

# PUKEATUA SCHOOL



## CHARTER 2020

### **Mission Statement**

Encouraging learning in a safe and caring  
Environment.

# **PUKEATUA SCHOOL STATEMENT 2020**

This is a Full Primary School of 80 (February 6th) children situated 27 km east of Te Awamutu. The School has a Decile rating of 8 and Currently has a grading role U3 generating 6.1 teachers at present.

We have two Teacher Aids who work for a period of 37 hours per week. Six teachers are employed at the school. Also employed 30 hours per week Office administrator, cleaner, and a grounds person.

Our School enjoys a close relationship with the community. Parent help for all manner of activities is always forthcoming and the money raised in fundraising activities goes a long way!

The location of our School is in the middle of a well-established farming community based on dairying. This provides a stable support parent body who are willing to help out. We also draw on children from Arapuni Village and the Parawera district. Next to the school is a hall where a Play Centre is based. Other group using the hall is the Pukeatua Scout group who boast very healthy numbers.

Pukeatua School has an enviable physical environment with views of Maungatautari and Pukeatua Mountain, (where an Ecological Island has been established and a class room attached to this project positioned on our school grounds) an attractive native bush area, the largest rhododendron tree in the southern hemisphere as part of the school environment, a large 20m x 7m swimming pool and views in most directions. Other local amenities include tennis courts, licensed café and a community church.

## **Pukeatua School Vision**

Pukeatua School, with the support of its community strives to meet the children's needs, so they become connected, confident, actively involved, lifelong learners and responsible citizens of a progressive society.

## **Our school aims**

- To identify and cater for students educational needs which will give opportunities for success in both knowledge and skills as stated in the New Zealand curriculum.
- To establish an empowering link between the home and school enabling the whole development of the child.
- To provide a sound basis for giving effect to ongoing learning.
- To provide child focused programmes of learning in a safe environment that is well maintained and resourced.
- To include and recognise, in all learning areas, the Key Competencies of: thinking, using languages symbols and texts, managing self, relating to others and participating and contributing.

## **Values and Beliefs**

Pukeatua School recognises and encourages the values of

- Respect
- Excellence
- Honesty
- Creativity
- Responsibility
- Equity through tolerance and patience.
- Community and participation

## **We value**

Creativity, risk taking and individual differences.

We want children to reach their potential and to be able to adapt to the changes that are occurring in their lives inside and outside the classroom.

We want children to leave our school at year 8 achieving at their expected levels in mathematics, reading and writing and with skills that will enable them to continue their love of learning with an ability to work and survive in the 21<sup>st</sup> Century.

## **Cultural Diversity and Maori Dimension**

Students should

- Be accepting of other cultures and differences
- Value each others heritage, culture and people.
- Reflect the nature of biculturalism in classroom activities
- Be involved in Te Reo activities.

The Board will

- ensure all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.

## **Pukeatua School and Cultural Diversity**

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.
- All staff members are expected to develop an awareness of Tikianga Maori (Maori culture and protocol) and Te Reo Maori (Maori language): and incorporate these into classroom programmes.
- Pukeatua School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

### **What reasonable steps will the school take to incorporate Tikianga Maori (Maori protocol and culture) into the school's curriculum?**

Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.

Each integrated unit will include components as appropriate to the topic and the class level.

Professional development and support of staff, on the understandings they need to develop with their students.

### **What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?**

All such requests will be given full and careful consideration by the Board of Trustees with the regard to

- Personnel with the requisite skills and qualifications
- Overall school financial position
- Availability of accommodation within the school

### **What steps will be taken to discover the views and concerns of the school's Maori community?**

Encourage parents of Maori students to become a Board of Trustees member

Maori community consulted in various ways

- Report evenings
- Parent workshops
- Newsletters
- School events involving students
- Informal dealings with families
- Maintaining open door practice encouraging families to approach the school
- Individual interviews conducted by the Principal with the caregivers of Maori students with follow up interviews across the year: These interviews highlighting

