



Pukekohe North School

Princes Street, Pukekohe. Phone 0-9-238-8552

Charter / Strategic Plan 2020-2022: “Setting our akonga on the path of lifelong learning”



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 students who mostly identify as Maori (79%), Pasifika (Tongan 9%, European 4%, Samoan 3%, Other Pasifika 2%, Indian 2%, Other 1 %)

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

The Marae Committee have made it clear that the school is welcome to use the Marae and their physical and human resources to build upon the children’s learning at any time.

At present our roll sits at 290 students and this number is growing steadily from a low of 167 students in June 2017.

Pukekohe North School is unique in that we offer education in the mainstream New Zealand Curriculum and Te Marautanga o Aotearoa.

We have four Maori Medium Classrooms and 8 Mainstream classes educating students in the Pukekohe North area at present.

The students have huge grounds to play within and their learning is further supported by a new library building, a music and computer suite, a large community hall, an asphalt and astro-turf play surfaces.

Our vision is: To develop successful, competent learners, secure in their identity, who are effective communicators in both the Maori and Pakeha world.

In 2020, we begin educating mainstream students in Te Reo Maori from Years 5-8 and likewise with our Kura Rumaki students in Te Reo Pakeha at the same levels.

Pukekohe North School 2019 Review: Why did we choose these Focus Areas?

- Raising Student Achievement:** Approximately a third of our students are achieving at an age equivalent expectation in Mathematics (35.6%) / Pangaru = (23%) and Writing (33.3%) / Tuhituhi (22%) and Reading is slightly higher with (52.1%) / Panui (31%) achieving at expectation. Data also reveals that our 2020 Year 5-6 students are indeed a target group and a strategic emphasis for the school in Writing. Mathematically, our Year 3, 5 and 6 students are a target group for acceleration. The Education Review Office visited Pukekohe North School in November 2019 and were complimentary about the progress that we had made as a school in addressing the concerns from their 2017 visit. They stress Pukekohe North School needs to demonstrate an upward trend in student achievement across the school and will conduct visits in June and December 2020 to track our data as we aim to accelerate student learning.
- Teacher Pedagogy:** Staff at Pukekohe North School have had access to the very best Professional Development available over the years. The uptake and ensuring that the strategies and approaches taught has been inconsistent and there is some history of teaching habits being sub-optimal. Staff had targeted Professional Development in using The Learning Progressions and The Progress and Achievement Tool (PaCT) through 2019 especially in Mathematics. Staff began to make great inroads into the motivation and engagement of our students and data showed substantial leaps forward in achievement albeit, still behind age apparent levels. We will employ DMIC approaches in 2020 to further accelerate achievement. It is our intention to apply for Professional Development funding in PaCT Reading in the second half of the year.
- Community Involvement:** Our roll is closing in upon the 300 student mark and the Pukekohe North Community are beginning to show faith in our school again and the vision for the kura. Our community is so dearly required to develop our students' achievement and natural talents and skills. We need to increase our school overall attendance rates. We have a goal of developing our Local Curriculum and staff have expressed a desire to know more about the history of Ngati Tamaoho- our first inquiry of the term. Kuia have already addressed staff and the Board aims to hold regular hui with the Nga Hau E Wha Maere Committee. Our Community has discussed establishing a Parent teacher Association (PTA) and the Pukekohe North Steering Committee has begun arranging a quarterly Market Day in the school each term.

How is Pukekohe North School Progressing - Overall Teacher Judgement Tracking? (At or Above Age Expectation)

Categories	Maori					Pasifika					Boys					Girls					Overall				
	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21	17	18	19	20	21
Writing	29.0%	36%	36.6%			6.6%	36%	25.9%			15.1%	25.0%	28.1%			28.8%	53.0%	44.1%			21.0%	37.0%	36.9%		
Mathematics	37.8%	42.2%	25.6%			11.7%	43.3%	37.0%			30.6%	36.7%	32.8%			44.4%	50.6%	32.2%			36.6%	41.4%	35.8%		
Reading	38.8%	45.6%	50.0%			35.2%	77.2%	55.5%			30.6%	41.0%	45.3%			46.5%	63.1%	59.3%			37.0%	50.8%	52.1		

How is Pukekohe North School Kura Rumaki Progressing - Overall Teacher Judgement Tracking? (At or Above Age Expectation)

