



We enter to learn: We leave to serve.

School Charter
Strategic and Annual Plan
Pukekawa School 1449
2022 -2023

Principal's endorsement: March 2022
Board of Trustee's endorsement: March 2022
Submission Date to Ministry of Education: 1 April 2022

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Whakatauki

No he kakanoiti, E puawai ana he Kahikatea. From a small seed a tall tree will blossom.

VISION STATEMENT
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VALUES

Everyone in the school community will display the values of Pukekawa's RICHER

KEY FOCUS AREAS
2022-2023

Teaching and learning

- Best practise
- Engaging programmes
- Localised curriculum
- Assess and track student achievement

Cultural responsiveness

- Adapt school wide Powhiri protocol
- Develop TeReo
- Set up regular Maori community engagement

EnviroSchools

- Provide teaching and learning using EnviroSchool resources
- Share an action that summarises student learning

Systems and procedures

- Use SMS (EDGE) effectively
- Review current school wide systems to meet the current needs of the school

CURRICULUM PRINCIPLES AT PUKEKAWA SCHOOL

High Expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Our vision reinforces this attitude.

Treaty of Waitangi

The curriculum acknowledges the principles of the TeTiriti o Waitangi (Treaty of Waitangi) and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of TeReo Māori me ōna tikanga and other aspects of Maori Culture and History.

Cultural Diversity

Pukekawa School will overtly demonstrate respect for and acknowledge traditions and histories of our multi-cultural nation.

Inclusion

Pukekawa School will do all it can to address learning needs in such a way that it reflects equity and equality amongst all students.

Learning to Learn

Our students will be provided with opportunities to reflect on their learning and successes, encouraging them to become independent and creative life-long learners.

Community Engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities in meaningful learning experiences.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, it provides for coherent transitions, and opens up pathways to further learning.

Future Focus

Together we work to ensure that programmes are in place promoting the environment, sustainability, citizenship, enterprise and globalisation. Children will increasingly become aware of their place in society.





School Description

Pukekawa School has seven teaching staff in a school of approximately 109 pupils. We are located on Highway 22 in Pukekawa.

We are well-resourced; with five classrooms; two of those are a MLE (Modern Learning Environment), a library, an administration building, two resource rooms, a swimming pool, a hall, a large playground and a large field with extensive garden areas for children to play in. In addition, an 'After School Care' service is run in a spare classroom.

The majority of our children live within the greater Pukekawa area, with a few children coming from nearby Tuakau, Onewhero and Glen Murray. The Pukekawa school roll has remained steady over the past four years and has the potential for further growth through the southward growth of Auckland and our increasingly positive reputation within the area.

Pukekawa School has an enthusiastic and supportive Board of Trustees, a hardworking PTA and Calf Club Committee. The high-quality staff are committed to ensuring that the needs of the children are paramount in everything we do. The community is extremely supportive and fully involved in the schools' activities.

The children of Pukekawa School take part in a wide range of annual events. The senior children compete in a number of events through the River Group Schools sports group. This includes swimming, athletics, cross country. The annual Calf Day is held in Term 4 every year and is the major fundraiser for the year and is a great community event.



CULTURAL DIVERSITY AND MAORI DIMENSION

NATIONAL EDUCATION GOALS

We will be guided by the following priorities:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including education in TeReo Māori consistent with the principles of the TeTiriti o Waitangi and Ka Hikitia - Accelerating Success 2013 – 2017.
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

WHAT PUKEKAWA SCHOOL IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island culture in New Zealand society.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic tereō and understanding of everyday conversational language (e.g. greetings, local places). The TeTiriti o Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

Tereō will be integrated across the curriculum. We have developed a progressive resource for teaching tereō in our school. We will provide on-going professional development at staff meetings and on an 'as-needs' basis with individual teachers. The National Anthem will be sung in Māori and English with sensitivity to the role of the Māori children. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join Kapa Haka in Terms 2, 3 and 4 with students having opportunities to perform both in the school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving or have special needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING to the Board of Trustees on the achievement of Māori learners will be on-going ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND CONCERNS OF THE MĀORI COMMUNITY CONSULTATION WILL TAKE PLACE WITH the school's Māori community to develop and make known policies, plans and targets for improving the achievements of Māori students. There will be consultation with iwi and local Māori on issues related to protocol.

WHAT WILL THE SCHOOL DO TO PROVIDE FULL-TIME INSTRUCTION IN TE REO MĀORI FOR PARENTS WHO ASK FOR IT FOR THEIR CHILDREN?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school.



Annual Plan 2022 - Overview

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Key Focus Areas

Teaching and learning	Cultural responsiveness	EnviroSchools	Systems and procedures
1a: Ensure that all staff have a clear and consistent understanding of what quality teaching and learning looks like within our localised curriculum, providing rich learning experiences.	2a: Develop Powhiri protocol that becomes part of the Pukekawa School culture.	3a: Provide teaching and learning opportunities that utilise the EnviroSchool system of learning and follow our school vision.	4a: All staff are able to enter and retrieve data effectively onto the school management system (EDGE).
1b: Target students are clearly identified through both standardised assessments and teacher's anecdotal observations, and programmes developed to lift student achievement.	2b: Provide the opportunities for all students to improve their te reo.	3b: Provide an action event each term, offering the opportunity for the community to celebrate the students' learning.	4b: All school systems are reviewed and revised to meet the needs of current legislation/regulations to make the school compliant and efficient.
1c: Teachers observe and track students' learning and use data to inform future teaching to cater for student learning/behavioural needs.	2c: Develop regular opportunities for consultation with our Maori community.		

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