# Strategic Plan Pukeatua School 2020-2023

## Improving Student Learning & Achievement

## Developing A Quality Learning Environment

## School Organisation & Structure

### Literacy

- Improve levels of reading comprehension by refining base standards and setting targets for the school (New Zealand Curriculum Levels)
- Raise written language levels in relation to Curriculum Standards and in relation to NZ Curriculum
- Oral language focus on New Entrants
- Remedial programmes
- Involvement and use of I.T. to improve achievement and engagement of children, e.g. Google Docs, Blogs, Webpage

### Numeracy

- Raising levels of all students in relation to the Numeracy Stages and National Curriculum Standards
- Raising basic facts levels
- Grouping for remedial and extension
- Review maths online programmes 2020

### Assessment

- Children involved in self assessment and goal setting
- Teachers providing effective feedback
- Self review to monitor effectiveness of programmes
- Effective formative assessment. Where to next? Feedback to feed forward
- Rural and Roses cluster continuation
- Parents, Whanau involvement in learning process.

### Learning Programmes and Delivery

- Major focus on Maths and English
- Integration of the curriculum. Making children more involved in their learning and directions
- Review Curriculum Statements. Maths/ English 2020
- Children are informed learners
- Inquiry learning. Integration of learning areas
- Enviro School 2020 onwards
- Quality work. Promote value of Excellence
- Te Reo Tupu, Te Reo Ora integration
- Focus on student wellbeing
- Review of programmes re targeted children
- Parent Run Rainbow Reading for a term

### Personal and Professional Development

- Eastern Zone Cluster. 2020 Sustainability beyond!
- Maori Achievement Challenge (MAC) 2020 onwards.
- "Rural and Roses" Te Awamutu Cluster
- Professional Development as per appraisal notes
- Access MOE PLD beyond 2020

### Community

- Consultation re direction Strategic Plan from 2021
- Health Curriculum consultation 2021
- Policy review using "School Docs."
- Engagement of families/whanau, in children's learning.

### Supporting Documentation

#### Property

- 10 year Property Plan
- Five Year Plan New 2020-2022
- Enviro Schools, Silver
- School Paint

#### Human Resources

- Performance Management Documents
- Community consultation. Two yearly.
- Involvement in community initiatives

#### Curriculum

- School wide planning
- Self review programmes of work

#### Finance

- Budget set for resources, professional development
- ED Services

#### Health and Safety

- Playground & classroom safety
- Regular checks
- Monitor Alarm system

#### Policy and Procedure

- School Doc for community involvement.

# Annual Plan: Pukeatua School 2020

## Teaching and Learning Programme Development

- Continue development in reading with focus on comprehension and NZ Curriculum Levels
- Focus on written language. Target set in relation to Curriculum levels (NZC)
- Involving outside agencies PLD
- Home reading programme for all children
- Maths programmes: Numeracy strategies incorporated in all learning areas and math strands. Targets set in relation to NZ Curriculum Levels
- Focus on children at risk. IEP for those identified
- Raise levels of Maori students at risk
- Spelling: , Jolly Phonics. STEPS, and Rainbow Reading
- Develop teachers' questioning skills and children's thinking skills
- Children are aware of learning intentions and next learning steps
- Rural and Roses 2020
- Readiness for new Digital Technology Curriculum
- Enviro-School continuation
- Encourage oral language development
- Gifted and Talented (GATE) identified and catered for in classroom programmes
- Maori Achievement Challenge (MAC) involvement.
- Maori children focus. Ka Hikitia document. (Cultural awareness)
- Promotion of healthy living, healthy school
- ICT. Continued upgrade to i-pad and note books. Google docs to help improve writing standards
- Digital Curriculum introduced
- Senior Leadership cluster for year 7,8 children.