Categories	Boys				Girls				Overall			
	18	19	20	21	18	19	20	21	18	19	20	21
Tuhituhi	0%				4.7%				4.7%	22%		
Pangaru	0%				0%				0%	23%		
Panui	0%				2%				2%	31%		

#	Focus Area	How will this be achieved?	Who will Help?	When will it be completed?	Resources / Expected Costs
1	<p>Raising Student Achievement in Mathematics, Writing and Reading so that our students are achieving At or Above Age Expectation Levels Overall:</p> <p>Mainstream (200 students) Mathematics = (35.8%) =91 students AT Expectation =45.5% Writing = (36.9%) =93 Children AT Expectation = 46.5.0% Reading = (52%) = 124 students AT Expectation = 62%</p> <p>Kura Rumaki (100 students) Pangaru = (31%) = 41 Students At Expectation = 41% Tuhituhi = (22%) =32 Students At Expectation =32.0% Panui = (23%) =31.8%</p>	<p>1.1 Each teacher will choose x 3 target students achieving BELOW Expectation in Literacy and Mathematics to shift to AT by December 2020. (i.e 20 students across mainstream and 10 students in the kura rumaki) The goal percentages of students meeting expectation are provided to the left. (along with achievement levels from 2019 in black)</p> <p>1.2 Planning to meet the student's needs and gaps in learning via specific planning with whanau involvement and input</p> <p>1.3 Using PaCT /Te Waharoa Ararau / Learning Progressions establish a clear line of sight from assessments, to needs, to planning, to classroom teaching and follow up activities to evaluation</p> <p>1.4 Shift students to the next stage / level in 5 week teaching blocks (8 teaching blocks per year)</p> <p>1.5 Review the progress made of each target student with whanau at the end of the 5 week block / re-adjust teaching strategies / techniques / set new teaching goals for the next 5 week block</p>	<p>Individual Classroom Teacher / Team Leaders / Senior Management all involved in lifting the performance of 33 students (11 Rooms x 3 students per room to achieve an AT Expectation Status. Review students starting point for assessment. Should a Year 4 student entering the kura rumaki be assessed against Year 4 or Year 1 Concepts / skills?</p> <p>Whanau will be encouraged to be informed of our goals, the programme underway and how they can assist their child.</p> <p>Team Leaders, Senior Management will track assessments highlighting needs, gaps in learning, planning addresses those needs, exercise / modelling books demonstrate the deliberate acts of teaching to develop the knowledge and skills required. SEPs are constructed in 5 week blocks, evaluation reviews progress made, and next steps in learning</p> <p>We will hold review meetings with whanau and the student twice per term</p>	<p>December 2020</p> <p>December 2020</p> <p>Ongoing - 2020</p> <p>Ongoing - 2020</p> <p>Ongoing - 2020</p>	<p>Massey University DMIC Mentors, Vision Education Facilitator Matific Resource -Online Maths Programme in English and Te Reo Maori -\$5,000 Teacher Release \$5,000</p> <p>Access to devices at school, homework activities, resources sent home to practice and reinforce skills</p> <p>Success Education Plan Format, Staff Meetings to ensure all staff are following the procedures,</p> <p>Classroom observations and feedback with staff- Deputy Principal, Assistant Principal released from day to day teaching responsibilities \$55,000 Salary</p> <p>Senior Teacher / Management to attend at LEAST one Review / Planning meeting per term through 2020</p>
2	<p>Developing Teacher Pedagogy in Mathematics, Writing and Reading</p> <p>Staff will confidently use the Learning Progressions and Progress and Consistency Tool (PaCT) /Te Waharoa Ararau to plan differentiated and targeted Learning Programmes for their students.</p>	<p>2.1 Kura Rumaki and Mainstream to receive Developing Mathematical Inquiry Communities (DMIC) Professional Development from Massey University Team- Collaborative Groupings, Problem Solving Approach, Stretching the students thinking to levels above their present stage</p> <p>2.2 Establish the norms for group work and on task behaviour, expectations and organisation in DMIC</p> <p>2.3 Release The Assistant Principal from classroom teaching duties to complete Appraisal Policy Outcomes- Checking of Planning, Checking on Student Achievement, 4 Minute Walk Throughs, Professional Standard Reviews including Group Teaching Inquiries and Personal Reflections</p> <p>2.4 Planning will reflect differentiation trialling different strategies and techniques to meet student gaps in learning and needs in the programme delivery</p>	<p>Massey University Developing Mathematical Inquiry Communities (DMIC) - Trevor Bills and Arahina Rahiti Maths Team - Hayley Kahui, Sally White, Susan McDougall - Maths Facilitator Core Education -PaCT Strand Assessments, Use of the Learning Progressions Teachers / staff to ensure that their classroom organisation and management systems are well established to allow students to be able to collaborate and work together as a team in mixed ability groups Assistant Principal - Nicky Twiss (with Deputy Principal Henare King - late Term 1 / Term 2 2020) Provide feedback and positive affirmations of classroom practices Using PaCT /Te Waharoa Ararau (TWA) to plan effectively to lift students to the next step, stage or level. See 1.3 Above</p>	<p>June 2020</p> <p>By the start of Week 7 Term 1</p> <p>End of June 2020</p> <p>Ongoing 2020</p> <p>Ongoing throughout 2020+</p>	<p>Call Back Day Training , In class Observations and Support/ Staff Meetings, Co-planning, Co-Teaching</p> <p>Senior Management x 4 minute walk throughs, Pukekohe North Appraisal Policy and review documents attached</p> <p>Appraisal Policy document / Tier 1 PB4L Strategies, Discipline and Behaviour Policy, Schoolwide PB4L Milestone tracking 50-100-150+ Koru Point accumulation sheets</p> <p>The Learning Progressions, Team Leaders, Curriculum Teams, Team Meetings, reviews with PLD Mentors / Facilitators, Senior Management</p>

