



Te Kura o

**PUKETAPU**

# **2023 – 2025 Strategic Plan**

# The Puketapu Strategy

What does a thriving Puketapu kura look like for us? How can we shape equitable outcomes for learners regardless of who they are or where they come from?

**Kawa o te ako** – Growing and developing the teaching and learning of our people

**Kawa o te ora** – Growing and developing the health & well-being of our people

**Kawa o te mauri tangata whenua** – Growing and developing the special nature of the people of this whenua

The term kawaora is a local Taranaki kupu similar to “hauora” and is recited in ancient karakia from this region. Kawaora is related to growth, development and well-being and how everything in life is nurtured by its surroundings. In this particular karakia, it speaks of



# VISION

**STRATEGIC PLAN 2023 - 2025**

To **EMPOWER** all people to be **HEALTHY, LIFELONG LEARNERS**

## KAWA O TE AKO

**Growing And Developing The Teaching And Learning Of Our People**



1. Support Pedagogical Developments in Teaching To Enhance Staff and Student Learning Outcomes
2. Create Equitable Pathways for Learning
3. Design Quality, Flexible Learning Environments To Empower Students by Offering Choices on the Pace, Place and Mode of Delivery
4. Create Opportunities for Technology-Enhanced Learning

## SUCCESS

Our People Are Inspired, Challenged And Empowered

## KAWA O TE ORA

**Growing And Developing The Health & Wellbeing Of Our People**



1. Strive To Maintain Optimal Well-Being for our School and Community To Support Genuine Engagement With the Learning Experience
2. Foster Authentic Connection Across the School Community
3. Ensure Tamariki Feel Safe, Nurtured and Cared for in the School Environment.

## SUCCESS

Our People Are Safe And Healthy

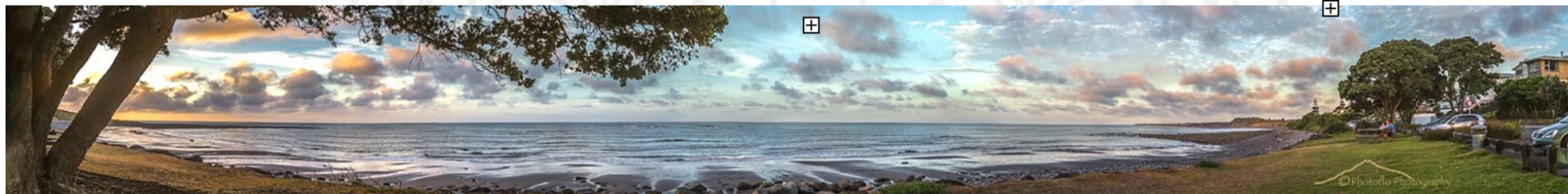
## KAWA O TE MAURI TANGATA WHENUA

**Growing And Developing The Special Nature Of The People Of This Whenua**

1. Embed and Celebrate Te Reo Māori and mātauranga Māori as Leading Priorities in our School.
2. Recognise and Affirm Te Ātiawa and Puketapu Tikanga.
3. Partner With the Broader Community To Elevate Learner Engagement
4. Focus on a Curriculum That Is Unique to our Place and Whenua and Responsive to the Priorities, Preferences and Issues of our Community and our People.

## SUCCESS

Our People Know Where They Stand





# 2023 – 2025 STRATEGIC AIMS

<b>KAWA O TE AKO</b> Growing and developing the teaching and learning of our people	<b>KAWA O TE ORA</b> Growing and developing the health & wellbeing of our people	<b>KAWA O TE MAURI TANGATA WHENUA</b> Growing and developing the special nature of the people of this whenua
<ol style="list-style-type: none"> <li>1. Support pedagogical developments in teaching to enhance staff and student learning outcomes</li> <li>2. Create equitable pathways for learning</li> <li>3. Design quality, flexible learning environments to empower students by offering choices on the pace, place and mode of delivery</li> <li>4. Create opportunities for technology-enhanced learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Strive to maintain optimal well-being for our school and community to support genuine engagement with the learning experience</li> <li>2. Foster authentic connections across the school community</li> <li>3. Ensure tamariki feel safe, nurtured and cared for in the school environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed and celebrate Te Reo Māori and mātauranga Māori as leading priorities in our school.</li> <li>2. Recognise and affirm Te Atiawa and Puketapu tikanga.</li> <li>3. Partner with the broader community to elevate learner engagement</li> <li>4. Focus on a curriculum that is unique to our place and whenua and responsive to the priorities, preferences and issues of our community and our people.</li> </ol>



