

Puketaha Annual Actions 2018

	<ul style="list-style-type: none"> ● Re-assess SOLO taxonomy as a tool to deepen reflection <p>Giving Feedback regularly and consistently across all curriculum areas</p> <ul style="list-style-type: none"> ● Feedback will focus on the learning intention ● Feedback will include a balance of both oral and written ● Ensure we are using the ‘closing the gap’ method for improved outcomes, including an increase in specific and descriptive feedback. ● Develop teachers capacity to know when to implement timely feedback and the type of feedback. <p>Using Learning Journals as a means to evidence progress and achievement across the New Zealand Curriculum</p> <ul style="list-style-type: none"> ● Use self, peer and teacher assessment strategies and goal setting to help enable children to evidence and talk about their own progress and achievement. ● Develop coherence and consistency across the school in terms of how Learning Journal showcase learning. ● Develop a range of assessment practices to support teachers to gather evidence across all curriculum areas including Global Concepts and Physical Education. <p>Using Writing Goals to support the teaching and learning of writing</p> <ul style="list-style-type: none"> ● Teachers to start prototyping the writing goals across the school- teachers use them as a planning tool, assessment tool and develop them as the ‘language of learning’ in writing. ● Assist children to be able to talk about their learning and begin to understand the progressions. ● Teachers to evaluate the writing goals in order to refine and improve. 				<p>All teachers will be giving their students regular and purposeful feedback/ forward comments</p> <p>Learning Journals will be used as a tool to support learners to evidence their achievement and progress across the Curriculum.</p> <p>Writing goals prototyped across the school. Children start becoming familiar with the goals and using them to assess and set goals.</p> <p>Teachers use modelling book in Mathematics as a tool to record student’s thinking.</p>
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<p>1.3: Teaching and Learning Strategies To further develop practice that gradually moves the learner to be self-determining.</p>	<p>Modelling Books used as a method to record student’s thinking during the process of learning as well as a place to evidence AFL practices.</p> <ul style="list-style-type: none"> Professional Learning around Modelling Books using a Mathematics lens. Teachers to develop their own modelling books and the reflect and share with colleagues in order to continually improve this practice. <p>Involving students in ‘celebration of’ and ‘talking about’ their learning with their parents as part of Student Led Conferences</p> <ul style="list-style-type: none"> Have students collect evidence of learning in relation to designed learning outcomes. Have students’ present evidence of learning in relation to designed learning outcomes. Intentional teaching that embraces a range of instructional approaches <p>Professional Learning - focus on engaging and stretching learners through the deliberate use of Teaching and Learning Strategies and approaches. Professional Learning sessions, Syndicate Meetings and TAI’s will support and challenge teachers to design programmes that guide students to be insightful, responsible and constructive about theirs and others learning. Teachers will review their current practice in order to evaluate their impact on student learning through the following:</p> <ul style="list-style-type: none"> Establishing appropriate procedures and routines. Actively engage and stretch all students through the use of a variety of teaching approaches and strategies, choosing a range of resources and materials/equipment. Accommodate different paces and styles of learning. Use groupings strategically. Set students up for successful cooperative group work. 	<p>Leadership Team</p> <p>Geoff Booth Nyree Olliver</p>		<p>Longworth Education Workshops and resources</p>	<p>Students will demonstrate pride and ownership and engagement in their learning when they showcase what they are learning and why.</p> <p>All TAI’s will present reflective practice around various strategies used to support lifting engagement, progress and achievement across the Curriculum.</p> <p>A very clear P.L plan</p>