<p>2.5 The Deputy and Assistant Principals will make classroom observations and provide assistance in lifting students achievement in Writing and Reading with classroom teachers by using co-planning and co-teaching approaches, strategies and teaching foci</p> <p>2.6 The Deputy Principal (Director of Learning and Pedagogy) Assistant Principal (Literacy Curriculum Leader / SENCo) will develop knowledge and skills in Literacy and Mathematics across the teaching and support staff.</p> <p>2.7 Students will develop their Agency by being able to state their levels of achievement and next steps in learning</p> <p>2.8 The Assistant and Deputy Principal will commence developing school Learning Plans across the school in Literacy and Mathematics that include maintenance programmes and ensuring students are receiving a rich and full curriculum delivery</p> <p>2.9 Year 7-8 Teachers will receive training in Circle Time and commence the programme which is running school wide by Term 3 2020</p> <p>2.10 Staff will receive training in using the PaCT Reading Tool from Term 3 2020 with PLD from Vision Education.</p> <p>2.11 Commence developing a Year 1-8 Technology Curriculum in 2020.</p> <p>Pukekohe North School will also commence organising hosting their own Technology Programme for Years 1-8 and a withdrawal from our Pukekohe High School Technology Provider.</p> <p>Provisioning of the 2021 Programme will be a focus within this strategic Plan.</p>	<p>The Board has ensured that strategically our AP / DP are released from classroom duties to provide ongoing assistance for teachers in planning and operating effective literacy programmes in both Te Reo Maori and Te Reo Pakeha mediums that lift student achievement</p> <p>Senior Management will hold regular training sessions (at least x 5 per term) with our teacher aides to ensure the programming is supporting the teachers goals and expected outcomes in a unified and consistent delivery system</p> <p>Teacher / Team Leaders will ensure weekly reviews of EACH child's learning goals and present levels are discussed with students</p> <p>DP / AP will form Education / Learning Plans to enable our students to access the full Mathematics Curriculum developing the knowledge, skills, vocabulary and skills associated with each Curriculum Level and a supporting ongoing maintenance schedule to ensure previous learning is reviewed and applied.</p> <p>Pukekohe Cluster 13 RTLB staff training Sally White and Lynda Healey in Circle Time strategies in Terms 1 and 2 2020. Supported by Junior and Middle Staff Members who trained with the RTLB Service in 2018/9</p> <p>Principal to apply for PLD in March 2020. Alana Cantley (Vision Education) to facilitate staff use of PaCT / TWA(?) Reading Tool</p> <p>Use of the Kahui Ako Technology Team to guide our preparation and planning of our document in conjunction with hui with our whanau re our Local Curriculum</p> <p>Digital Technology development is a considered priority for the document. Sally White / Murray Gallagher, Lynda Healey and Piki Mura-Heta will be our points of contact for the development of this draft document.</p>	<p>From Term 1 Week 2 2020 and ongoing</p> <p>June 2020 and ongoing</p> <p>Draft Form presented by December 2020</p> <p>June 2020</p> <p>July 2020</p> <p>Underway in March 2020 ongoing</p>	<p>Planning Documentation, PNS Writing / Spelling Education Plans, inclass observations, Team planning meetings Assistance of the Literacy Teams</p> <p>Thursday morning Support Staff hui 9.00-9.30.a.m., Invites to school PLD sessions/ involvement in Learning Support Agency Meetings</p> <p>Students will be guided through modelling and discussion of the part they play in their own learning journey. Key Competency - Responsibility including our Homework Policy Mathematics Curriculum Team involvement and input, Susan McDougall, Massey University Mentors</p> <p>Writing Education Plan as a guiding document. Involvement of whanau via our Local Curriculum Document - See 3.5</p> <p>Middle School Circle Time Planning from 2019</p> <p>Visits to Year 7-8 classrooms underway with Circle / Golden Time. Release time \$1,000</p> <p>Purchase of Senior Resources and Jenny Moseley Handbooks</p> <p>Learning Progressions and MOE Publications on Literacy. /Henare King / Nicky Twiss in class support</p> <p>MOE Publications and Technology Websites</p> <p>Visits to Intermediate School's providing high quality programming for their Yr 7-8 students (\$1000 release)-Needs a list of required equipment and materials for 2021</p>
<p>3 Community Engagement</p> <p>To develop positive relationships with our community in order to collectively lift student achievement and involvement by ensuring children attend at least a 90% rate and support their engagement in learning activities</p>	<p>3.1 Lift attendance from the 17.9% of our students who are attending school at a 90% rate here higher to 30% through our Central Schools Procedures and NZ Police involvement</p> <p>3.2 Commence our Local Curriculum by understanding our Hapu Ngati Tamaoho</p> <p>3.3 Establish a clear pathway for our School Vision of allowing our students to walk confidently in the Maori and Pakeha Worlds; strong in both languages. We will establish Te Reo Maori (Mainstream)/ Pakeha (Kura Rumaki) Literacy Programmes for our Year 5-8 Students.</p>	<p>Administration Staff at PNS, Principal, Social Worker in Schools, Public Health Nurse, Oranga Tamariki, Local Attendance Service and NZ Police working in support of whanau to achieve our goal.</p> <p>Nana Tini, Whanea Kiri, Nga Hau E Wha Marae Committee, PNS BOT to meet termly to share our respective goals</p> <p>Tour of Pukekohe -Ngati Tamaoho places of historical interest. Students to state Ngati Tamaoho pepeha</p> <p>Literacy Team / Kura Rumaki members, sharing collective knowledge and skills across the kura to develop the reo of ALL students in Maori and English (especially in written form)</p>	<p>April 2020 and ongoing</p> <p>Term 1 2020</p> <p>From Term 2 2020</p> <p>PNS Combined Agencies meeting held termly - Week 4 and 9 of each term in support of our collective knowledge working to provide support for our whanau</p> <p>Information sheets provided by Nana Tini and Kiri at our staff hui- callback day. Ngati Tamaoho expect by 2050 to have a Prime Minister or Governor General of local descent</p> <p>Henare King's knowledge and skills, association with kura and colleagues</p> <p>Tuakau College BOT working with PNS BOT.</p>