## STRATEGIC INITIATIVE: KAWA O TE AKO

### GROWING AND DEVELOPING THE TEACHING AND LEARNING OF OUR PEOPLE

1. Support pedagogical developments in teaching to enhance staff and student learning outcomes
2. Create equitable pathways for learning
3. Design quality, flexible learning environments to empower students by offering choices on the pace, place and mode of delivery
4. Create opportunities for technology-enhanced learning

**KAIARATAKI** – AMANDA O'DOWDA, MICAELA WESTRUPP

#### NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

##### OBJECTIVE 1 – LEARNERS AT THE CENTRE:

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

##### OBJECTIVE 2 – BARRIER-FREE ACCESS:

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gain sound foundation skills, including language, literacy and numeracy

##### OBJECTIVE 3 – QUALITY TEACHING AND LEADERSHIP

- Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

#### KĀHUI AKO STRATEGIC AIMS:

- ATTENDANCE & ENGAGEMENT
- COHERENT PATHWAYS
- HAUORA – EMOTIONAL REGULATION

INITIATIVE	KEY ACTION(S) & OUTCOMES	TIMEFRAME
Build kaiako understanding and ensure the monitoring of an effective	The PGC programme is clear and visible for all kaiako on Te Marautanga website, including the role of the PGC coaches	Term 1, 2023

literacy/maths lesson, including planning and teaching	Literacy, Numeracy, PE & Health and Kaupapa expectations are clear and visible on our Te Marautanga website, including implementation plans and best foundational practice	Term 2, 2023
	Annually review the Literacy and Maths implementation plans	Term 4, 2023
	Establish shared drives where planning and assessment can be shared and monitored	Term 1, 2023
	Develop and use a clear and consistent planning template for all Unit Plans across the school	Term 1, 2023
	Establish and meet with Literacy and Math curriculum teams twice termly with one member from each learning team	Term 3, 2023
Coherent pathways	Review and refine Literacy Pathway, including HERO milestones	Ongoing 2023
	Development of Math Pathway and Review of Math HERO milestones	Term 1, 2023
	Plan a pathway through the school that builds on Learning through Play and theme-based learning	Term 3, 2023
	Develop whānau understanding of our pathways	Ongoing 2023
Building kaiako capabilities to use all assessment tools to inform teaching and identify barriers	Ensuring the use of the Pathways for assessment and informing the next steps in teaching and learning	Term 2, 2023
	Grow in understanding & use of PAT to inform teaching and learning.	Term 2, 2023
	Develop the use of BURT and DIBELS testing to support reading and identify learning barriers early on	Term 1 2023
	All kaiako have the opportunity to grow their understanding of Assessment for Learning practices, and the assessment systems at Puketapu through staff hui	Term 4 2023
Ensure that all learners have the opportunity to become digitally capable individuals.	Develop a strategy for digital citizenship and learning at Puketapu and have this shared with staff at a hui in Term 3	Term 3, 2023
	Apply to the TOI Foundation (using the strategy) for funding towards devices	Term 1, 2023
	Kaiako understand the role and follow the expectations of using devices in learning, through the implementation of the Digital strategy.	Term 3, 2023
	Whānau, alongside ākonga, understands what digital citizenship is. We use Seesaw, the newsletter and	Term 2, 2023

