



# Puketaha Annual Actions 2017

<p><b>1.4: Curriculum Choice and Relevance.</b> <i>To further develop practice that encourages students to be actively engaged, involved and respected.</i></p>	<ul style="list-style-type: none"> <li>• Develop an understanding of ‘growth mindset’ especially when students find a task difficult or feel stuck</li> <li>• Use SOLO taxonomy as a tool to deepen reflection</li> </ul> <p><b>Giving Feedback regularly and consistently across all curriculum areas</b></p> <ul style="list-style-type: none"> <li>• Feedback will focus on the learning intention rather than the other features (often more noticeable) of the work</li> <li>• Feedback will include a balance of both oral and written</li> <li>• Ensure we are using the ‘<b>closing the gap</b>’ method for improved outcomes, including an increase in specific and descriptive feedback.</li> </ul> <p>Involving students in ‘celebration of’ and ‘talking about’ their learning with their parents as part of <b>Student Led Conferences</b></p> <ul style="list-style-type: none"> <li>• Have students collect evidence of learning in relation to designed learning outcomes.</li> <li>• Have students’ present evidence of learning in relation to designed learning outcomes.</li> </ul> <ul style="list-style-type: none"> <li>• All learning will be designed to reflect children’s interests, as well as what’s relevant and real within their contexts. This includes (but not exclusive to) our Global Concept.</li> <li>• Ensure we provide a broad, rich curriculum for children to discover their gifts and talents and provide an opportunity for them to build on these.</li> <li>• Promote and provide opportunities for <b>AKO</b> to happen i.e:             <ul style="list-style-type: none"> <li>• Students will continue to set and monitor learning goals to foster engagement and Learner Agency.</li> </ul> </li> <li>• Teachers will gather information related to children’s interests, talents and culture to help inform programme design (Whanaungatanga).</li> <li>• Ensure extra curricular activities are valued as rich learning opportunities.</li> </ul>	<p><b>Leadership Team</b></p>	<p><b>\$3,000.00</b></p>		<p>Students will demonstrate ownership and engagement in their learning when they showcase what they are learning and why</p> <p>Learning programmes and environments will showcase clear evidence of the language, culture and identity of our learners <b>(Whanaungatanga).</b></p>
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	<ul style="list-style-type: none"> <li>● Implement and reflect on the 'before school' pack to support parents/caregivers to develop important strategies in their child before they start school.</li> <li>● Continue to use a range of assessment data to inform teaching.</li> <li>● Continue to write daily – writing mileage.</li> <li>● To continue personalising learning and working closely alongside emergent writers.</li> <li>● To foster a <b>safe environment (Manaakitanga)</b> for all children to develop independence in writing.</li> <li>● To ensure a balanced approach towards teaching of writing.</li> <li>● Purposeful connections between Reading, Writing, Talking and Listening.</li> <li>● Emphasis on Phonics Learning approaches.</li> <li>● Use of technology such as ipads and personal microphones to help children develop confidence to verbally composing a sentence accurately.</li> <li>● Phonics based resources to support writers to learn the sounds in words and apply this to their writing.</li> </ul> <p><b>Years 4-8</b></p> <ul style="list-style-type: none"> <li>● Continue to write daily, looking for opportunities across the curriculum – writing mileage in a variety of contexts.</li> <li>● Further develop our pedagogy around Formative Assessment in Writing - thoughtful writing planning, share clear learning intentions and success criteria, goal setting and self-evaluation, relevant and timely feedback (close the gap strategy) and monitoring of achievement.</li> <li>● Station Teaching/ Alternative Teaching for direct instruction to target specific needs.</li> <li>● Continue with digital learning opportunities to foster engagement and promote <b>Ako</b>.</li> <li>● Continue the use of graphic organisers to help students categorise/organise their ideas.</li> <li>● Use Effective Literacy Practice and implement a variety of approaches to teaching writing i.e: a greater level of modelling of what good writing looks like through workshops with target groups.</li> <li>● Engage 'reluctant/less confident' writers by continuing to choose topics for writing that are <b>relevant to the students' lives (Whanaungatanga)</b> and/or have a real life application.</li> </ul>				
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<p><b>2.3:</b> <i>To decrease the number of students achieving below and well below the NZ Curriculum Standards in Mathematics.</i></p>	<ul style="list-style-type: none"> <li>● Collect <b>student voice (Mahi Tahī)</b> regularly, in particular students who are achieving below the NZ Curriculum Standard.</li> <li>● Continue Guided Writing programmes with explicit teaching to need, fully utilising the co-teaching strategies and Learner Settings of our ILE's.</li> <li>● Ongoing professional learning conversations about individual students' pieces of writing to identify next steps will continue.</li> <li>● Continue the use of Google Docs as a 'tool' to encourage <b>collaboration between teachers and students as well as students and students (AKO)</b>. In addition, provide a more flexible medium for teachers to monitor writers more effectively and support these students to write with more consideration.</li> <li>● Continue and grow our 'real audience' to provide a purpose for these writers to share their learning.</li> <li>● Continue to break up 'inquiry based' writing with 'quick writes' (Sheena Cameron) as a way to 'play' with words and ideas.</li> <li>● Include regular 'word study' and explicitly teach spelling strategies based on need (Joy Alcock).</li> </ul> <ul style="list-style-type: none"> <li>● Seek MOE funding for PLD to work with Institute of Professional Learning (university of Waikato) around improving teacher capability and capacity with the teaching of Mathematics.</li> <li>● Strong emphasis on Numeracy in Years 1-3.</li> <li>● Guided Mathematics programmes evident in all classrooms.</li> <li>● Delivery of a strong maintenance programme.</li> <li>● Professional learning and support from leaders will ensure assessment for learning aligns accurately with NZ Curriculum Standards.</li> <li>● Targeted TAl's, professional learning and development around the identified areas for improvement and planned actions.</li> <li>● Integration of Strand into classroom programmes will be a focus.