	<p>We will gather baseline data from both groups to measure progress in our students becoming bi-literate.</p> <p>3.4 Investigate the possibility of establishing a Parent Teacher Association (PTA) at Pukekohe North. To work with the Pukekohe North Steering Committee to hold termly community activities such as sports events and market days</p> <p>3.5 Hold at least termly hui with our community to collaborate upon our school developments and directions. These hui will be hosted by our Board of Trustees. This will include the development of our Pukekohe North School Local Curriculum.</p> <p>3.6 The Board of Trustees seeks the backing of The Nga Hau E Wha Marae Committee, The Committee from the Puna Reo and thus plans to meet with both bodies each term to discuss how we can support one another and contribute to shared goals and outcomes for Tamariki and whanau.</p> <p>We seek to extend our relationships with Early Childhood Centres Kids Count and Best Start Dublin Road.</p> <p>3.7 For our Board to work in close collaboration with our Staff, Ministry of Education, Property Manager and Community in developing a vibrant and engaging school environment that supports and extends student's learning and recreational pursuits.</p> <p>-This includes the development of shade retreats and fitness trail items around the kura.</p> <p>3.8 Develop Student leadership and decision making across our school for students at each level Years 1-8</p> <p>-Foremost in our thinking will be a Year 8 Graduate Ceremony and include a Pukekohe North School Graduate Profile</p> <p>3.9 Provide opportunities for our students to develop their collective and individual skills and potentials by including learners in events, competitions, concerts in a sensible way across the school year</p> <p>-This will include competitions and school events falling within our newly established School House System 2020.</p>	<p>from Year 5-8.To work with Chris Beatty- Tuakau college to allow this pathway to continue from Year 9-13</p> <p>Lucy Pene, (TA / Parent) to chair hui to seek interest and purposes for a PNS PTA in 2020. How can a PTA support the whanau, students and Governance role of our Board of Trustees?</p> <p>Working in conjunction with those interested in forming a PTA, The BOT will hold hui each term - around week 6-7 to share our school Strategic Planning and Vision for PNS. Whanau working with whanau to request feedback and direction in developing our school and our Local Curriculum from 2021.</p> <p>Lincoln Le'au, Amanda Ferguson, Liz Tupuhi, Suzanne Konelio and Wanita Marsh and Pukekohe North School Board Staff to meet with Committee / Board at least x 3 times in 2020.</p> <p>Review Memorandum of Understanding with Te Puna Reo and seek speaking rights for Nga Hau E Wha Marae Committee Meeting</p> <p>Nicky Twiss, Henare King to establish regular, ad hoc hui with ECEs from Term 1 2020</p> <p>Brenda Roberts and Greg Bowler to confirm PNS 10 YRPP- Feb 2020</p> <p>Meet with Project Manager Steve Waters to address 10YRPP needs and develop with BOT Property Works for PNS</p> <p>Includes establishing PNS as an Enviro School and taking on the Whangapouri Stream Project by the kura-Kiah Saunders</p> <p>Students to have 'a voice' in the direction and development of their school. Hold Student Council meetings on a termly basis. House Leaders to meet fortnightly with Principal re school projects.</p> <p>Seek competitions, events both in and out of school for students to use their talents. Talent Quests, Sports Events, Pukekohe /Franklin Competitions.</p> <p>Seek Nationwide competitions through the NZ Education Gazette for our students to enter.</p> <p>House competitions</p>	<p>Week 3 Term 1 2020 and ongoing</p> <p>Week 7 Term 1 and Week 7 in each school term.</p> <p>Meeting # 2 of our BOT with Te Puna Reo</p> <p>Meeting # 3 for Nga Hau E Wha Committee Term 1 2020</p> <p>As of July 2020 ongoing over next x 5 years</p> <p>Term 1 Week 8 underway with House Leaders</p> <p>From Week 7 Term 1 ongoing</p>	<p>Bus stop for Tuakau Collegestudents outside our staffroom</p> <p>Seek assistance from NZPTA -0800-334-403</p> <p>Contact Franklin School PTA's for advice</p> <p>Budget - incidental \$500 for refreshments at each hui</p> <p>Creche - child minding services provided?</p> <p>2018/2019 MOU with Te Puna Reo</p> <p>Pukekohe Rotary - provided \$4000 for shade sail construction and seating, balance fitness trail items underneath</p> <p>Spiral Well Dillers CEO</p> <p>- CLM, Craig Carter CEO-Liz Tupuhi</p> <p>See Staff Handbook for distribution of school duties and leadership opportunities for each level.</p> <p>House Leaders, Student Council can organise events through the term.</p> <p>Curriculum Teams can organise Writing, Reading, Mathex, Art opportunities through the kura.</p>
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Pukekohe North School Strategic Plan 2021:

#	Focus Area	How will this be achieved?
1	<p>Raising Student Achievement in Mathematics, Writing and Reading so that our students are achieving At or Above Age Expectation Levels Overall:</p> <p>Mainstream (220 students) Mathematics = (45.5%) =92 Students AT Expectation = 50.1% Writing = (46.5%) =113 students At Expectation = 51.3% Reading = (62%) =144 students At Expectation = 65.4%</p> <p>Kura Rumaki (100 students) Pangaru = (41%) = 51 Students At Expectation = 46.3% Tuhituhi = (32%) = 42 students At Expectation = 38.1% Panui = (23%) = 33 students At Expectation = 33%</p>	<p>1.1 Each teacher will choose x 3 target students achieving BELOW Expectation in Literacy and Mathematics to shift to AT by December 2021. (i.e 20 students across mainstream and 10 students in the kura rumaki) The goal percentages of students meeting expectation are provided to the left. (along with achievement levels from 2020 in black)</p> <p>1.2 Planning to meet the student's needs and gaps in learning via specific planning with whanau involvement and input</p> <p>1.3 Using PaCT /Te Waharoa Ararau / Learning Progressions establish a clear line of sight from assessments, to needs, to planning, to classroom teaching and follow up activities to evaluation Clear line of sight for learning is evident in assessments, planning, teaching and classroom exercises and activities</p> <p>1.4 Shift students to the next stage / level in 5 week teaching blocks (8 teaching blocks per year)</p> <p>1.5 Review the progress made of each target student with whanau at the end of the 5 week block / re-adjust teaching strategies / techniques / set new teaching goals for the next 5 week block</p> <p>1.6 The Pukekohe North School Education / Learning Plan in Literacy / Mathematics prepared by the Deputy / Assistant Principal will be rolled out in 2021</p> <p>1.7 The Pukekohe North School Technology Education / Learning Plan will be trialled in 2021 including our Digital Plan and student engagement in coding classes.</p> <p>1.8 The Arts Curriculum Team will commence planning out or Visual Arts Education / Learning Plan in 2021</p>
2	<p>Developing Teacher Pedagogy in Mathematics, Writing and Reading</p>	<p>2.1 Embed our Developing Mathematical Inquiry Communities (DMIC) Practices following on from our 2020 Professional Development led by our Mathematics Curriculum Team members = Collaborative Groupings, Problem Solving Approach, Stretching the students thinking to levels above their present stage</p> <p>2.2 Develop Student Agency through Professional Development in Kagan Structures Collaborative Learning- Jennie Moore Managing Director</p> <p>2.3 Planning will reflect differentiation trialling different strategies and techniques to meet student gaps in learning and needs in the programme delivery through close attention to the Learning Progressions</p> <p>2.4 Circle / Golden Time is established as a regular timetabled lesson across Yr 1-8 in mainstream classes and we commence building the programme through the kura rumaki junior classes</p> <p>2.5 Staff will be using the PaCT / Te Waharoa Ararau to track, monitor student's progress in Literacy and Mathematics</p> <p>2.6 Pukekohe North School will commence providing their own Technology Programme for Years 1-8 and a withdrawal from our Pukekohe High School Technology Provider. This will include cooking and soft materials</p>

