



Purakaunui School

One waka – one crew – many journeys

Annual Plan 2022

This is the first iteration of the 2022 annual plan. A number of decisions are currently in play which will affect the final document. These include:

- *Staffing levels for 2022 (will there be an increase in teacher numbers because of the increasing roll)*
- *The appointment of a new principal and the timeframe for this position being taken up.*

Annual Plan 2022 Pūrākaunui School

Overarching Goals:

1. Children who love learning
2. To be a thriving and resilient community school


Cultural and Linguistic Responsiveness and Inclusiveness	Educationally Powerful Connections with Parents, Families & Whānau	Instructional Capability	Evaluative Capability	Organisational Capability
Outcome 1	Embed Mātauranga & Te Reo throughout our curriculum.			
Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
Matauranga (Kawa, Tikanga and Te Reo) were identified as areas for development in the 2021 community survey.	<ol style="list-style-type: none"> 1. Based on 2021 review of <i>The Languages Curriculum</i>: <ol style="list-style-type: none"> a. Develop a levelled¹ approach to Language Acquisition of Te Reo: <ol style="list-style-type: none"> i. Level 1-2: ii. Students understand and use of familiar expressions and everyday vocabulary in supported situations. iii. Level 3: iv. Students can understand and construct simple texts using their knowledge of Te Reo. Students can describe aspects of their own background and immediate environment. 	<p>Throughout the Year.</p> <p>In 2022 Māori Language Week is to be held 12 September to 18 September (12-18 Mahuru).</p> <p>Te Reo and dual language texts. We have collected and grouped resources across the school to support this.</p>	<p>All Staff</p> <p>Mana whenua - Puketeraki Marae involvement.</p> <p>Teaching Personnel with experience in Te Reo (Rachel Brown).</p>	<p>Te Reo - Levelled approach to teaching Te Reo with a focus on children knowing their pepeha.</p> <p>Te Reo embedded in everyday teaching/learning (karakia, timetable, instructions) and evident across the curriculum.</p> <p>Student texts in Te Reo shared orally and in writing with whānau.</p> <p>Student pepeha presentations (orally, written and visually in art form).</p>

¹ Based on *Common European Framework for Languages*, Global Scale Level A1: Basic User; Council of Europe, 2001.

	<p>2. Integrate of aspects of Mātauranga into the processes and practices of Pūrākaunui School, including:</p> <ol style="list-style-type: none"> a. Identification of the cultural knowledge that the community sees as important in terms of Mātauranga (Kawa² and Tikanga³). b. Clarification in terms of how the school meets the principles of Te Tiriti o Waitangi. <p>3. Develop a phased implementation plan:</p> <ol style="list-style-type: none"> a. Phase 1: Language Acquisition in Action b. Phase 2: Definition around Mātauranga-in-action & Implementation of Language Acquisition c. Phase 3: Implementation of Mātauranga 	<p>Throughout the year.</p> <p>Science Hub Pokapū Akoranga Pūtaiao Teaching Resources and PLD</p>	<p>All Staff</p> <p>Science Hub Pokapū Akoranga Pūtaiao Personnel</p> <p>Local Kaitiaki</p> <p>Educators at Marine Science Centre in Portobello</p>	<p>Mātauranga - 'Game Changers' project. Authentic and scaffolded project based learning experiences that inspire students to make a difference in their local communities.</p> <p>Local kaitiaki sharing how they use the mātauranga Maori in their field.</p> <p>Curriculum documents updated to include aspects of Mātauranga.</p>
<p>Root Cause:</p>				
<p>Monitoring</p>				

² Kawa – cultural practices

³ Tikanga – cultural principles
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Outcome 2	 Create a localised art curriculum with an emphasis on music and dance.			
Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
Teaching of art does not cover the areas of music and dance in sufficient depth.	<ol style="list-style-type: none"> 1. Identify options for the delivery of music and dance by external specialists: <ol style="list-style-type: none"> a. Determine costs (including travel) and budget these for 2022. b. Decide purpose, levelled outcomes, and opportunities for these programmes (including time frame and cross- curriculum linkages) c. Organise the school timetable to adapt so external providers have sufficient time and frequency to carry out the programme. d. Communicate these programmes to the school community and, where appropriate, elicit community support and/or participation. e. Decide how this programme will be shared with parents, family and whānau through an Arts Celebration/Event. 	<p>Term 3. Musical tuition could begin in Term 2 depending on availability of Music Tutors.</p> <p>Musical instrument hire: Marimba, drums, ukuleles.</p>	<p>Music Tutors (drumming, ukulele).</p> <p>Staff to gain quotes, determine costs.</p> <p>Teaching Personnel with musical expertise (Rachel Brown).</p>	<p>Inquiry Curriculum with an Arts focus.</p> <p>Inviting community members in to participate in a Term 3 'Musical Extravaganza'</p> <p>Student choice and voice. Children having exposure to different types of instruments (three choices). Students identifying their musical preference/passion. Students blending instruments into a performance.</p>
Root Cause:				
Monitoring				

