

2017 - 2020

Learning/Curriculum

Ensure all students experience a rich, future focussed learning programme that is personalised, putting children, their interests, aspirations and needs first.

1.1	<p>Learning to Learn To build the confidence and capacity of all our learners.</p>	<ul style="list-style-type: none"> • Teachers will put learning at the heart of what they do. • Teachers will teach students how to learn and how to reflect. • Teachers will recognize the strengths of each student and build on this wherever possible. • Teachers will set students up with the skills, attitudes, knowledge and values to be able to learn independently. • Teachers will build knowledge, make meaning and apply their understanding of the current co teaching models.
1.2	<p>Assessment for Learning To further develop AFL practices so all assessment is relevant, reliable and has the learner at the heart of it.</p>	<ul style="list-style-type: none"> • Teachers will facilitate and support students individually and in groups to find out where they are with their learning, where they need to go and their next steps. • Learning will be differentiated • Teachers will encourage students to take responsibility for their learning and move towards greater learner autonomy. • Teachers and Learners will use a range of quality assessment tools to best identify needs and measure progress.
1.3	<p>Teaching and Learning Strategies To further develop practice that gradually moves the learner to be self-determining.</p>	<ul style="list-style-type: none"> • Teachers will use cooperative learning to promote interaction that in turn enhances and deepens learning. • Teachers will actively engage and stretch the minds of children by using a variety of teaching and learning approaches, resources and materials/equipment. • Teachers will accommodate different paces and styles of learning. • Teachers will build pedagogy and learner frameworks in key learning areas.
1.4	<p>Curriculum Choice and Relevance To further develop practice that encourages students to be actively engaged, involved and feel respected.</p>	<ul style="list-style-type: none"> • Teachers will co-construct the learning with students. • Value will be placed on learning that takes place out of school. • Teachers will look for ways to enrich the classroom programme using the ideas, issues and stories that come from individuals, to promote equitable outcomes for all students.
1.5	<p>Mentoring and Support To support and challenge all learners in order to build and strengthen relationships.</p>	<ul style="list-style-type: none"> • Teachers will build strong relationships with students and their families/whanau to support the learner's personal effectiveness.

Ensure all students are progressing and achieving in relation to the NZ Curriculum Standards in Reading, Writing and Mathematics.

2.1	<p>To decrease the number of students achieving below and well below the NZ Curriculum Standards in Reading.</p>	<ul style="list-style-type: none"> • Student progress and achievement will be measured in relation to National Curriculum Standards. • School targets will be set and reviewed in relation to National Curriculum Standards. • Budgets will reflect the strategic plan. • Emphasis on developing learning dimensions
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2.2	To decrease the number of students achieving below and well below the NZ Curriculum Standards in Writing.	<ul style="list-style-type: none"> • Student progress and achievement will be measured in relation to National Curriculum Standards. • School targets will be set and reviewed in relation to National Curriculum Standards. • Budgets will reflect the strategic plan. • Emphasis on developing learning dimensions
2.3	To decrease the number of students achieving below and well below the NZ Curriculum Standards in Mathematics.	<ul style="list-style-type: none"> • Student progress and achievement will be measured in relation to National Curriculum Standards. • School targets will be set and reviewed in relation to National Curriculum Standards. • Budgets will reflect the strategic plan. • Emphasis on developing learning dimensions
2.4	To further investigate and integrate authentic ways to embrace the teaching of Maori Students in our Rich Curriculum.	<ul style="list-style-type: none"> • Set up a hui for whanau to share aspects of Tikanga Maori that they would like to see integrated into our school curriculum. • Staff could visit a local Marae as part of an investigation into authentic integration of Maori i.e. Hukanui Marae. • Create guidelines to support teachers in ways to embrace the teaching of Maori in our rich curriculum. • Continue a focus on strong partnerships between home and school. • Ensure that all reasonable steps will be taken to provide instruction in Tikanga Maori and te reo Maori for full time students whose parents ask for it.

Community

Puketaha continues to grow as a vital learning community

3.1	To strengthen partnerships through involving parents and whanau in their child's learning by being approachable and using effective communication.	<ul style="list-style-type: none"> • Consolidate our process for SLC conferences (Twice per Year). • Value our 'Open Door' policy. • Improving on our ability to connect with all parents and whanau in order to establish positive open relationships through a variety of mediums. • Provide opportunities to share classroom programmes with whanau. Such as open evening and performances. • Organise family school events to build community culture. • Regular parent evenings to consult and inform parents about curriculum design and learning.
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Professional Learning

Teachers are empowered through a combination of support and challenge to improve pedagogy resulting in improved student outcomes.

4.1	To build and refine strategies that deprivatise our teaching and learning through Co Teaching strategies.	<ul style="list-style-type: none"> • Up skill and provide opportunities for teachers to use professional dialogue as a way of professional learning.. • Network with other schools to share excellent practice. • Explore and prototype the co teaching strategies in our Innovative Learning Environments.
4.2	To support and challenge ourselves to evaluate our impact and the impact of others.	<ul style="list-style-type: none"> • Promote supportive professional relationships through collaborative/syndicate teams and critical friends. • Designed catch up's where teaching strategies and 'our impact' are shared, celebrated and challenged. • Strengthen our culture with having no 'undiscussables'.

		<ul style="list-style-type: none"> • To design a professional learning plan that grows teachers ability to raise achievement, decrease disparity and support all learners with experiencing success. • All teachers to use our strategic goals as a filter and focus for their reflective practice. • Student needs and outcomes are used as ways of measuring our impact. • Effective use of Teacher Action Inquiries (TAI's)to further develop ourselves and help measure our impact.
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Environment

Continue to progress with the development of our Physical Learning Environment which reflects our school ethos in being a 21st Century Rural Learning Community

5.1	<p>Have synergy between outside and inside learning areas.</p>	<ul style="list-style-type: none"> • Learning design will consider all spaces for learning both inside and outside. • Outside learning areas will be purposefully resourced and designed to enrich learning for children. • Promoting our learning profile visually around the school.
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