		2.7 School Appraisal Cycles are becoming embedded and staff are entering into regular Slef Review and Mini Inquiries to benefiit student outcomes and personal growth
3	Community Engagement	<p>3.1 Hold a local School Camp for Year 5-8 students across our kura</p> <p>3.2 Move to Google Classrooms and reduce the stationery required by students</p> <p>3.3 Whanau support in school activities - Enviro Schools, Sports Coaching, Kapa Haka, Taiaha coaching, Gala, Market Days, Whanau Sports Days</p> <p>3.4 PTA enters into its second year working in partnership with our BOT</p> <p>3.5 35% of our students are returning at least a 90% Attendance rate at School</p> <p>3.6 The Pukekohe North School Graduate Profile is well established and understood by staff, students and our community (School Vision)</p> <p>3.7 25% of our students are involved in local and national competitions and events - Local Writing Competition, Science Challenges, Technology Competitions, Sports Events, (School House Competitions continue)</p> <p>3.8 At least x 4 classrooms have had their interiors refurbished and outdoor sheltered work spaces created. / Shade spaces have increased across the school grounds as have Fitness Trail Stations</p>

Pukekohe North School Strategic Plan 2022:

#	Focus Area	How will this be achieved?
1	<p>Raising Student Achievement in Mathematics, Writing and Reading so that of our students are achieving At or Above Age Expectation Levels Overall:</p> <p>Mainstream (220 students) Mathematics = (50.1%) =132 Students AT Expectation = 60% Writing = (51.3%) =133 students At Expectation = 60.4% Reading = (65.4%) =164 students At Expectation = 74.5%</p> <p>Kura Rumaki (100 students) Pangaru = (46.3%) = 61 Students At Expectation = 55.4% Tuhituhi = (38.1%) =52 Students At Expectation Panui = (33%) =43 students At Expectation = 39.0%</p>	<p>1.1 Each teacher will choose x 3 target students achieving BELOW Expectation in Literacy and Mathematics to shift to AT by December 2022. (i.e 20 students across mainstream and 10 students in the kura rumaki) The goal percentages of students meeting expectation are provided to the left. (along with achievement levels from 2021 in black)</p> <p>1.2 Planning to meet the student's needs and gaps in learning via specific planning with whanau involvement and input</p> <p>1.3 Using PaCT /Te Waharoa Ararau / Learning Progressions establish a clear line of sight from assessments, to needs, to planning, to classroom teaching and follow up activities to evaluation</p> <p>1.4 Shift students to the next stage / level in 5 week teaching blocks (8 teaching blocks per year)</p> <p>1.5 Review the progress made of each target student with whanau at the end of the 5 week block / re-adjust teaching strategies / techniques / set new teaching goals for the next 5 week block</p> <p>1.6 The Pukekohe North School Education / Learning Plan in Literacy / Mathematics is into cycle 2</p> <p>1.7 The Pukekohe North School Technology Education / Learning Plan has established coding and students will now be able to trial gaming</p> <p>1.8 The Arts Curriculum Team have completed their plan and it is now rerady for use.</p> <p>1.9 Pukekohe North School is developing our School Wide Inquiry Plan that focuses upon developing baseline knowledge in areas such as The Planets and the effects of the Solar System on our weather, basic science experiments that build skills in observation and measurement, Social Sciences that provide our students with exposure to National and World Wide historical events</p>
