



Pukekohe Intermediate School

Strategic Plan (2023- 2026)



Initiative One	How (Actions)	Accountable and Responsible	Success Measure	When and Who	Budget and Resources
<p>Culturally Responsive and Relational Teaching</p> <p><i>Students' prior experiences provide them with unique preconceptions and knowledge bases that must be taken into account in order for teaching to be effective.</i></p>	<ul style="list-style-type: none"> ● Celebrating Māori being Māori. Students and staff who speak te reo or who are bilingual are nurtured ● Explicit teaching of Te Tiriti o Waitangi and culturally responsive practices are embedded across all teaching and learning programmes ● Te Reo Māori lessons are valued by all and taught weekly by classroom teachers. Staff are supported to build their cultural competency and to speak te reo Māori ● All student leaders were mentored and had opportunities to lead school-wide. ● Diverse cultural representation on the school board ● Strengthen relationships with Ngāti Tamaoho and Ngā Hau e Whā ● Improve attendance levels and educational outcomes for all students 	<ul style="list-style-type: none"> ● School Board ● All Staff ● Leadership team ● Māori student leaders 	<ul style="list-style-type: none"> ● Relationships are built with all students and their whānau. ● Use of te reo Māori me ngā tikanga is normalised across all school settings. Staff and students understand why we do things the way we do. ● Student mahi and success are celebrated, e.g. all students can say their pepa with correct pronunciation ● Kapa Haka transition from local contributing schools and to secondary schooling 	<ul style="list-style-type: none"> ● All Year ● Regular staff and leadership meetings ● Te reo Māori featured across all school communications ● Staff PLD with an external provider- Donna Barlow-Rolleston ● Whānau hui 3 x each year 	<ul style="list-style-type: none"> ● 1MU fixed-term for lead Māori teacher ● Minimal catering for Māori hui ● Entry fee for speakers in Te Puna Reo o te Puaha o Waikato ● MoE PLD fund to build cultural capability and integration of Te reo Māori me ngā tikanga

Initiative Two	How (Actions)	Accountable and Responsible	Success Measure	When and Who	Budget and Resources
<p>Wellbeing/ Hauora</p> <p>Being a positive and productive member of our community</p>	<ul style="list-style-type: none"> ● Restorative Practice Training for whole staff and student leadership ● Whakawhanaungatanga - relating well to others through Restorative Training and use of Te Whare Tapa Wha and Fonofale Models of Health and Wellbeing ● Artworks displaying HEART values and school expectations ● HEART values in school haka and waiata ● Response to Stymie entries are prioritised ● School policies and day-to-day systems advocate, support, and respond to staff well-being. ● Health curriculum featured highly in the 2023 school overview ● Classroom teachers contact parents early. Open door always for whānau to korero with their child's teacher. ● The Mental Health Curriculum is unpacked by the leadership team. 	<ul style="list-style-type: none"> ● School Board ● All Staff ● Leadership team ● HEART team ● HEART student leaders 	<ul style="list-style-type: none"> ● Consistency of all staff using the same language and upholding the HEART expectations. ● All staff teaching HEART values lessons weekly areas of focus ● Students sharing weekly HEART messages with LC ● Students can articulate what the HEART values are and mean to them ● Students demonstrating HEART values in the class, playground and the community ● HEART values visuals used in school communications ● Showing HEART values when representing the school ● Wellbeing @ school surveys 	<ul style="list-style-type: none"> ● All Year ● Weekly staff meetings ● Regular HEART feature in Panui o te wiki and school newsletter. 	<ul style="list-style-type: none"> ● 1MU fixed-term for lead HEART teacher ● Tokens for positive reinforcement \$1200 HEART ● Renovation of the 'Thinking Room' - Reflection Room ● Signage of new visuals for the Management Centre and Student Centre ● Mural with values focus

Initiative Three	How (Actions)	Accountable and Responsible	Success Measure	When and Who	Budget and Resources
<p>Curriculum Disparity</p> <p>Close the gap between Māori, Pasifika and non-Māori</p> <p>Close the gap between male and female learners</p>	<ul style="list-style-type: none"> • Differentiate lessons balanced with whole class teaching • Explicit teaching, modelling, hands-on tasks and learning across the curriculum • Priorities learners identified in each classroom with targeted teaching • Schoolwide extension programmes are diverse and reflect gifted and talented students across the curriculum. • Exposure to level 4 rich tasks • Staff are supported by curriculum lead teachers, DP of teaching and learning • Classroom teachers will have a professional growth cycle goal that links directly to their teaching of literacy • Staff have autonomy working with curriculum leaders to try new strategies and approaches to teaching reading, writing and maths that challenge our conventional pedagogy • Learning support programme must have a lens on Māori and Pasifika students. • Teaching approach and selection of resources is culturally responsive. • Support teachers trialing new interventions and approaches that engage students • Learning to read a priority for our Level 1 & 2 learners • Monitoring “Learning that cannot be left to chance” with clear expectations for classroom teachers • Kahui ako in-school literacy project has a lens on expert teachers inquiring into motivation of students learning reading & writing “At L3” 	<ul style="list-style-type: none"> • Principal • DP Teaching & Learning • Leadership team • Teaching staff • Learning Support Team 	<p>EOY OTJ 2022</p> <p>Mathematics</p> <p>Māori 57 % below</p> <p>Pasifika 62% below</p> <p>Reading</p> <p>Māori 50 % below</p> <p>Pasifika 53% below</p> <p>Writing</p> <p>Māori 62% below</p> <p>Pasifika 67% below</p> <p>Measuring Tools</p> <ul style="list-style-type: none"> • PaCT • PAT - Reading comp & PAT • Learning observations & conversations • Student books • Attendance • Student voice <p>Student books collected, celebrated, shared and monitored by curriculum lead teachers</p>	<ul style="list-style-type: none"> • Level 1 & 2 - Learning Support • Level 3 learners - classroom teachers • Level 4 - curriculum leaders • Focus of learning discussion in LC meetings • Regular staff and leadership meetings with curriculum leaders • Regular features from CLs in Panui o te wiki • Track the progress of target students • Provisions for extension in all teaching and learning programmes 	<ul style="list-style-type: none"> • 1MU fixed-term for curriculum leaders- Reading, Writing and Mathematics