</li> <li>● Ongoing focus on linking Mathematics with rich topic and the process of inquiry to support the application of Mathematical concepts.</li> </ul>	<p><b>Leadership Team</b></p>	<p><b>\$5000.00</b></p>	<p><b>Gaynour Terill (IPL) Leadership Team</b> Continue to deliver purposeful P.L with the intent to grow professional capability in the teaching of Mathematics.</p> <p><b>BES Mathematics in the NZ Curriculum.</b></p> <p><b>Robin Avrill &amp; Roger Harvey</b> 'Teaching Primary School Mathematics and Statistics. <b>Leadership Team</b> Prepare school wide data analysis</p> <p><b>Classroom Teachers –</b> Analysis data at class and group level. Set</p>	<p><b>Year 3 Anniversary Girls = 40% or less</b> below or well below the NZ Curriculum Standard in Mathematics.</p> <p><b>Year 4 Girls = 40% or less</b> below or well below the NZ Curriculum Standard in Mathematics.</p> <p><b>Year 6 Girls = 22% or less</b> below or well below the NZ Curriculum Standard in Mathematics.</p> <p><b>Year 6 Boys = 20% or less</b> below or well below the NZ Curriculum Standard in Mathematics.</p>
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<p><b>2.4:</b> <i>To further investigate and integrate authentic ways to embrace the teaching of Maori Students in our Rich Curriculum.</i></p>	<ul style="list-style-type: none"> <li>Increased focus will be placed on our learners' ability to apply their skills and knowledge to mathematical problems.</li> <li>Mathletics programme to help support, enrich and extend students in Mathematics.</li> </ul> <p><b>Anniversary 1, 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>T2S (Transition to School) pack with Mathematics based resources to introduce children to some fundamental numeracy skills before they start school.</li> <li>T2S transitioning with a series of regular classroom visits, where teachers can build relationships with new entrant children before they start.</li> <li>Accessibility to Mathletics within the classroom programme.</li> <li>Continue to support students with making connections with more meaningful, authentic contexts.</li> <li>Planning with a more intentional focus on fractions and basic facts teaching.</li> <li>Use of digital technologies to enhance number knowledge, problem solving and strategy teaching.</li> </ul> <p><b>Years 4-8</b></p> <ul style="list-style-type: none"> <li>Continue to develop co-teaching strategies to foster added support with smaller groups, i.e. Station Teaching/ Alternative Teaching for direct instruction to target specific needs.</li> <li>Ensure our reporting to parents process is being followed to support and strengthen relationships.</li> <li>Continue regular monitoring of student progress through our assessment schedule.</li> <li>All students consider to be achieving below the NZC Standards will continue to be apart of target groups for 2017.</li> <li>Continue to further develop strong maintenance programmes to consolidate knowledge.</li> <li>Continued emphasis on strand based learning.</li> <li>Strongly encourage Mathletics for Years 4-8. Aiming to achieve 80% subscriptions.</li> <li>Resource strategically to cater for learners needs: i.e Purchase of class set text books and online learning resources: eg: NZC Mathematics Caxton Educational online Resource.</li> </ul> <ul style="list-style-type: none"> <li>Teachers to understand and implement the key principles of <i>KA HIKITIA</i> and the importance of these in educating our tamariki; <b>MAORI POTENTIAL, CULTURAL ADVANTAGE &amp; INHERENT CAPABILITY.</b></li> </ul>	<p>All Teachers</p>	<p>\$2500.00</p>	<p>clear next steps with students.</p> <p><b>KA HIKITIA Doc. Accelerating success 2013-2017.</b></p>	<p><b>Year 8 Boys = 23% or less</b> below or well below the NZ Curriculum Standard in Mathematics.</p> <p><b>80% of students Years 4-8</b></p> <p><u>Target</u> <b>Maori language is evident around the school.</b></p> <p><b>Maori Students below and well below.</b></p> <p>Reading – 20% or less Writing – 20% or less Mathematics – 25% or less</p>
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	<ul style="list-style-type: none"> <li>• School leaders will analyse the achievement of Maori students and support teachers to improve the learning of our tamariki.</li> <li>• Every child will experience Tikanga each week to support the understanding of Maori language and protocols. Maori students see that Maori language and culture is a valued dimension of our school.</li> <li>• Set up a hui for whanau to share aspects of Tikanga Maori that they would like to see integrated into our school curriculum.</li> <li>• Staff to visit a local Marae as part of an investigation into authentic integration of Maori i.e. Hukanui Marae.</li> <li>• Create guidelines to support teachers in ways to embrace the teaching of Maori in our rich curriculum - What's the Maori Perspective (<b>Whanaungatanga</b>).</li> <li>• Continue a focus on strong partnerships between home and school.</li> </ul>				<p><b>Target</b>  <b>All Pasifika students are showing clear progress in relation to the N.Z Curriculum Standards.</b></p>
<p><b>Strategic Priority Three: Puketaha continues to grow as a vital learning community.</b></p>					
	<p><b>Action</b></p>	<p><b>Led by</b></p>	<p><b>Budget</b></p>	<p><b>Resources</b></p>	<p><b>Target</b></p>
<p><b>3.1:</b> <i>To strengthen partnerships through involving parents and whanau in their child's learning by being approachable and using effective communication.</i></p>	<ul style="list-style-type: none"> <li>• Continue with Student led Conference Term One &amp; Term Four</li> <li>• Value our 'Open Door' policy.</li> <li>• All teachers will be in learning environments from 8.30am onwards.</li> <li>• Use of digital platforms (<b>Etap app, Twitter and Class Dojo</b>) to share and celebrate learning, as well as send out quick fire messages when need arises.</li> <li>• Provide opportunities to share classroom programmes with whanau. Such as open evening and performances.</li> <li>• Organise family school events to build community culture.             <ul style="list-style-type: none"> <li>o Term 1 Picnic</li> <li>o Grandparents Day</li> <li>o Term 2 Whanau Hui</li> <li>o Term 4 Christmas at Puketaha Picnic.</li> </ul> </li> <li>• Regular parent evenings to consult and inform parents about curriculum design and learning.</li> </ul>	<p><b>Geoff and Katherine</b></p>	<p><b>\$1000.00</b></p>	<p><b>2015 End of Year Survey</b></p>	<p>Evidence of parent engagement and involvement at school and class events.            i.e: numbers for parent evenings etc.</p> <p>Number of parents signed up to Class Dojo</p> <p>Attendance at learning conferences will increase (85% or more).</p> <p>There will be at least one information evening each term.</p>

