

Pūrākaunui School Strategic Plan 2022-2024 Revised copy

Strategic Goal 1:

STUDENT ENGAGEMENT

Children who love learning and are fully engaged in our school and wider community.

Aspirations	Strategic plan				Monitoring
<p><i>What are our aspirations? What will it look like if we get this goal right?</i></p>	<p><i>What are we going to do over the next three years to achieve our strategic goal? What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.</i></p>				<p><i>How will we know we are getting this right? What will we need to measure?</i></p>
Strategic Goal	2022	2023	2024	HOW 2022	Evidence of success
<p>Children who love learning and are fully engaged in our school and wider community.</p> <p><i>Every student is fully engaged and achieving to their highest potential as unique individuals of Pūrākaunui School.</i></p>	<p>Embed te ao Māori, tikanga and te reo into curriculum & localise science focus which is integrated with mātauranga Māori.</p>	<p>Review</p>	<p>Reset year with new MOE curriculum guidelines.</p>	<p>EOTC opportunities aligned to Te Ao Māori, tikanga and science.</p> <p>Embed mātauranga Māori into our teaching of the environment and science through the use of storytelling, visits to local places of significance for Māori and engaging outside personnel with expertise.</p> <p>Engage personnel from Puketeraki Marae to come into our waka and work with our tamariki on te reo and tikanga.</p> <p>Grow and utilise the strengths and capability of our kaiako in te reo.</p> <p>Staff meetings and student lessons with Enviroschools coordinator. Focus - To enhance knowledge and mātauranga Māori relating to sustainability and environmental issues. Work with Kate Rice from Otago University (we still have Science PLD sessions remaining from 2021).</p>	<p>Te ao Māori, tikanga and te reo are natural, daily parts of school routine and integrated into all aspects of the curriculum.</p>

	Create localised art curriculum with an emphasis on music and dance	Embed localised art curriculum with emphasis on visual art /drama	Review	Engage personnel to run / support music and dance tuition. Provision of musical instruments to give regular opportunities for students to develop their talents and abilities. Utilise staff strengths and skills to interweave art, music and dance into our every day teaching and curriculum.	Increased engagement in events such as ukulele jam, kapa haka and dance performances.
	Create a strong year 6-8 programme connected to local schools, with emphasis on EOTC. Continue with low student teacher ratios.	Embed Individualised opportunities – students given opportunities to follow passions, different activities within the same topic.	Review	Work with local schools to create a specialist programme to cater for our Year 6 - 8 tamariki. Develop a graduate profile in consultation with our community to guide ongoing planning for our Year 6-8 programme. Explore the idea of passion projects for all senior tamariki in years 4-6.	More children stay on at Pūrākaunui School for years 7 and 8.
<i>Children who care about their school and community.</i>	Develop our tuakana to take on leadership roles within our school and wider community. Use our low student teacher ratios to increase opportunities to take our senior students out on EOTC days with students from local schools to grow their leadership strengths, key competencies, capabilities and hauora.	Embed	Review	Identify action based/environmental projects our tamariki can become involved in. Empower our tamariki to design and lead sustainability projects in their schools and neighbourhoods through our Enviroschools programme. Energise and grow our student leaders, their capabilities and hauora through the 'Strength to strength' growth program. Apply for MoE funding for this programme in partnership with our local schools. Create leadership opportunities to increase student engagement: Whānau group leaders, Eco-club members, PAL's (Playground activity leaders), Year 6 duties etc.	Students who are able to identify areas of improvement around our school and/in our wider community and (with support) are able to plan and carry out action based projects to make a positive difference.

<p><i>A fully engaged community in support of Goal 1</i></p>	<p>Bring community into the waka</p> <ul style="list-style-type: none"> - Create awareness curriculum - Ako - Engage with community - Continue to find ways to extend and develop local curriculum. - Topics designed to embrace local environment 	<p>Implement a community programme.</p> <p>Define and develop a long term plan to implement our local curriculum.</p>	<p>Embed</p>	<p>Community Hui around topic work / curriculum.</p> <p>Develop strong community partnerships.'</p> <p>Involve community members and experts in developing our local curriculum and programmes.</p> <p>Connect with local schools in order to develop our community programmes and curriculum.</p>	<p>Full involvement of the community that taps into community expertise and supports students to achieve.</p>
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Strategic Goal Two: STUDENT ACHIEVEMENT

To promote equity and excellence for all our students by prioritising the achievement of all our learners.

Aspirations	Strategic plan				Monitoring
<i>What are our aspirations? What will it look like if we get this goal right?</i>	<i>What are we going to do over the next three years to achieve our strategic goal? What do we need to do to get from where we are now to where we want to be? Consider resourcing – skills, finances, environments etc.</i>				<i>How will we know we are getting this right? What will we need to measure?</i>
Strategic Goal	2022	2023	2024	HOW 2022	Evidence of success
<p>To promote equity and excellence for all our students by prioritising the achievement of all our learners.</p> <p><i>In a whole school approach we wish to lift overall achievement in all the core curriculum areas to reduce disparities in achievement.</i></p>	Develop effective assessment and reporting practices to track and share student achievement.	Embed	Review in line with new MOE curriculum guidelines and best practice.	<p>Review and redesign assessment processes to reflect current best practice.</p> <p>Use of 'Edge' online management system to collect, store and analyse data. Data automatically into student reporting templates so that it can be delivered in a timely manner.</p> <p>Update report templates to make achievement, goals and next steps visible to students and whānau. Seek community feedback on written reports. Term 2: Achievement and goal setting. Term 4: Progress against goals and next steps.</p>	<p>Assessment information regularly gathered and analysed so that students and whānau have timely feedback on achievement, goals and progress.</p> <p>Kaiako is able to implement a robust assessment schedule so that student achievement and underachievement is regularly monitored.</p>
	Moving students who are below in the Maths to at, or above by the end of the year	Embed the use of PaCT tool for Maths. Professional development in the use of the PaCT tool	Embed the use of PaCT tool for Writing. Review and reset target curriculum focus in line with our school wide data and	Analysis of school wide baseline data to identify priority groups with an	Student priority groups formed at the start of the year. Regular ongoing monitoring of

	<p>with an emphasis on our Māori learners.</p>	<p>for moderation of Writing OTJ data.</p>	<p>new MoE curriculum guidelines.</p>	<p>emphasis on our Māori learners.</p> <p>OTJ information to target needs to be addressed through teacher inquiry.</p> <p>Engagement with whānau to communicate next learning steps for all our learners and how they can support their tamariki.</p> <p>Professional development in the use of the PaCT tool for moderation of Maths OTJ data.</p> <p>Application made for Maths PLD funding for e.g. 'Just in Time Maths'. PLD used to develop and refine our mathematical and pedagogical approach. Principal to identify and lead opportunities for staff PLD.</p> <p>Peer observations and coaching to analyse and evaluate our mathematical teaching methods.</p>	<p>achievement of these learners going forward (every 5 weeks).</p> <p>Students identified as below and well below in the core subject areas will make accelerated progress to be at or above their year level by the end of the year.</p> <p>Focus not only on achievement of standard but at progress across all domains.</p> <p>Kaiako uses assessment tools to inform their next teaching and learning steps. Teaching programmes and approaches aligned with student needs.</p>
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