## Finance

- Prepare for audit
- Monthly accounts
- Prepare budget Nov / Dec
- Education Services
- Asset purchases

## Property

- 5 year plan 2020 –2022
- Regular maintenance /safety checks
- School house; regular maintenance.
- School Paint

## Human Resources Staffing, Professional Development, Performance Management.

- Peer appraisal process
- “Teaching as an Inquiry” model for all teachers
- Rural and Roses involvement.
- Professional Development budget to cover personal goals
- EEO obligations will be met
- Self review cycle will reflect school practices
- Review Maths and English Curriculum Statements
- Team Energize involvement health and PE
- Increased teacher Aide time
- Parental involvement. Agricultural day, fund raising, camps, trips, coaching teams

## Priority areas for student achievement

- Raising and accelerating all students levels in Maths, Reading and Writing so all are achieving according to the New Zealand Curriculum Levels
- Students are engaged, active learners

## Health and safety

- Update safety and hazard records
- Safe playground practices
- Safe classroom practices
- Water testing monthly
- Regular emergency drills
- Emotional and physical wellbeing of all children

## Review

- Charter and school goals
- Teaching programmes, re-targeted children
- Curriculum
- Report to community on pupil progress
- Reports completed twice yearly

## Partnership with the community

### Collaboration

Parents included in any decisions regarding their child  
 Parent interviews. Twice yearly.  
 Communication between home and school so that Maori students are supported by home and school in their learning.  
 Policy development. “School Docs.”

### Communication

Regular Newsletters  
 Parent Interviews  
 Reports written  
 Open door Policy  
 School Website / Facebook, School Loop

### Consultation

Questionnaire to community. Self review of curriculum and Strategic Plan (Bi Annual)  
 Health curriculum 2 yearly. 2021  
 Parent interviews April and September

## Pukeatua School Reading Target 2020

**Strategic Aim:** All students to access the NZC as evidenced in achievement in relation to the Curriculum Levels.

**Annual Objective:** To raise the reading level of all children in line with the curriculum levels.

**Base line data:** Years 3 to 8 Target group. 21 children identified. 21/67.  
16 boys. 16/36. 5 girls. 5/31. 3 Maori students 3/12

**Specific Target:** To accelerate the reading level (reading age) of all children in this target group by more than one year

When	What	Who	Indicator of progress
Begins Term 1	Teachers identify the students who need priority support. Targeted instruction to accelerate progress	Principal and class teachers	Priority list is developed.
Ongoing throughout the year	<b>Three</b> meetings per term to discuss progress of target students IEP for some children	Teachers / Principal	Meetings ongoing with appropriate gains in achievement levels.
Term 1	Plan revised programme (in school) Set out plan for reading for the year.	All Staff	Groups. Topics integrated with other subjects identified and plan to work towards them.
Term 1	Work with families, Whanau around ways to support students learning. Information evening	Principal and Teachers	Student voice is evident in teaching programme and children have support and buy in from home.
Ongoing throughout the year	School wide professional development Rural and Roses. Teacher Inquiry and Student Agency.	All teachers	Improved teacher practice is having a positive impact on student outcomes.
Ongoing throughout the year	Close monitoring and regular home reading. These children heard to read every day.	Teacher and teacher aid	Children indicated are reading appropriate material regularly. Choosing to read in own time.
Ongoing throughout the	Wide range of different reading genres are introduced through	Principal and teachers	Writing and reading is linked in classroom practice.

year	topic approach and linked to other English strands.		
Term 2	Run Rainbow reading programme for children. Parental involvement "Ideal" programme. Learning Matters	Sandra and other teachers	Programme up and running and children making progress in accordance to the indicators.
End year	Analyse year-end data to inform progress and planning for next year	Principal and all staff	End of year results inform next steps.
Monitoring	Monthly reporting to board re progress and teachers meeting three times a term to discuss the progress of targeted children.		
Resourcing	Money in budget for the implementation of this goal. \$1000		



## Pukeatua School

### Writing Target 2020

**Strategic Aim:** All students to access the NZC as evidenced in achievement in relation to the New Zealand Curriculum Levels

**Annual Objective:** To increase the number of children achieving at or above the New Zealand Curriculum levels for writing for their age group.