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	<p>Learning through play will enable our children in Ropu Kakano to lead their own learning, developing empathy, sense of belonging and a connection to the outside world, through a developmental approach and will support teachers to identify children's gifts and talents leading to children with self-efficacy.</p> <ul style="list-style-type: none"> • Establish a balance between play based Learning and intentional teaching in Ropu Kakano. • Years 4 -8 will continue to promote and build childrens skills around Self - Directed Learning, ensuring their needs, interests and talents are being catered for. • Teachers will develop their Pedagogical knowledge around how children learn through play. • Include Learning Stories in our children's Learning Journals. • Resource our environments (inside and outside) to support learning through play, ie Puriri Park, sandpit. • Develop a Year 0 transition to school report to inform parents on their child's progress and achievement with this. <p>Using digital tools to support teachers to optimise learning programmes</p> <ul style="list-style-type: none"> • Support the development of agency in our learners, ie. Hapara, Creative Apps (imovie, adobe voice), Internet research tools,. • Enrich practice an consolidation of learning, ie, Mathletics, Epic (reading for enjoyment and research), E-platform. • Enrich and extend the learning conversations from school to home through communication using Class Dojo. • Our digital tools are used in a way that enhances and optimises the learning programme. They are not integral or a constant tool for learning. 	<p>Deb Tritt Blair Harper</p>		<p>Chrome Books Mathletics Epic E-Platform</p> <p>Classroom P.E Resource Bins that cater to the levels and interests of the children in the Learning Environment.</p>	<p>A range of high quality digital tools being used to enhance the programme.</p> <p>Children have a positive attitude towards and are taking an active part in PE on a regular basis.</p>
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	<p>Physical Education programmes will intentionally develop children's fundamental skills (locomotor and manipulative) and love of Sport and PE.</p> <ul style="list-style-type: none"> • Promote and foster enjoyment of sport and physical activity through play and organised games. • Continue our strong relationship between Puketaha School and Project Energise. • All children will participate in a PE programme 3x per week minimum. • Improve children and parents/whanau attitudes towards being active. • All environments will be resourced with age appropriate resources. • Continue to look at developing our outdoor physical environment to support PE, ie the playground development. <p>The Arts provides an opportunity for children to develop and show our 6C's and Values as well as express themselves through art, music, drama and dance. It aims to recognise and then foster children's skills and knowledge, talents and gifts in this area.</p> <ul style="list-style-type: none"> • Foster dramatic, artistic and musical play through the Play Based Learning approach. • Ropu Puawai will continue to have an annual production. • Continue to foster a love of singing together at Friday singing Assembly. • Our Senior students will continue to lead assemblies. • All students will have an opportunity to lead their Ropu hui's. • All children are encouraged to take part in the Footsteps programme. • Plan for an Arts perspective in our Global Concept/Rich Topic. • Continue to embrace our Bi-cultural heritage through the learning of Tikanga - Waiata, Te Reo Kori. 	<p>Classroom Teachers</p>	<p>\$7000.00</p>		
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	<ul style="list-style-type: none"> • Childrens art is presented for our community throughout our environments. 				
Strategic Priority TWO: Ensure that all students are progressing and achieving their potential in relation to the NZ Curriculum Standards in Reading, Writing and Mathematics.					
	Action	Led by	Budget	Resources	Target
2.1: To ensure children are experiencing a broad and rich learning programme which integrates all areas of the New Zealand Curriculum.	<ul style="list-style-type: none"> • Teachers will design learning programmes which connect different areas of the Curriculum in engaging, relevant and meaningful ways. • Teachers develop and implement planning methods that support the intergration of the Curriculum. • Teachers to continue to expand their Curriculum knowledge in order to uterlise opportunities to intergrate the Curriculum as it arises. • Continue to foster and enabale rich learning conversations amounst teachers in order to grow each other professionally in terms of effective ways to broaden and intergrate the curriculum within our learning programmes. • The Global Concept is used across the school as a way to connect the learning in all the environments and as a context for intergrating the curriculum. • To further develop our AFL practices across the wider Curriculum. 	Leadership Team Classroom teachers		Sharing of planning templates that support integration. Planning for Global Concepts document	To have all students engaged in a rich and broad learning programme with the Global Concept as a common thread.
