

**2025**



# WELCOME



## School Enrolment Information

Here you will find all the information required  
to enroll your child at Pukekawa School.

We pride ourselves on teaching **RICHER** values



803 Highway 22,  
Pukekawa  
RD1 Tuakau

- ✓ **R**ESPECT
- ✓ **I**NIATIVE
- ✓ **C**ONFIDENCE
- ✓ **H**ONESTY
- ✓ **E**XCELLENCE
- ✓ **R**ESPONSIBILITY



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# **THIS DOCUMENT CONTAINS**

- ✓ **Introduction to Pukekawa School**
- ✓ **How we achieve the very best**
- ✓ **Pukekawa School Expectations**
- ✓ **Positive Consequences**
- ✓ **Strategic Plan**

## **Our RICHER Values**

**RESPECT – INITIATIVE – CONFIDENCE – HONESTY – EXCELLENCE – RESPONSIBILITY**



# INTRODUCTION

**We Enter to Learn - We Learn to Serve**

**OUR VISION – Preparing students for lifelong learning.**

**Students who believe in themselves –**

**Have a sense of belonging – Are confident – Are passionate about learning – Are active participants**

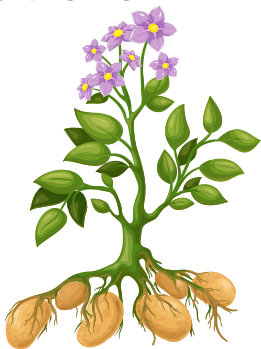
**Become worthwhile and valued members of society**

**QUALITY EDUCATION – For all students**

**Providing a caring and nurturing environment – Wide open spaces – Family focussed – Health & safety focussed – Comfortable & well resourced classrooms – Honoring our partnership with Tiriti o waitangi**

**OPPORTUNITIES & VALUES – Rural values & traditions**

**Calf club day – Outdoor education – Inter school sports – Excursions supporting learning –  
Computer Technology – Enviro school opportunities**



# HOW WE ACHIEVE THE VERY BEST

We Enter to Learn - We Learn to Serve

## THROUGH....

- **Focussing on developing the 'Whole Child'**
- **Building positive attitudes, values and behaviour**
- **Individualised learning**
- **Providing a variety of quality learning resources**
- **Additional learning support**
- **Encouragement of learning, including physical activity & fitness**
- **Group gatherings to include all families**
- **Cherishing our rural heritage, and respecting the environment**
- **Respecting the Treaty of Waitangi & celebrating NZ biculturalism**
- **Sharing and acknowledging, progress and success**



## WITH....

- **Experienced, caring teaching professionals**
- **Ongoing professional development – Ensuring best practice**
- **Encouraging supportive parents to be involved in student learning**
- **Dedicated Board of Trustees**
- **Hard working Parent Teachers Association**
- **The school being the hub of the community**



# MAKING CHILDREN RICHER

Developed by the Board of Trustees, and Staff of Pukekawa School ,  
to be used in conjunction with the Policy on Discipline

## Making Richer Choices

- **Students taking responsibility for their own behaviour**
- **Procedures for promoting good behaviour at school**
- **School Action Plan for inappropriate student behaviour**

## Implementation Principles

The New Zealand Curriculum identifies five key competencies or capabilities for living and lifelong learning

- **Relating to others**
- **Managing self**
- **Participating and contributing**
- **Thinking**
- **Using language, symbols, texts**

These key competencies are entwined in our curriculum delivery - our teaching / learning programmes and underpin the values / beliefs of our New Zealand democratic society.

Curriculum delivery also involves modelling, discussing and exploring values. Values are expressed through the ways in which people think and act. They are the basis for behavioural choices

## RICHER

**RESPECT – INITIATIVE – CONFIDENCE – HONESTY – EXCELLENCE – RESPONSIBILITY**

# PUKEKAWA SCHOOLS EXPECTATIONS

Teachers and Students discuss what each expectation means as part of establishing positive class behaviour management and routines.

**Let Children Learn**

**Let Teachers Teach**

**Respect and Care for Each Other and Property**

**Keep Ourselves Happy and Safe**

Teachers will promote understanding of school expectations, and why they are essential, through discussion, role play and consistent routines.

Students will be encouraged and supported to take responsibility for their own behaviour in the classroom and in the playground, and will understand that there are consequences for their behavioural choices.

Students learn best in a happy, ordered, consistent environment where they are confident to take risks or “have a go”, and feel emotionally secure and physically safe. Students and Teachers will treat each other with respect.

Students will have interaction with positive role models - students, peer supporters, teachers, other staff members, facilitators, parents, visitors to the school.

## **Behaviour Management will be Fair and Consistent.**

School expectations will be clear, meaningful and positive.

Teachers, students and parents will be aware of these expectations.

Appropriate / positive behaviour will result in positive consequences.

Inappropriate / negative behaviour will be managed in a consistent manner.

# POSITIVE CONSEQUENCES

When students display the school values, expectations, positive attitudes and behave in acceptable ways, this behaviour will be reinforced and acknowledged, within each class and across the whole school.

## VERBAL

Individual recognition

Praise acknowledgements eg. “Thank you Andrew for...,” “I appreciate the way you have ...”

Showing ‘work’ or ‘behaviour’ to another teacher, other students, Principal, parent etc

Being able to choose a special activity

Share with parent

Public acknowledgement / presentation in class or at assembly

## NON – VERBAL

Smile, nod, sign, shake hands, high 5

Displaying work

Public acknowledgement in school newsletter or on line class sharing

## COLLECTABLES / TANGIBLES

Stamps, stickers, certificates

DoJo, Whanau points

Awarding of privileges

RICHER AWARD slip for weekly prize draw



Reinforcers / rewards need to be relevant for the age group and given as close to when the appropriate behaviour occurred as possible.

**We are aiming for intrinsic motivation but positive acknowledgement is beneficial.**



## GOALS

**A. Deliver a curriculum that focuses on student progress and achievement.**  
**(NELPs 1:2, 2:4, 3:5, 3:6)**

**B. Provide a safe learning environment.**  
**(NELPs 1:1, 2:3, 3:5, 3:6)**

**C. Provide excellent facilities/resources to support our students to succeed.**  
**(NELPs 1:2, 2:3, 2:4, 3:5, 3:6)**

# STRATEGIC PLAN

## STRATEGIC INITIATIVES

Improve school wide literacy; particularly in writing.

Implement and reflect on the NZ Curriculum refresh documents.

Continue to implement and refine the NZ Histories curriculum document.

Use culturally responsive practises.

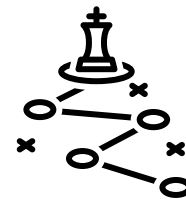
Implement and sustain a leadership programme.

Educate students how to develop and maintain positive relationships and deal with conflict to become resilient.

Use school funding for small /localised projects.

Implement 10YPP/5YA MOE projects.

Use local school resourcing through the annual budget.



## SUCCESS

**Improved literacy schoolwide (writing). English/Maths/NZ Histories documents evident in teacher planning and delivery.**

**Culturally responsive teaching pedagogy evident.**  
**Student leadership programme running effectively.**  
**Students maintaining positive relationships with peers/adults.**

**Top court resurfaced**  
**Roofing/toilet project completed.**  
**Teaching and learning programmes resourced.**