	the school's Facebook page to engage everyone in this learning.	
Empower and give agency to kaiako and ākonga	Build kaiako understanding on Student Mapping & Key Competencies Learning Framework by conducting 3 staff hui throughout 2023	Term 4, 2023 Move to 2024
	Learner Pathways are implemented across the whole school. They are visible and used in each classroom	Term 2, 2023
	The individual literacy and numeracy goals are chosen collaboratively by the teacher and the student. They are able to be practised, evidenced and shared by the students.	Term 3, 2023
	Establish goal-setting and evidencing workshops for all Year 5 – 8 ākonga	Term 1 – 2
Ensure all school learning spaces and activities are accessible to all learning needs	Transition programmes into Puketapu, across classrooms and out of Puketapu are established and followed	Term 2–4, 2023
	Build a clear strategic plan for Learning through Play in the Teina school	Term 2–4, 2023
	Introduce and embed one element from the UDL framework to the planning template	Term 2, 2023
	All staff are introduced to the “10 tips for a neurodiverse classroom” through a staff hui. These are being considered and implemented through Team Hui and Inclusive Education doc.	Term 3, 2023

## STRATEGIC INITIATIVE: KAWA O TE ORA

### GROWING AND DEVELOPING THE HEALTH & WELL-BEING OF OUR PEOPLE

1. Strive to maintain optimal well-being for our school and community to support genuine engagement with the learning experience
2. Foster authentic connections across the school community
3. Ensure tamariki feel safe, nurtured and cared for in the school environment.

**KAIARATAKI** – AMANDA O'DOWDA & MICAELA WESTRUPP

#### NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

##### OBJECTIVE 1: LEARNERS AT THE CENTRE

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

##### OBJECTIVE 2: BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Provide consistency of teachers/ kaiako, educators and caregivers, so young learners/ākonga can develop attachment and positive relationships to support learning and wellbeing

##### OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

- Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

#### KĀHUI AKO STRATEGIC AIMS:

- ATTENDANCE & ENGAGEMENT
- COHERENT PATHWAYS
- HAUORA – EMOTIONAL REGULATION

INITIATIVE	KEY ACTION(S)	TIMEFRAME
Strive to maintain optimal well-being for our school and community to support	<p>A roster and clear expectations for Active Supervision will be in place.</p> <ul style="list-style-type: none"> <li>• The role of play coaching will be defined and a roster in place.</li> </ul>	All year



genuine engagement with the learning experience	Friendship space will be resourced (people & materials), the purpose defined and LAs coached in developing social-emotional skills.	All year
	Playground Student Mediators: Student leaders will be coached to tuakana teina in the playground.	All year
	<b>Incredible Years:</b> <ul style="list-style-type: none"> <li>All classes will have a place &amp; resources for tamariki to reset</li> <li>Strategies for a reset will be taught</li> <li>4 x staff to attend the Incredible Years programme</li> <li>All staff will attend the IY refresher course</li> <li>A refresher/introduction to emotional literacy development workshop to be held at staff connect</li> </ul>	Check in T3  All year Term 3, 2023 Term 4, 2023
	<b>Wellness Space:</b> <ul style="list-style-type: none"> <li>Wellness Space to have a new name reflecting the kaupapa of the space</li> <li>RTLB will be on site 2 x days a week</li> <li>SWIS will work in collaboration with our staff to support whanau under the SWIS roll. Weekly hui and notes.</li> <li>DP, SENCO and other agencies will work collaboratively with at-risk students and the Whānau Engagement Kaitiaki &amp; 24/7 Youthworker as per student needs.</li> </ul>	Term 4, 2023  All year All year  All year
Foster authentic connections across the school community	<b>Attendance &amp; Engagement:</b> <ul style="list-style-type: none"> <li>Clear systems and attendance processes will be in place with all roles clearly identified.</li> <li>Attendance will be tracked, patterns noted, whānau partnership/communication established early and actions to resolve attendance issues will occur in a timely manner.</li> <li>Actions for various attendance rates will be established, templates for communications will be drafted and time frames for specific actions will be in place.</li> </ul>	Term 1 – 3
Ensure tamariki feel safe, nurtured and cared for in the school environment.	A schoolwide matrix of behaviour expectations will be established, planned for, taught, modelled, recognised & shared with the community. They will also be displayed in all of our spaces.	Term 3, 2023
	Systems for recognition of our values in action will be clearly understood and consistently in place.	Term 2, 2023 Review in Term 3
	Puketapu System for Managing & Responding to student behaviour will be reviewed	Term 2, 2023

