



We enter to learn: We leave to serve.

School Charter
Strategic and Annual Plan
Pukekawa School 1449
2023 -2024

Principal's endorsement: March 2023
Board of Trustee's endorsement: March 2023
Submission Date to Ministry of Education: 31 March 2023

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Whakatauki

No he kakano iti, 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 values

KEY FOCUS AREAS 2023-2024

Teaching and learning

- Best practise
- Engaging programmes
- Localised curriculum
- Assess and track student achievement
- Provide safe and inclusive learning environment

Cultural responsiveness

- Implement school wide powhiri protocol
- Develop te reo throughout the school
- Set up regular Maaori /Pasifika whanau engagement
- Acknowledge all of the cultures within our school

Curriculum Refresh/Professional Development

- Maths professional development
- NZ Histories curriculum

Resourcing/Property Priorities

- Teacher aide support in school
- Resource localised curriculum EOTC opportunities that engage and enhance the students' learning experiences.
- Utilise community grants to fund large projects and supplement the 2023 budget to resource learning programmes and support material.
- The school works through their 10YPP with the MOE and Property Consultant to prioritise and action improvements /projects in 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 Te Tiriti o Waitangi (Treaty of Waitangi) and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of te reo māori me ōna tikanga and other aspects of māori 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 95 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, we have an 'After School Care' service which 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, Glen Murray and Meremere. 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 and PASIFIKA DIMENSION



NATIONAL EDUCATION GOALS (NELPS)

We will be guided by the following priorities:

1. Learners at the centre - Learners with their whanau are at the centre of education.
2. Barrier Free education - Great education opportunities and outcomes are within reach of every learner.
3. Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whanau.
4. Future of learning and work - Learning that is relevant to the lives of New Zealanders today and throughout their lives.
5. World class inclusive public education – New Zealand education is trusted and sustainable.

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 and PASIFIKA CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic te reo and understanding of everyday conversational language (E.g., greetings, local places). The Te Tiriti 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?

Te reo will be integrated across the curriculum. We have developed a progressive resource for teaching te reo 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. We have a kaitiaki employed to teach ALL students at Pukekawa School te reo and tikanga.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI and PASIFIKA 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 and Pasifika learners will be on-going ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND CONCERNS OF THE MĀORI and PASIFIKA 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 Pukekawa School Board 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 2023 - Overview

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Key Focus Areas

Teaching and learning	Cultural responsiveness	Curriculum Refresh/Professional Development	Resourcing/Property Priorities
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. (Support teachers' pedagogical growth and knowledge)	2a: Provide the opportunities for all students to improve their te reo. Develop Powhiri protocol that becomes part of the Pukekawa School culture.	3a: Maths – Teachers develop strong mathematical pedagogy to provide maths programmes that are engaging and improve students achievement in maths.	4a: Teacher aides are resourced by the BOT to support student learning.
1b: Target students are clearly identified through both standardised assessments and teacher's anecdotal observations, and programmes developed to lift student achievement.	2b: Build authentic relationships with ALL of our school whaanau.	3b: NZ Histories – provide localised learning opportunities in partnership with our community, to deliver the NZ histories curriculum.	4b: Resource localised curriculum EOTC opportunities that engage and enhance the students' learning experiences.
1c: Teachers observe and track students' learning and use data to inform future teaching to cater for student learning/behavioural needs. (Regular reporting on student achievement in a simple way – identifying achievement and areas of concern.)	2c: Develop regular opportunities for consultation with our Maori and Pasifika whaanau		4c: Utilise community grants to fund large projects and supplement the 2023 budget to resource learning programmes and support material.
1d: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	2d: Celebrating the different cultures of the families within our school.		4d: The school works through their 10YPP with the MOE and Property Consultant to prioritise and action improvements/projects in the school.