2.2: To improve the number of students achieving and progressing within the NZ English Curriculum.	<ul style="list-style-type: none"> • Instructional teaching is differenciated in order to personalise reading and writing. 	Leadership Team Classroom Teachers	\$7000.00	Leadership Team Prepare school wide data analysis	Targets- All Year 8's will leave Puketaha School Reading at Level 3 or above of the New

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	<p>children before they start and begin to work on some basic reading knowledge and skills.</p> <ul style="list-style-type: none"> ● Adjust the Reading Progressions document to align closer to the Literacy Progressions. ● Daily reading and writing is valued (consistent teacher aide support where we can). ● Improved communication with home about how parents can build on their child's learning when they read at home. ● Teachers to work collaboratively to design programmes to help meet children's needs. ● Utilize co-teaching strategies to group children closely to their needs. ● Junior teachers to continue to strengthen "Sounds for Spelling" practices to build children's phonological knowledge. ● To continue to analyse and act on SEA / 6 Year Net results. ● To continue personalising learning and working closely alongside emergent writers. ● Continue ESOL professional learning for teachers. ● Reading Recovery for identified children at their 5.6 month SEA assessment. <p>Years 4 - 8</p> <ul style="list-style-type: none"> ● Further develop our use of relevant and meaningful texts as part of our 'supported inquiry' topics. ● Continue to build on the resources used in senior reading programmes, in particular high interest reading materials for boys. ● Use Effective Literacy Practice and implement a variety of approaches to teaching Reading - in particular Shared Reading. ● Consistent and high quality Guided Reading programmes with explicit teaching to need will be evident in our environments. 	<p>Katherine Dixon</p>		<p>- Louise Dempsey 'The Writing Book'</p> <p>- Alison Davis Effective Writing Instruction</p> <p>- Gail Loane 'I've got something to say'</p>	
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	<ul style="list-style-type: none">● Implement the 'Toe by Toe' programme to children who have been identified (Year 4/5) with specific literacy needs.● Continue to write daily, looking for opportunities across the curriculum – writing mileage in a variety of contexts.● 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.● Station Teaching/ Alternative Teaching for direct instruction to target specific needs.● Continue the use of graphic organisers to help students categorise/organise their ideas.● 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.● Engage 'reluctant/less confident' writers by continuing to choose topics for writing that are relevant to the students' lives (Whanaungatanga) and/or have a real life application.● Ongoing professional learning conversations about individual students' pieces of writing to identify next steps will continue.● Continue the use of Google Docs as a 'tool' to encourage collaboration between teachers and students as well as students and students (AKO). In addition, provide a more flexible medium for teachers to monitor writers more effectively and support these students to write with more consideration.● Continue and grow our 'real audience' to provide a purpose for these writers to share their learning.● Continue to break up 'inquiry based' writing with 'quick writes' (Sheena Cameron) as a way to 'play' with words and ideas.● Include regular 'word study' and explicitly teach spelling strategies based on need (Joy Alcock).				
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<p>2.3: To improve the number of students achieving and progressing within the NZ Mathematics Curriculum.</p>	<ul style="list-style-type: none"> Continue with Mathematics PLD to work with Institute of Professional Learning (University of Waikato) around improving teacher capability and capacity with the teaching of Mathematics. Strong emphasis on Numeracy in Years 1-3. Guided Mathematics programmes evident in all classrooms. Mathematics Programmes will include a strong maintenance component. Targeted TAI's, professional learning and development around the identified areas for improvement and planned actions. Integration of Strand into classroom programmes will be a focus. Ongoing focus on linking Mathematics with rich topic and the process of inquiry to support the application of Mathematical concepts. Increased focus will be placed on our learners' ability to apply their skills and knowledge to mathematical problems. Modelling books used in Mathematics to record children's thinking. <p>Year 0-3</p> <ul style="list-style-type: none"> T2S (Transition to School) pack with Mathematics based resources to introduce children to some fundamental numeracy skills before they start school.. Continue to support students with making connections with more meaningful, authentic contexts. Planning with a more intentional focus on fractions and basic facts teaching. <p>Years 4-8</p>	<p>Leadership Team</p>	<p>\$5000.00</p>	<p>Gaynour Terill (IPL) Leadership Team Continue to deliver purposeful P.L with the intent to grow professional capability in the teaching of Mathematics.</p> <p>BES Mathematics in the NZ Curriculum.</p> <p>Robin Avrill & Roger Harvey 'Teaching Primary School Mathematics and Statistics.</p> <p>Leadership Team Prepare school wide data analysis</p> <p>Classroom Teachers – Analysis data at class and group level. Set clear next steps with students.</p>	<p>All Year 8's will leave Puketaha School being able to work at Level 3 or above of the New Zealand Mathematics Curriculum. (excluding children with identified special needs)</p>
