 3-4 at or above Progress levels</b>	The 2021 Current Level of Achievement is Year 3 = 41.3% 2022 = 46% 2023 = 51% 2024 =56% Of students are achieving at or above expectation  The 2021 Current Level of Achievement is Year 4 = 36% 2022 = 41% 2023 = 46% 2024 = 51% Of students are achieving at or above expectation	The 2021 Current Level of Achievement is Year 3 = 26% 2022 = 31% 2023 = 36% 2024 = 41% Of students are achieving at or above expectation  The 2021 Current Level of Achievement is Year 4 = 42% 2022 = 47% 2023 = 52% 2024 = 55% Of students are achieving at or above expectation	The 2021 Current Level of Achievement is Year 3 = 36% 2022 = 41% 2023 = 46% 2024 = 51% Of students are achieving at or above expectation  The 2021 Current Level of Achievement is Year 4 = 50% 2022 = 55% 2023 = 60% 2024 = 65% Of students are achieving at or above expectation
<b>Raising Achievement for ALL Aakonga/students</b>	Our kaimahi will support ALL aakonga/students to progress and achieve to fullest their individual potentials. Teachers will provide differentiated programmes for the varied needs of all tamariki. Staff will use Teaching as Inquiry Practices to delve into methods and approaches to support aakonga/students individual learning. Formative Assessment processes will make the learning focus to be clear, what is being taught and why and scaffolded so support and allow tamariki to check that they are on target to achieve the lesson plans. Whilst 50% of our aakonga will be achieving their level of expectation by December 2022, some tamariki will take a longer period to meet the learning expected of their age. This could be in 2023 and for some 2024. Pukekohe North School kaimahi/staff will use their experiences, skills and talents to guide the tamariki to growing as citizens and learners. Expert help will be used to support our aakonga/students to be capable, caring and confident citizens.		

**2022 Raising Aakonga/ Student Improvement Plan:**

Aakonga/students with their whaanau/parents are at the centre of education				
Baseline Data: 48-50% of aakonga school wide are achieving expectation			Annual Target To raise these levels to 53-58% by December	
What	Who	How	Resources	Indicators of Progress
Aakonga/students are working towards achieving the Reading, Writing and Mathematics goals set with the kaimahi/staff and whanau/parents	Kaimahi/Staff Aakonga/students Senior Leadership Team	Kaimahi are relentless in ensuring aakonga are working at the learning progression level that challenges their abilities in Literacy and Mathematics	Literacy Learning Progressions  DMIC Approaches Literacy/ mathematics PaCT	Aakonga achieve the goals set with kaimahi and whanau High expectations of aakonga achievements set Progress is accelerated- (4 months per term)
Aakonga/ students can state their levels of achievement (Years 1-3) and next steps in learning (Years 4-8) Aakonga/Student Agency Aakonga /Student Voice	Kaimahi/Staff Aakonga/students Whaanau Senior Leadership Team Senior Management Team	WALTS and Learning Intentions are shared regularly with aakonga  Kaimahi focus aakonga upon their individual learning goals, why this is being taught and what the next step for each aakonga will be  Senior Leadership Team visit classrooms regularly and provide feedback and feedforward to kaimahi	Collection of Aakonga voice- April, August, November  SLT in class observation/ Aakonga discussions  Kaimahi feedback and coaching	Formative Assessment practices feature in kaimahi's planning from Term 2  Aakonga can state: Their achievement level what they are learning and why from Term 2  Actionable aakonga/student voice requests are completed By end of Term 2 and 3
A targeted approach upon our Year 3-4 students to raise their achievement levels in Literacy and Mathematics	Kaimahi SAF Facilitators assist teachers MOE PLD targeted to the Middle School Senior Leaders SENCo/ LSC RTLB-Denny	Development of the Yr 3-4 BSLA programme  PNS HPP / Early Words programming and including ESOL aakonga/students	BSLA / In Te Reo Maori Early Words HPP Programme	Year 3-4 aakonga meeting their learning goals Aakonga achieving the Literacy Progressions as they move through the aspects and strands Confident students Involvement and assistance from whaanau Evidence in aakonga workbooks and outputs
Adoption of the HERO Student Management System	HERO Team Kaimahi Senior Leaders PLD – MOE SAF Facilitators Literacy/ Mathematics Unit Holders	In our Teams Yr 1-2/ Yr 3-4/ Yr 5-6/ Yr 7-8 and working alongside of our PLD Providers and Literacy leaders, kaimahi develop our kura/ school local curriculum in Reading	Literacy Learning Progressions DMIC Resources PaCT	Local Curriculums built and available on HERO Panui/ Reading-End T2 Tuhituhi/ Writing –End T3 Mathematics –End T1 2023 HERO reporting to whaanau by Mid-June 2023