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Key Focus Area 1 : Teaching and learning

Strategy	2023 Expected Outcome	Current Situation	2023 tools/evidence of success
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. (Support teachers' pedagogical growth and knowledge)	<ul style="list-style-type: none"> Teachers will have discussed, investigated and recognise what quality teaching and learning looks like. Teachers keep updated through professional readings and other media throughout the year. 	<ul style="list-style-type: none"> We have a range of experience within our staff providing quality teaching and learning experiences. Teachers are willing to improve their current practise by being open to new learning opportunities. 	<ul style="list-style-type: none"> Student voice survey. Observations by the Principal. Parent/whanau feedback on student engagement and learning conversations at home. Reflections will be completed by staff on themselves as part of their professional practise.
1b Target students are clearly identified through both standardised assessments and teacher's anecdotal observations, and programmes developed to raise student achievement.	<ul style="list-style-type: none"> Target students will be able to be located in school wide data. Assessments will be administered correctly to ensure that data is accurate. Teachers' planning will reflect the strategies and opportunities they use to raise student achievement . 	<ul style="list-style-type: none"> Standardised assessments and anecdotal observations form the data to identify target students. Target students are recorded as a separate groups and teachers ensure they have planned for their specific learning needs. 	<ul style="list-style-type: none"> Teacher planning will demonstrate and reflect the targeted strategies used in class to lift student achievement. Students will have made progress in literacy and numeracy by the end of the year.
1c Teachers observe and track students' learning and use data to inform future teaching to cater for student learning/behavioural needs. (Regular reporting on student achievement in a simple way – identifying achievement and areas of concern.)	<ul style="list-style-type: none"> Both formative and summative assessments will be used to track student progress. Trends and patterns are identified and a plan is implemented to accelerate student progress. Moderation of students' work becomes the 'norm' for our staff. 	<ul style="list-style-type: none"> Planning is developed and implemented to accelerate progress. Maori and Pasifica students are identified and monitored in relation to student progress and acceleration. 	<ul style="list-style-type: none"> Provide timetabled meetings to analyse data then plan next steps to accelerate student progress. Track and trace Maori and Pasifica progress. Provide time for moderation – both in our own school and with other local, small rural schools.
1d Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	<ul style="list-style-type: none"> Teachers will be mindful of any bias they have themselves and take note of addressing any racism, discrimination or bullying as a teachable moment to educate students to be inclusive. 	<ul style="list-style-type: none"> Some students arrive at school with biases from home. 	<ul style="list-style-type: none"> We role model what we expect as staff. We praise and reward those students who embody inclusiveness and acceptance of everyone. Student surveys will reflect that student feel safe and valued at school.

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Key Focus Area 2 : Cultural Responsiveness

Strategy	2023 Expected Outcome	Current Situation	2023 tools/evidence of success
2a Provide the opportunities for all students to improve their te reo. Develop Powhiri protocol that becomes part of the Pukekawa School culture.	<ul style="list-style-type: none"> Pukekawa tamariki are able to host a Powhiri using the correct protocol with pride and confidence. Pukekawa tamariki are taught reo in class throughout the year. Vistors would hear the teachers model te reo and also hear the tamariki using it within the school. 	<ul style="list-style-type: none"> We need a great deal of support to host a Powhiri. We have waiata but that is about it. We are just hearing greetings and the odd word. The students have not yet started to speak te reo onsite without being prompted. 	<ul style="list-style-type: none"> Students are selected to be able to speak at a Powhiri – hosting by knowing the correct protocol by the end of Year 6. Students speak to reo with confidence and at school.
2b Build authentic realtionships with ALL of our school whaanau.	<ul style="list-style-type: none"> Contact the whaanau and ask them how they think the kura is doing in relation to providing for their tamariki's needs here at the kura and asking what we can do better. 	<ul style="list-style-type: none"> The principal has a relationship with most of the whaanau but discussing how they feel the kura is doing has not been recorded formally yet (survey/minutes of a meeting) 	<ul style="list-style-type: none"> Visit the home and sit down for a korero in a relaxed and informal manner. Through these informal meetings we will find out what is wanted from our whaanau.
2c Develop regular opportunities for consultation with our Maori and Pasifika whaanau.	Our Maori community are invited to visit the school at least once a term to see what the tamariki are learning.	It is incidental; when the whaanau come onsite or if there is a reason for ringing ot texting, but not on a regualr basis yet.	<ul style="list-style-type: none"> Our Maori community are seen onsite and feel welcome and part of the school. The Maori community feel they are being consulted on what happens in the school.
2d Celebrate the different cultures of ALL the families within our school.	Invite the entire community for a whaanau day. The occasion will be advertised and the focus will be celebrating the food and traditions that the children choose to share witht eh community.	We had an Arts and Culture evening in 2022 and it was a huge success.	<ul style="list-style-type: none"> The feedback from families about any events hosted by the school. Attendance at these events.