**Base line data:**

**February 2020**

Target Group. Years 3-8 19 Students 19/67

16 Boys. 16/36. 6 girls 3/31. Maori Students 3/12

**Specific Target:** By the end of 2020: Accelerate the writing levels of all target children. To move all targeted children from beginning to end a level or through to the next writing level. More than one year's progress.

When	What	Who	Indicator of progress
Begins Term 1	Teachers identify the students who need priority support. Targeted instruction to accelerate progress Analyse Data from written examples. Targeted children have recorded current writing levels as at Feb 2020	Principal and class teachers	Priority list is developed.
Ongoing throughout the year	Three meetings per term to discuss progress of target students	Teachers / Principal	Meetings ongoing with appropriate gains in achievement levels.
Term 1	Plan revised programme in school) Set out plan for writing for the year.	All Staff	Groups. Topics integrated with other subjects identified and plan to work towards them. Another class operating with Sandra involved
Term 1-4	Work with families, Whanau around ways to support students learning.	Principal and Teachers	Student voice is evident in teaching programme and children have support and buy in from home.
Ongoing throughout the year	School wide professional development Staff meeting to unpick "learning progressions" and Levelled "exemplars"	All teachers	Improved teacher practice is having a positive impact on student outcomes.

	Teacher Inquiry and student Agency Writing in particular Boys writing.		
Ongoing throughout the year	Develop a genuine “audience for children to write to Use of “Google Docs” and network with other schools.  School website	Teachers	Children “keen’ to write and are able to produce more. Work increased in quality according to progressions and writing exemplars.
Ongoing throughout the year	Wide range of different writing genre through other topic areas. Eg Social studies and Science.	Principal and teachers	Good coverage of all writing forms.
Ongoing throughout year	Develop “reading at home.” programme to motivate readers which will impact on writing. Integration of English programme	Principal and Teachers	Children reading at home. Flow on effect to written language.
End year	Analyse year-end data to inform progress and planning for next year	Principal and all staff	End of year results inform next steps.
Monitoring	Regular reporting to Board re progress. Teachers meeting three times a term to discuss the progress of targeted children.		
Resourcing	Money in budget for the implementation of this goal. \$2000		

## Pukeatua School

### Mathematics Target 2020

**Strategic Aim:** All students to access the NZC as evidenced in achievement in relation to the New Zealand Curriculum Levels.

**Annual Objective:** To increase the number of children achieving at or above the New Zealand Curriculum levels for Mathematics for their age group.

**Base line data:**

February 2020. 18 children in the target group. 18/67

12 boys. 12/36. 6 girls. 6/31. 4 Maori students. 4/12

**Specific Target:** Move all children in this group up at least one strategy level in accordance with the numeracy levels

When	What	Who	Indicator of progress
Begins Term 1	Teachers identify the students who need priority support. Targeted instruction to accelerate progress Record Strategy and Knowledge Level.	Principal and class teachers	Priority list is developed.
Ongoing throughout the year	Two meetings per term to discuss progress of target students	Teachers / Principal	Meetings ongoing with appropriate gains in achievement levels.
Term 1-4	Plan revised programme (in school) Targeted Children (Well below) Small group instruction John / Sandra 30 minutes daily two groups.	John/ Sandra	Grouped with children at their level and making the connections and progress with the others.
Term 1-4	Work with families, Whanau around ways to support students learning.	Principal and Teachers	Student voice is evident in teaching programme and children have support and buy in from home.
Ongoing throughout the year	"Teacher inquiry" Maths development	All teachers	Improved teacher practice is having a positive impact on student outcomes.
Ongoing throughout the year	Children rooms 3 and 4 on "Mathletics" programme. Monitored to make sure tasks are being completed.	Teachers	Children involved and engaged in "Mathletics" programme and re completing tasks regularly.
Ongoing	Group children according to	All teachers	Children working in class

throughout the year	math levels		according to their ability. Extra class working.
Each term	Analyse year-end data to inform progress and planning for next year	Principal and all staff	End of year results inform next steps.
Each Term	Reporting to Board re progress each Term. Teachers meeting Twice a term to discuss the progress of targeted children.	Principal and /staff	Report written. Indication of extra funding needed?
Monitoring	Regular reporting to Board re progress. Teachers meeting three times a term to discuss the progress of targeted children.		
Resourcing	Money in budget for the implementation of this goal. \$1000		

### WRITING. 2019

**Specific Target:** By the end of 2019: Accelerate the writing levels of all target children. To move all targeted children from beginning to end a level or through to the next writing level. More than one year's progress.

