

2018 - 2021

## 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><b>Learning to Learn</b> To build the confidence and capacity of all our learners.</p>	<ul style="list-style-type: none"> <li>Teachers will put learning at the heart of what they do.</li> <li>Teachers will teach students how to learn and how to reflect.</li> <li>Teachers will recognize the strengths of each student and build on this wherever possible.</li> <li>Teachers will set students up with the skills, attitudes, knowledge and values to be able to learn independently and self direct.</li> <li>Teachers will build knowledge, make meaning and apply their understanding of the current co teaching models.</li> </ul>
1.2	<p><b>Assessment for Learning</b> 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"> <li>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.</li> <li>Learning will be differentiated.</li> <li>Teachers will encourage students to take responsibility for their learning and move towards greater learner autonomy.</li> <li>Teachers and Learners will use a range of quality assessment tools to best identify needs and measure progress.</li> </ul>
1.3	<p><b>Teaching and Learning Strategies</b> To further develop practice that gradually moves the learner to be self-determining.</p>	<ul style="list-style-type: none"> <li>Teachers will use cooperative learning to promote interaction that in turn enhances and deepens learning.</li> <li>Teachers will actively engage and stretch the minds of children by using a variety of teaching and learning approaches, resources and materials/equipment.</li> <li>Teachers will accommodate different paces and styles of learning.</li> <li>Teachers will build pedagogy and learner frameworks in key learning areas.</li> </ul>
1.4	<p><b>Curriculum Choice and Relevance</b> To further develop practice that encourages students to be actively engaged, involved and feel respected.</p>	<ul style="list-style-type: none"> <li>Teachers will co-construct the learning with students.</li> <li>Value will be placed on learning that takes place out of school.</li> <li>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.</li> </ul>
1.5	<p><b>Mentoring and Support</b> To support and challenge all learners in order to build and strengthen relationships.</p>	<ul style="list-style-type: none"> <li>Teachers will build strong relationships with students and their families/whanau to support the learner's personal effectiveness.</li> <li>Teachers will foster a collaborative culture that promotes support and professional challenge with the intent to improve the art of teaching (pedagogy).</li> </ul>
<p>Ensure all students are progressing and achieving in relation to the NZ Curriculum</p>		
2.1	<p>To ensure children are experiencing a broad and rich learning programme which integrates all areas of the New Zealand Curriculum.</p>	<ul style="list-style-type: none"> <li>Students will experience integration within their learning programme which embracing the Arts, Science, Social Sciences, Technology, Health and Physical Education.</li> <li>Budgets will reflect the strategic plan.</li> </ul>

		<ul style="list-style-type: none"> <li>● Emphasis on developing teacher pedagogy.</li> </ul>
2.2	<b>To improve the number of students achieving and progressing within the NZ English Curriculum.</b>	<ul style="list-style-type: none"> <li>● Student progress and achievement will be measured in relation to the New Zealand Curriculum Literacy progressions for both Reading and Writing.</li> <li>● School targets will be set and reviewed in relation to New Zealand Literacy Curriculum .</li> <li>● Budgets will reflect the strategic plan.</li> <li>● Emphasis on developing learning dimensions</li> </ul>
2.3	<b>To improve the number of students achieving and progressing within the NZ Mathematics Curriculum.</b>	<ul style="list-style-type: none"> <li>● Student progress and achievement will be measured in relation to New Zealand Curriculum Mathematics progressions.</li> <li>● School targets will be set and reviewed in relation to the New Zealand Mathematics Curriculum.</li> <li>● Budgets will reflect the strategic plan.</li> <li>● Emphasis on developing learning dimensions</li> </ul>
2.4	<b>To further investigate and integrate authentic ways to embrace the teaching of Maori Students in our Rich Curriculum.</b>	<ul style="list-style-type: none"> <li>● Organise school wide visit a local Marae as part of an investigation into authentic integration of Maori i.e. Hukanui Marae.</li> <li>● Continue to support teachers in ways to embrace the teaching of Maori in our rich curriculum.</li> <li>● Continue a focus on strong partnerships between home and school.</li> <li>● 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.</li> </ul>

## Community

### Puketaha continues to grow as a vital learning community

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

## Professional Learning

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

4.1	<b>To build and refine strategies that deprivatise our teaching and learning through Co Teaching strategies.</b>	<ul style="list-style-type: none"> <li>● Up skill and provide opportunities for teachers to use professional dialogue as a way of professional learning..</li> <li>● Network with other schools to share excellent practice.</li> <li>● Explore and prototype the co teaching strategies in our Innovative Learning Environments.</li> </ul>
-----	--	--

4.2	<b>To support and challenge ourselves to evaluate our impact and the impact of others.</b>	<ul style="list-style-type: none"> <li>● Promote supportive professional relationships through collaborative/syndicate teams and critical friends.</li> <li>● Designed catch up's where teaching strategies and 'our impact' are shared, celebrated and challenged.</li> <li>● Strengthen our culture with having no 'undiscussables'.</li> <li>● <b>To design a professional learning plan that grows teachers ability to raise achievement, decrease disparity and support all learners with experiencing success.</b></li> <li>● All teachers to use our strategic goals as a filter and focus for their reflective practice.</li> <li>● Student needs and outcomes are used as ways of measuring our impact.</li> <li>● Effective use of Teacher Action Inquiries (TAI's) to further develop ourselves and help measure our impact.</li> </ul>
-----	--	--

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