2	Developing Teacher Pedagogy in Mathematics, Writing and Reading	<p>2.1 Students have strong Problem Solving and Collaborative Skills</p> <p>2.2 Year 2 of Professional Development in Kagan Structures Collaborative Learning- Jennie Moore Managing Director to develop student agency over their learning</p> <p>2.3 Planning will reflect differentiation trialling different strategies and techniques to meet student gaps in learning and needs in the programme delivery through close attention to the Learning Progressions and using strategies . techniques and approaches to find each student's best means of motivation and enagement</p> <p>2.4 Circle / Golden Time is established as a regular timetabed lesson across Yr 1-8 in mainstream classes, Junior Classes in the Kura Rumaki and now wecommence building the programme through the kura rumaki middle / senior classes</p>

		<p>2.5 Staff will be using the PaCT / Te Waharoa Ararau to track, monitor student's progress in Literacy and Mathematics. Staff trial other forms of informing whanau of student progress such as See-Saw or the equivalent</p> <p>2.6 Pukekohe North School has established its Technology Programme for Years 1-8. We have provisioned our Technology space with the equipment and materials for cooking and soft materials and we now increase our digital capabilities through the purchase of devices in particular for Years 6-8.</p> <p>2.7 School Appraisal Cycles are becoming embedded and staff are entering into regular Slef Review and Mini Inquiries to benefiit student outcomes and personal growth</p>
3	Community Engagement	<p>3.1 School Camps are described in our Outdoor Education Programme- Yr 3-4 Overnight Camps at school (Annual) Yr 5-6- Local Camps (Auckland) Even Years Yr 7-8 Distant Camps (North Island) -Odd Years</p> <p>3.2 Move to Google Classrooms and reduce the stationery required by students (Yrs 6-8)</p> <p>3.3 Whanau support in school activities - Enviro Schools, Sports Coaching, Kapa Haka, Taiaha coaching, Gala, Market Days, Whanau Sports Days</p> <p>3.4 PTA enters into its third year working in partnership with our BOT</p> <p>3.5 40% of our students are returning at least a 90% Attendance rate at School</p> <p>3.6 The Pukekohe North School Graduate Profile is well established and understood by staff, students and our community (School Vision)</p> <p>3.7 35% of our students are involved in local and national competitions and events - Local Writing Competition, Science Challenges, Technology Competitions, Sports Events, (School House Competitions continue)</p> <p>3.8 Shade spaces have increased across the school grounds as have Fitness Trail Stations (6-8) Enviro Warriors are maintaining seedling production and the Whangapouri Stream section by the school boundary is well maintained and monitored by students</p> <p>3.9 The Board and Community are considering Modern Learning Environment developments at Pukekohe North School</p>

Term by Term Review of Progress

Term 1 2020	Term 3 2020
Term 2 2020	Term 4 2020

Jim Stafford-Bush

Tumuaki

February 2020.