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<p><i>2.4: 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"> • 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. • Continue regular monitoring of student progress through our assessment schedule. • Accessibility to Athletics within the classroom programme and as a home learning tool where teachers are regularly setting tasks for children to complete which align with the learning in class. • 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. • Teachers to invest in learning more around Culture Competency. • School leaders will analyse the achievement of Maori students and support teachers to improve the learning of our tamariki. • 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. • Integrate the Maori Perspective into planning and our school Global Concepts. • Create guidelines to support teachers in ways to embrace the teaching of Maori in our rich curriculum - What's the Maori Perspective (Whanaungatanga). • Continue a focus on strong partnerships between home and school. 	<p>All Teachers</p>	<p>\$2500.00</p>		<p>Learning programmes and environments will showcase clear evidence of the language, culture and identity of our learners (Whanaungatanga).</p> <p>Target Maori language is evident around the school.</p> <p>There is no disparity between Maori Student Progress and Achievement, and all other students.</p>
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Strategic Priority Three: Puketaha continues to grow as a vital learning community.					
	Action	Led by	Budget	Resources	Target
	<p>3.1: To strengthen partnerships through involving parents and whanau in their child's learning by being approachable and using effective communication.</p> <ul style="list-style-type: none"> ● Continue with Student Led Conferences Term One & Term Four ● Value our 'Open Door' policy. ● All teachers will be in learning environments from 8.30am onwards. ● Use of digital platforms (Etap app, School App, Twitter and Class Dojo) to share and celebrate learning, as well as send out quick fire messages when need arises. ● Provide opportunities to share classroom programmes with whanau. Such as open evenings and performances. ● Organise family school events to build community culture. <ul style="list-style-type: none"> ○ Term 1 Meet the Teacher Picnic ○ Grandparents Day ○ Term 2 Working Bee ○ Term 4 Christmas Picnic. ● Regular parent evenings to consult and inform parents about curriculum design and learning. ● Communicate with community around changes to National Standards and reporting to Parents. ● Parent/Community Survey 	Geoff and Katherine	\$1000.00	Information and feedback from Parent evenings and SLC's.	<p>Attendance at learning conferences (85% or more).</p> <p>80% parents signed up to Class Dojo</p> <p>50 + survey responses</p>

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Strategic Priority Four: Teachers are empowered through a combination of support and challenge to improve pedagogy resulting in improved students outcomes.					
	Action	Led by	Budget	Resources	Target
	<p>4.2: <i>To support and challenge ourselves to evaluate our impact and the impact of others.</i></p> <ul style="list-style-type: none"> • Staff professional learning will be held regularly. • Professional dialogue protocols will be revisited so they can be used in all meetings, discussions etc. • Regular opportunities will be given for all staff to share and celebrate excellent practice. • The appraisal process will be ongoing throughout the year focussed on growth, this includes classroom walk-throughs, formal observations and follow up discussions. • Teachers will seek and share learning resources between each other. • Professional learning experiences will empower all teachers to challenge and be challenged in a constructive manner that fosters self-reflection and understanding. • Ongoing TAI's will be apart of our practice and used as a tool to evaluate and help measure our impact in student learning. • Regular term reflections against our Strategic Priorities 	Katherine Dixon	\$21,000.00	<p>Staff Institute of Professional Learning - University of Waikato.</p> <p>Te Pae Here Kahui Ako (Community of Learning).</p> <p>RTLB - Incredible Years Training (IYT)</p> <p>Longworth Educaiton (Playbased Learning)</p>	Evidence of success will be seen through the deprivatising of learning and free and open professional dialogue among all staff members.

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.					
	Action	Led by	Budget	Resources	Target