Outcome 3	Create a strong Year 6-8 programme connected to local schools, with emphasis on EOTC.			
Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
<p>Students in Years 6-8 need to have a programme that is unique to their needs and interests and supports their transition to middle and secondary schools.</p>	<ol style="list-style-type: none"> 1. Fund a special programme for Year 6-8 based on 11 days per year (once a month). 2. Principal to seek connections and support from wider community, EOTC providers and Principals of smaller schools to help deliver activities/programme. 3. Graduate profile to be developed in consultation with the community. What skills, attitudes and qualities do we want our graduate school leavers to acquire during their time at Pūrākaunui? What will help them succeed in life and in the world beyond Pūrākaunui? 4. Develop a range of in-depth studies the students can do that involves the following: 5. Specific field trips to places and people of interest e.g. local features, unique programmes, interesting community members, artists, etc. Such field trips should take the students out of the local West Harbour environment. 6. As part of this, each study will be required to undertake a negotiated project. This will involve independent working and ongoing teacher mentoring. 7. Board approval needed to authorise the budget for this programme. 8. Build Year 6 students leadership capabilities. 9. Opportunities for parent participation are to be encouraged. 	<p>Term 2 Community Consultation to formulate a graduate profile</p> <p>Term 2 'Year 6 whānau hui' to discuss plans for Year 6-8 Programme and gain input/feedback</p> <p>Special programme delivered throughout the year (two activities have already taken part in Term 1)</p>	<p>Principal to draft, organise and implement Year 6-8 Programme</p> <p>EOTC providers</p> <p>Year 6 whānau to give feedback and input into programme</p> <p>Whānau participation in programme where possible</p>	<p>Plan for an EOTC Programme to give our three Year 6 students age specific opportunities to extend their learning and cater to their needs. The plan is to be called 'Expanding our world' and will be shared in Term 2.</p> <p>Principals of smaller schools and EOTC providers working together to deliver programme.</p> <p>Building leaders - Opportunities for Year 6 students lead within our school community.</p> <p>Year 6 student and whānau engagement resulting in students wanting to continue their education at Pūrākaunui.</p>
Root Cause:				
Monitoring				

Outcome 4	Review our assessment and reporting practices so that students and whānau have timely feedback on achievement, goals and progress.			
Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
We need to develop effective assessment and reporting practices to track and share student achievement.	Review and redesign assessment processes to reflect current practices.	Principal Term 1 Throughout the year	Principal MoE Personnel	Assessment processes in line with best practice.
	Prepare an assessment schedule so student achievement is regularly monitored.	Principal Term 1 Throughout the year	Principal All Staff	Staff implementing a robust timetable of assessment, analysis and reporting.
	Set up an online student management system to collect, store and analyse our baseline data. Data automatically fed into reporting templates using the student management system so it can be delivered in a timely effective manner.	Principal Term 1 Throughout the year	All Staff	Assessment data available on the student management system. Staff able to accurately measure and track student progress across time. Reporting templates linked to assessment data.
	PLD for staff on the new assessment tools we are going to use, for example PaCT (Progress and Consistency Tool) for Maths.	Term 2 onwards	MoE Personnel PLD providers	Teaching staff using assessment tools to inform next teaching/learning steps.
	Update report templates to make achievement, goals and next steps visible to students and whānau. Reporting template to incorporate the Key Competencies (this is currently reported on separately).	Student Management System - Reporting Feature Set up Term 1 PLD ongoing across the year.	All Staff Student Management System Personnel	Twice a year formal written report shared with whānau Term 2 focus: Achievement and goal setting Term 4 focus: Progress against goals and next steps.

	Set up online learning journals using a digital platform ('Seesaw') to capture and share student achievement.	Digital Learning Platform 'Seesaw' Set up Term 1 PLD Term 2 Throughout the year	All Staff Digital Learning Platform 'Seesaw' PLD Personnel	Student achievement regularly shared with whānau throughout the year. Timetable for capturing and sharing learning journal entries with whānau once staff are confident with the digital learning platform. Student and whānau voice incorporated into learning journal entries. Students taking ownership for capturing learning as well as staff.
Root Cause:				
Monitoring				

Outcome 5	Bring community into the waka <ul style="list-style-type: none"> ● Create awareness of curriculum ● Ako ● Engage with our local community in a COVID and post-COVID environment ● Continue to find ways to extend and develop our local curriculum. ● Topics designed to embrace local environment 			
Issues	Actions to meet the outcome	Resources and Time frame	Personnel	What we will see happening differently
There is a need to both maximise community support during this period of roll growth, and a desire to place the school as the option of choice for all who live in the local district.	1. School Community Events <ol style="list-style-type: none"> Develop a calendar of school and community events that allow the community to see: <ol style="list-style-type: none"> The school in action The celebrations of student success and achievement The philosophies that the school see as important cultural markers in terms of practices, events and beliefs. 	Throughout the year Calendars Term 2 Website redesign Student success and achievement celebrated via: Digital Learning Platform 'Seesaw' (Term 2 onwards) Local news fortnightly Rothesay, Blueskin Bay Throughout the year Enviroschools involvement	Principal Administrator to assist with developing and redesigning the school website All Staff Principal Enviroschools personnel Community members	Website that gives our community an insight into our kura at present and in action. Three calendars regularly updated and shared with the school whānau and wider community (newsletter, weekly emails/pānui about events and online via website). Student success and achievement visible to school and wider community. Regular participation in Enviroschools projects. Community section incorporated into newsletter

	<p>2. Local Curriculum</p> <ul style="list-style-type: none"> a. Clarify the current curriculum activities that are unique to Pūrākaunui School and ensure that these are leading aspects of the school's curriculum e.g. Enviroschools, etc b. Identify authentic opportunities with the local community that allow the school and the community to join together in aspects of the curriculum e.g. Community Festivals, etc c. Localise Science focus 	<p>Local Curriculum providers Throughout the year</p> <p>Community events Term 1 EOTC day trips Term 3 Music Extravaganza</p>	<p>Principal All staff Enviroschools Orokonui Marine Centre Personnel Community members</p>	<p>Termly inquiry focus (Science, Art, Sport, Hauora) identified and shared with the community. Whānau involvement in Enviroschools focus and other localised projects. Localised curriculum that links Mātauranga Maori/Science focus. Community festivals (music, sports events).</p>
Root Cause:				
Monitoring				