Current State of Learning	Expected state of learning	Actual state of learning	Review. Analysis and recommendations
<p><b>Base line data:</b> February 2019.</p> <p>Target Group</p> <p>20 children Yrs 3 to 8</p> <p>14 boys 6 girls</p> <p>4 Maori students</p>	<p><b>Year ending 2019</b></p> <p>All of this group make accelerated progress. (more than a year) Get some of this group to the level expected for their year group.</p>	<p><b>November 2019.</b></p> <p>18 children in the group.</p> <p>Four children left and Two more added.</p> <p>November</p> <p>10 children great progress 5 children making good progress 3 little progress.</p> <p>10 of the group made transition to start to end of a level or through to the next level.</p>	<p>Close monitoring this year showed this entire group made some progress. 10 children made progress we wanted. Two of the three children who made little progress were receiving funding from Ministry via. ICS to include??</p> <p>Make Writing a major target for 2020. PD teacher targets to reflect this.</p> <ul style="list-style-type: none"> <li>• Develop the “Google classroom” for older children and Google docs for sharing work. IT for “writing purpose.”</li> <li>• Principal to support writing programs 2020.</li> <li>• Sandra in her new role to target children in this group. Groups will change and be upgraded when necessary.</li> <li>• Continue to target surface features and deeper features at all levels</li> <li>• Planning to group children according to “we are learning to”</li> <li>• Continue the usage of exemplars as guides to writing levels and next steps.</li> <li>• Professional development writing and next learning steps.</li> <li>• Target children of concern early in their schooling. Extra help and guidance</li> <li>• Blogs, Web site involvement!</li> </ul>

## Maths Target

**Move all children in this group up at least one strategy level in accordance with the numeracy levels**

Current State of Learning	Expected state of learning	Actual state of learning	Review. Analysis and recommendations
<p><b>February 2019</b> Target Group. Years 3-8 21 Students</p> <p>15 Boys 6 girls.</p> <p>4 Maori Students</p>	<p>All children move at least one numeracy level.</p>	<p><b>November 2019</b></p> <p>Group has 20 students' children. 4 left and 3 new children added.</p> <p><b>November</b></p> <p>6 children making great progress 8 children good progress 2 children making some progress 4 children little progress</p> <p>*15 students made the progression to next numeracy stage. *6 at level expected.</p> <p>We have new students to add to the target group for math's 2020</p>	<p>Year 3 and 4 children made progress to next strategy level quickly but need lots of work at the new level.</p> <p>Year's 5 to 8 students have a wider range of skills to master with a level to make it to next strategy level.</p> <p>Children targeted were in smaller groups for all the year. A note for 2020 is that mathematics will continue to be a major focus.</p> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Sandra in new role to take maths groups from younger students. yrs 3 to 5</li> <li>• John to take groups from yrs 5to 8 in first instance.</li> <li>• Restructure daily time table to ensure and "hour a day" maths teaching</li> <li>• Target for Maths 2020 to include regular checks on children.</li> <li>• Big emphasis on basic facts and number knowledge</li> <li>• NUMPA testing for this group to further identifies weaknesses.</li> <li>• Year 3 to 6 enrolled in <b>Mathletics</b> programme. Older targeted children also.</li> <li>• Self-review math programs in the school. How are our math's programs working? Same work will get the same results and we need to change it up.</li> <li>• Teachers Inquiry to feature maths as it will be a target for 2020</li> <li>• !</li> </ul>