**2022 Building Teacher Pedagogy- Improvement Plan:**

Kaimahi/staff plan teaching and learning programmes based on valid data that is moderated and critically reviewed				
What	Who	How	Resources	Indicators of Progress
Kaimahi/staff reference the Literacy Learning Progressions Framework / NZC / Te Marautanga o Aotearoa / He Ara Ako I te Reo Maori Matatini in their planning	Kaimahi/staff SLT SMT	Professional Development targets assessment practices and the analysis, moderation and overall teacher judgements to align aakonga with work at a challenging level in Literacy and Mathematics	SAF MOE PLD ERO DMIC PaCT Job Descriptions Appraisal Systems	Aakonga are learning and progressing. They are talking about their learning with kaimahi and whanau in an excited way from Term 2
Kaimahi/staff use Teaching as Inquiry reviews to critique their practices and outcomes; and inform through research, discussions and collegial support, ongoing provision of the aakonga/students' learning needs  Year 3-4 Targets –ESOL HPP Programme / Early Words	Kaimahi/staff SLT SMT	Kaimahi are supported evaluate. What impact is my teaching having upon aakonga learning and progress? Can I do this better? To question colleagues and delve into personal review and resources to enhance programme delivery	SAF MOE PLD ERO-Inquiry Model-Neil Harray Job Descriptions Appraisals  Chavorn De Thierry	Staff are relentless in evaluating their teaching practices and researching other approaches, strategies and techniques to extend their teaching kete and repertoire from Term 2  Kura/school wide progress is achieving at least a 5% increase from June
Aakonga/students are provided with differentiated and explicit programming to meet individual needs and accelerate their progress	Kaimahi/staff SLT SMT	Professional Development programmes assist kaimahi to provide programming to meet individual needs In Class Observations and one on one feedback	SAF MOE PLD ERO-Inquiry Model-Neil Harray PaCT	Groupings address needs –Term 1 Kaimahi planning displays anecdotal notes on student - needs and achievements Term1

**2022 Community Engagement- Improvement Plan:**

To partner with whaanau/parents to equip every aakonga/student to build and realise their aspirations				
Baseline Data: Kaimahi made contact with 72% of whanau to discuss their tamariki's learning in Term 4 2021		Annual Target: To make contact with 95% of whanau at least twice per term in 2022		
What	Who	How	Resources	Indicators of Progress
Whaanau/parents, kaimahi/staff and aakonga/students develop learning-focused relationships	Whaanau Aakonga Kaimahi SLT	Using every means available- face to face, email, text, social media, school apps, messages sent home, kaimahi will engage with whanau about their	SLT SWiS FAS School App-HERO	Kaimahi report they have contacted 95% of their whanau each term from Term 1

		tamariki's learning and progress at least once every 5 weeks during term time		Discussions focus upon learning, what the aakonga is learning, what the kaimahi is doing and how whanau can help –T1 *A new school App (HERO) is functional by the end of Term 2 2022 keeping whaanau up to date with student learning on a fortnightly basis
Whanau are attending 3 Way Conferences and school events	Whaanau Aakonga Kaimahi SLT	*Kaimahi are relentless in communicating with whaanau about their tamariki's learning. *Using the School App (HERO) from Term 2 *Regular messages sent home about achievements *Celebrating aakonga successes with whaanau *Regular consultation and whaanau training sessions are timetabled through each term *Having an open door policy for whaanau (COVID allowing)	SLT SMT SWIS FAS School App	Kaimahi record 95% attendance at Whaanau interviews, consultation /training evenings and kura events from Term 1