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<p><b>Strategic Priority Four: Teachers are empowered through a combination of support and challenge to improve pedagogy resulting in improved students outcomes.</b></p>					
	<p><b>Action</b></p>	<p><b>Led by</b></p>	<p><b>Budget</b></p>	<p><b>Resources</b></p>	<p><b>Target</b></p>
<p><b>4.2: To support and challenge ourselves to evaluate our impact and the impact of others.</b></p>	<ul style="list-style-type: none"> <li>• Staff professional learning will be held regularly.</li> <li>• Professional dialogue protocols will be revisited so they can be used in all meetings, discussions etc.</li> <li>• Regular opportunities will be given for all staff to share and celebrate excellent practice.</li> <li>• The appraisal process will be ongoing throughout the year, include classroom walk-throughs, formal observations and follow up discussions.</li> <li>• Teachers will seek and share resources between each other.</li> <li>• Professional learning experiences will empower all teachers to challenge and be challenged in a constructive manner that fosters self-reflection and understanding.</li> <li>• Ongoing TAI's will be apart of our practice and used as a tool to evaluate and help measure our impact in student learning.</li> <li>• Regular term reflections and personal goal setting.</li> </ul>	<p><b>Katherine Dixon</b></p>	<p><b>\$18,000.00</b></p>	<p><b>Staff</b></p> <p><b>ULearn Conference</b></p> <p><b>Institute of Professional Learning - University of Waikato.</b></p> <p><b>Hamilton North Community of Learning.</b></p>	<p>Evidence of success will be seen through the deprivatising of learning and free and open professional dialogue among all staff members.</p>

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**Strategic Priority Five:** Continue to progress with the development of our Physical Learning Environment which reflects our school ethos in being a 21st Century Rural Learning Community.

	<b>Action</b>	<b>Led by</b>	<b>Budget</b>	<b>Resources</b>	<b>Target</b>
<b>5.1:</b> Have synergy between outside and inside learning areas.	<ul style="list-style-type: none"><li>• Teachers to design learning programmes that will consider all spaces for learning both inside and outside.</li><li>• Resource outside learning areas purposefully so learning is enriched for all learners.</li><li>• Promote learning profile visually around the school.</li></ul>	<b>Whole Staff</b>	<b>\$3500.00</b>	Mad Sigtist	