	Expectations for Circle Times will be clear across the kura. (routines taught, circles planned, taught, recorded and referred back to)	Term 3, 2023
	Restorative Practices: Staff, students and community will have a clear understanding of Restorative Practices.	Term 4, 2023

## STRATEGIC INITIATIVE: KAWA O TE MAURI TANGATA WHENUA

### GROWING AND DEVELOPING THE SPECIAL NATURE OF THE PEOPLE OF THIS WHENUA

1. Embed and celebrate Te Reo Māori and mātauranga Māori as leading priorities in our school.
2. Recognise and affirm Te Atiawa and Puketapu tikanga.
3. Partner with the broader community to elevate learner engagement
4. Focus on a curriculum that is unique to our place and whenua and responsive to the priorities, preferences and issues of our community and our people.

**KAIARATAKI** – NGATAI WALKER

#### NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

##### OBJECTIVE 1 – LEARNERS AT THE CENTRE:

- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

##### OBJECTIVE 3 – QUALITY TEACHING & LEADERSHIP:

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

#### KĀHUI AKO STRATEGIC AIMS:

- ATTENDANCE & ENGAGEMENT
- COHERENT PATHWAYS
- HAUORA – EMOTIONAL REGULATION

INITIATIVE	KEY ACTION(S)	TIMEFRAME
Embed and celebrate Te Reo Māori and mātauranga Māori as leading priorities in our school	A scope and sequence for te reo Māori will be created and it is visible on our Te Marautanga o Puketapu Website.	By Week 5, Term 4
	A te reo Māori Teaching & Learning Audit will be created and completed by all classroom teachers in Terms 1 & 3	Term 1 & Term 3
	All staff will have an opportunity to learn te reo Māori	Term 1 – 4

	<ul style="list-style-type: none"> <li>1 hour of PLD sessions is offered each week to staff onsite</li> </ul>	
	Implement a mihi whakatau process and make it visible on our Te Marautanga o Puketapu Website.	
	All signage in our school will be in te reo Māori me te reo Pākehā	By Week 5, Term 4
	All ākonga in our school will have the opportunity to participate and thrive in Kapa Haka <ul style="list-style-type: none"> <li>Year 1 - 4 Kapa Haka (all ākonga)</li> <li>Year 5 -8 Whakangahau (Non-Competition)</li> <li>Year 5 - 8 Whakataetae (Competition)</li> </ul>	Term 1 - 4
Recognise and affirm Te Atiawa and Puketapu tikanga.	A board representative and Principal will attend two Puketapu hapū trustee hui in 2023	By Week 5, Term 4
Partner with the broader community to elevate learner engagement	A review of the effectiveness of our reporting processes will be completed by our whānau and staff. (Change to our reporting processes if required)	Term 1
Focus on a curriculum that is unique to our place and whenua and responsive to the priorities, preferences and issues of our community and our people.	Create our Te Marautanga o Puketapu website so that our curriculum and supporting documents are all housed in one place. is visible and clear to all staff. <ul style="list-style-type: none"> <li>Stage 1 - 2023 Overview, Literacy, Mathematics, Kaupapa, Health &amp; P.E, Assessment &amp; Reporting, PB4L Schoolwide, Inclusive Education</li> <li>Stage 2 - Learning with Digital Technologies, Learning through Play, Transitions, Attendance, Te Reo Māori, A-Z Information for Staff</li> </ul>	Term 1 - 3  Stage 1 - Term 1   Stage 2 - Term 2 & 3