### What will we do to achieve our Strategic Goals in 2023?

Goals	Raising Achievement	Pedagogy	Community Engagement
<b>2023</b>	<ul style="list-style-type: none"> <li>Aakonga/students are attaining the learning goals set with whaanau/parents, kaimahi/staff and setting their own individual goals to discuss at interviews and reporting times</li> <li>Evidence of achievement and progress is apparent in aakonga/student exercise books, displayed work and how they can articulate what they have done and what they need to do next to continue to improve</li> <li>Aakonga/students are leading 3 way</li> </ul>	<ul style="list-style-type: none"> <li>Kaimahi/staff provide valid, timely and accurate, moderated data to plan their teaching and learning interventions</li> <li>Reliance upon the reference to The Literacy Learning Progressions (+ Updates to the NZC and Te Matautanga o Aotearoa) in programme planning; ensure aakonga/students are progressing and being extended in their knowledge and skill acquisition</li> <li>Kaimahi/staff review aakonga/student outcomes and seek Teaching as Inquiry to evaluate their</li> </ul>	<ul style="list-style-type: none"> <li>Whaanau/parents, kaimahi/staff and aakonga/students meet twice per term to discuss explicit learning goals in partnership</li> <li>Whaanau/parents are receiving electronic/ hard copy evidence of their aakonga/student's achievements across the curriculum but with a specific focus upon literacy and mathematics</li> <li>Whaanau/parents are receiving at least 2 communications per week about school events, developments or</li> </ul>

	conferences with whanau confidently discussing their learning and progress	practices in search of strategies/approaches to further promote progress and acceleration <ul style="list-style-type: none"> <li>Formative Assessment for Learning practices are demonstrated in every lesson</li> </ul>	important notices via our Student Management System <ul style="list-style-type: none"> <li>95% of whanau are attending 3 Way Conferences and school events</li> </ul>
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**What will we do to achieve our Strategic Goals in 2024?**

<b>Goals 2024</b>	<b>Raising Achievement</b>	<b>Pedagogy</b>	<b>Community Engagement</b>
	<ul style="list-style-type: none"> <li>School-wide, approximately 60% of our aakonga/students are At or Above age apparent expectations for their year level</li> <li>Aakonga/students confidently discuss what and how they have learnt at school and what they need to do to improve further with kaimahi/staff.</li> <li>Aakonga/students provide evidence of their progress during 3 way conferences</li> </ul>	<ul style="list-style-type: none"> <li>Kaimahi/staff rely upon valid, timely and accurate, moderated data to plan their teaching and learning interventions</li> <li>Planning is founded upon our NZC Curriculum/ Te Matautanga o Aotearoa (Updated)</li> <li>Aakonga/student needs and progress are at the centre of all our teaching and learning programming</li> <li>Kaimahi/staff are driven by the latest research and opportunities to trial new strategies/approaches to accelerate student achievement</li> <li>Assessment for Learning practices are embedded in our classrooms and aakonga/students are clear about their learning and needs to be achieved</li> </ul>	<ul style="list-style-type: none"> <li>Whaanau/parents, kaimahi/staff and aakonga/students meet twice per term to discuss explicit learning goals in partnership</li> <li>Whaanau are receiving electronic/ hard copy evidence of their aakonga/student's achievements across the curriculum (mostly reading, writing and mathematics) on a weekly basis</li> <li>Whaanau/parents are receiving at least 2 communications</li> </ul>

**Stake-Holder Consultation: 14.3.22-30.3.22**

**Jim Stafford-Bush**

**Approved by the Board of Trustees: 30.3.22**

**Tumuaki**

**Sent to Ministry of Education 31.3.22**

**11.3.22**