Initiative Four	How (Actions)	Accountable and Responsible	Success Measure	When and Who	Budget and Resources
<p>Localised Curriculum and Aotearoa NZ Histories Stories, people and connections</p>	<ul style="list-style-type: none"> ● Continue to develop and engage in a reciprocal relationship with mana whenua, Ngāti Tamaoho ● Strengthen ties Ngā Hau e Whā Marae ● Community consultation that supports our localised curriculum (hui / fono/ networks / Indian & Chinese / European) ● Active members of Across-schools Kāhui ako workstreams. ● Build teacher cultural capabilities ● In-school Aotearoa NZ histories head teacher leads staff meetings to support teachers with the introduction of the new curriculum (4-5 staff meetings) ● Integrating Localised Curriculum/Aotearoa New Zealand Histories across all curriculum areas ● School history - “The land we stand on”. Term 1 Week 6-10 School-wide focus ● All staff know about our local sites in Franklin that have significant connections to our local Māori and our local history ● Students understand that history is about gathering information from different sources that reflect different perspectives ● Māori pre colonisation & Travel to Aotearoa NZ. Term 3 Week 1-5. ● Select quality resources that are respectful of mana whenua and ethically researched. e.g. School kit, classroom resource book ● “Moana” 2023 school production encompasses a direct link to the Aotearoa NZ Histories curriculum and works in partnership with local experts 	<ul style="list-style-type: none"> ● Kāhui Ako across school teacher ● Kāhui Ako in-school staff ● Principal ● DP Teaching & Learning ● Leadership team ● Teaching staff ● Lead teacher of Māori 	<ul style="list-style-type: none"> ● Our kura visible at all Mana whenua and Ngāti Tamaoho events and hui ● Students know the Tamaoho history ● Students are excited and talking about the history they are learning in class ● Students are involved in the process ● Collection of student and whānau voice 	<ul style="list-style-type: none"> ● All Year ● Regular staff and leadership meetings ● A regular feature in Panui o te wiki ● A regular feature in the school newsletter in week 4 and week 8 ● Staff PLD with in-school staff 	<ul style="list-style-type: none"> ● Kāhui Ako across school payment ● Kāhui Ako in-school payment

Initiative Five	How (Actions)	Accountable and Responsible	Success Measure	When and Who	Budget and Resources
<p>Professional Growth Cycle (PGC)</p>	<ul style="list-style-type: none"> ● The school has identified three areas for our staff to work on: <ul style="list-style-type: none"> ● Literacy/ Hub related subject ● School Heart values (PB4L) ● Cultural Capability/ Te Reo Māori mea ngā Tikanga ● Our code and professional teaching standards are unpacked - What do the standards look like in our kura? ● Staff are given the opportunity to grow their practice with a range of formal conversations in week 7 of each term. This includes LC Leader, Learning Pod & Senior Management. ● Staff become more comfortable with open to learning conversations with LC leaders, Y7 & Y8 Deans and Senior Management 	<ul style="list-style-type: none"> ● Principal ● DP Teaching & Learning ● Leadership team ● Teaching staff 	<ul style="list-style-type: none"> ● Student relations ● BOY, INTERIM, EOY data-close disparity ● Explicit teaching of literacy and School HEART values ● Regular attendance and punctuality 	<ul style="list-style-type: none"> ● All Year ● Regular staff and leadership meetings ● A regular feature in Panui o te wiki ● Staff PLD with in-school staff 	<ul style="list-style-type: none"> ● DP RRR funded project-staff and student hauora (2022) ● Curriculum leaders 1 FTMU - Reading, Writing and Mathematics, Māori ● MOE PLD fund

*****Will be revised during term 1 staff meetings*****

Strategic Goals

Our school is committed to promoting positive behaviour and effective teaching and learning practices. Our top priority is to provide all students with a safe and supportive environment to learn and grow. We aim to equip our students with the necessary skills and knowledge to achieve their full potential and prepare them for future learning endeavours.

To achieve these goals, we will integrate the three overarching Kāhui Ako common focus areas into our operations. These areas include growing connected pathways for all learners, developing hauora (well-being) among our people/learners, and fostering reciprocal parent/whanau partnerships for learning. By working together, we can create a holistic learning environment that benefits our students, families, and community as a whole.