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Key Focus Area 3 : Curriculum Refresh/Professional Development

Strategy	2023 Expected Outcome	Current situation	2023 tools/evidence of success
3a Maths – Teachers develop strong mathematical pedagogy to provide maths programmes that are engaging and improve students achievement in maths.	<ul style="list-style-type: none">• The teachers feel more confident in delivering and reaching and maths.• Maths is taught everyday by all teachers• Students engagement has improved• Support from the PLD provider is worthwhile• PLD provider modelling lessons and providing feedback to teachers about the next steps in the programme	<ul style="list-style-type: none">• Our school has completed an analysis of the maths results and it indicated that maths was an area that the entire school needed to address, both in the teaching and in improving the engagement and delivery of the maths curriculum.	<ul style="list-style-type: none">• Student engagement improves• Student achievement will have improved• Teacher confidence improves• More hands on experiences which are suiting a range of students with different learning styles.
3b NZ Histories – provide localised learning opportunities in partnership with our community, to deliver the NZ histories curriculum.	<ul style="list-style-type: none">• Students are aware of their local history• Students know about their own family history where possible• Students are able to share their mihi with others	<ul style="list-style-type: none">• We are looking into the new docusment and starting to implement during Term 1.	<ul style="list-style-type: none">• Students can share a piece of local history• Students can share their whakapapa• Students can share their mihi with others

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Key Focus Area 4 : Resourcing/Property Priorities

Strategy	2023 Expected Outcome	Current Situation	2023 tools/evidence of success
4a Teacher aides are resourced by the BOT to support student learning.	<ul style="list-style-type: none"> The teacher aides have professional development on areas they feel they need support with. The teacher aides feel more confident to work with the target students they have been allocated. Teacher aides share their reflections of how they are going with their target students, with their teachers and SENCO Changes to programmes, personnel and timetables will be adjusted depending on the outcomes of the reflection discussions 	<ul style="list-style-type: none"> Teacher aides supported by BOT funds. No training has been offered in the past. Timetables are revamped at the end of each term to meet the needs of the target students 	<ul style="list-style-type: none"> Teacher aides feel supported and have had training to enhance their skills and improve the engagement and academic learning of the students they work with. Termly reporting is completed and shared with the board Teacher aides are consulted more regularly and feel their contributions are worthwhile and valued.
4b Resource localised curriculum EOTC opportunities that engage and enhance the students' learning experiences.	<ul style="list-style-type: none"> A trip offsite for each class per term (on average) that supports the focus for each term's learning. We are mindful of costs and getting the best value for money and time, when planning any trips or experiences. 	Due to COVID and other interruptions, visits offsite ceased and need to be reintroduced to support EOTC and learning programmes.	<ul style="list-style-type: none"> EOTC opportunities have been utilised and have been a success with positive feedback from both students, teachers and families.
4c Utilise community grants to fund large projects and supplement the 2023 budget to resource learning programmes and support material.	<ul style="list-style-type: none"> Funding acquired in March from PTA and Calf Club Committees - a deposit now available to be recorded in application for external funding. Library books upgrade through a whole school event where Grandparents and community are invited to purchase a book for the library 	Apply for Astro turf to be put on top court (students appear not to use this resource as it has an uneven and unsafe surface)	<ul style="list-style-type: none"> Funding application lodged and considered in 2023. More books would be purchased for the school library.
4d The school works through their 10YPP with the MOE and Property Consultant to prioritise and action improvements/projects in the school.	All property projects are on track according to the 5YA and 10YPP	Liaise with Waikato School Property Services (Sharyn Flintoff) to work through our 5YA and 10YPP.	<ul style="list-style-type: none"> Drainage project completed Admin block classroom inner doors replaced As part of the Rural School Property upgrade we will have our lighting and insulation meeting NZ Health and Safety requirements.