

Pukekohe Intermediate School



Principal's Annual Report

For the year ending December 2022

The purpose of this report is to provide for our school community, a summary of the schools achievements in relation to its strategic aims and goals.

The report details the most significant accomplishments during the 2022 school year and is designed to complement the financial statements and other school documentation such as the school's charter, strategic plan, 2022 annual plan and analysis of variance.



Principal's report to the school board



I wish to thank the Pukekohe Intermediate School Board, the staff, students and the school community for their work, commitment and support for the school.

The year 2022, saw a return to a full year of opportunities offered at the school with learning inside the classroom, our specialist subjects, sporting opportunities, the arts, culture and community service. Many of our students were actively engaged in these opportunities and were well-supported by our school whānau and the wider community. We also saw a change in leadership with a new Principal and Deputy Principal of teaching and Learning. The triennial Board elections were held in September which saw four new members elected; four parent elected members and a staff member.

The school is a member of the Pukekohe Kāhui Ako, one of our staff members holds the Aotearoa New Zealand Histories across schools position, and we have three staff members holding within schools positions to lead workstreams for wellbeing and pastoral care, school data and mathematics.

The school is the lead school for RTLB Cluster 13, with two co-cluster managers, four practice leaders and 30 RTLB itinerant teachers. The annual report for 2022 is attached to this report and highlights the effectiveness of innovations for the year and ways to move forward based on the feedback we have received from face-to-face meetings with principals, teachers and whānau engaged with the service.

The school is the fund holder for Franklin Attendance Services and works closely with the Pukekohe MoE Advisor and MoE Education Manager for the South Area. The attendance officers have built a strong network of support in Franklin to remove barriers to attendance for our local whānau.

The following pages for the 2022 Pukekohe Intermediate School Annual Report will highlight the teaching and learning programmes, progress outcomes, and the goals achieved for our attendance services.

Teaching and Learning

Curriculum Targets - Progress Outcomes



What were we aiming to achieve in 2022?

- Teachers will continue to monitor the learning progress of target students using PaCT. Data will be used to devise teaching and learning programmes that are responsive to learner needs.
- A series of 'Must-Do' and 'Can-Do' activities and snapshots of learning aligned to PaCT aspects. We will unpack activities in learning community meetings to ensure teachers have strong content knowledge and understanding.
- Support and extension programmes will continue again this year with students selected based on PaCT writing data and written samples, e.g. Boys L3 writing group.
- Use of hands on everyday learning activities to embed learner understanding.

What progress did we make?

Target students - progress outcomes:

The end of the year data shows that over 50% of our students in both year groups are below standard in writing. This is of great concern and calls for a different approach with some clear target interventions in 2023.

Negative impacts on learning data:

-High levels of absenteeism

-High levels of staff absenteeism- splitting classes, staff sickness and reliever shortage

End of the year teaching and learning meetings with classroom teachers and the Deputy Principal of teaching and Learning shared valuable insights into the narrative behind the data. These conversations also gave an insight into areas to improve and common themes of quality practice, practice to improve and opportunities to work with specific teachers more closely in 2023. Student exercise books were shared each term with staff to celebrate students' progress, this saw an increase in students' work output and quality of work.

Reading	Y7 Early Level 4	Y8 At Level 4
	36 % (128 students)	52% (196 students)
Writing	Y7 Early Level 4	Y8 At Level 4
	30% (107 students)	46% (173 students)
Mathematics	Y7 Early Level 4	Y8 At Level 4
	35 % (126 students)	47% (176 students)

English Enrichment

We had 48 students receiving support for English language at our school. The following information in the table below was prepared by Hayley Smith, our English Enrichment teacher.

<p>Year 7- 48 students (26 funded) 15 NZ Born students 1 international student 32 migrants</p>	<p>Year 8- 34 students (22 funded) 14 NZ Born students 0 International student 20 migrants</p>
<p>Ethnicity makeup 1% Middle Eastern 1% Thai 14% Tongan 25% South African 7% Filipino 4% Afghani 3% Dutch 1% Latin american 5% Tuvuluan 3% Pakistani 1% Chinese 1% Cook island 19% Indian 4% Samoan 1% Japanese 1% Korean 9% Maori</p>	<p>Successes</p> <ul style="list-style-type: none"> ● Having a full time teacher aide, Saskia has been an incredible help. ● I trained her to take small groups alongside me and access resources within our school, planning some of the work for the students. ● She was helpful in the classrooms to work alongside teachers and ESL students. <p>Where to next?</p> <ul style="list-style-type: none"> ● The learning village is a programme developed for students to use daily. We have invested in this for 12 months, 5 students can work independently on it. However, all staff can access the resources on it. Work is based around units- eg. volcanoes- brings up flashcards, pictures, reading comprehension, story ideas, vocab tasks. ● This will be incredibly helpful for staff to find resources to support students in class. ● New priority system due to incoming numbers- Students ranked according to need. ● 1= in class support as well as withdrawn programme ● 2=withdrawn programme ● 3=occasional grammar/vocab lessons ● 4=pastoral check ins, support as needed

Gifted and Talented programme

Examples at this school which show the provision for Gifted and Talented include:

- Age group and New Zealand representation across sporting codes
- EPro8 Franklin -Regional and National challenges
- Franklin and Auckland Mathex competitions
- Franklin and APPA Speech competitions
- Franklin Schools' Pasifika Speech Competition
- Lit Quiz
- Otago Problem Solving Challenge
- Science Fair achievements Franklin and NIWA
- Y7 & Y8 accelerate classes

International Students

The school Board has supported an agreement between Pukekohe Intermediate School and Pukekohe High School to market to the international market as Pukekohe Campus. Currently, we have one international student enrolled from term 4 2022. We hired an International Director and a homestay coordinator to work with international agents and to provide support for English language enrichment and pastoral support to international students. Both schools will work to ensure good quality practices are in place to ensure we build a strong reputation based on school HEART values.

Learning Support

In Class Support funding - applied for in 2022, for 2023

-11 Year 7 applications 3 successful, 1 waiting list

-18 Year 8 applications- 5 successful, 1 waiting list

Assistive Technology Devices - provided by the MOE for students we can prove they make a significant difference. 10/10 applications were approved.

RTLB referral - support for level 1 and 2 learners. This saw us supporting a group of 5 Year 7 students, for regular reading lessons. Sessions were based on BSLA (Better Start to Literacy Achievement).

Guinea pigs - were purchased to support a student who was experiencing high trauma. They have become a regular fixture at the school and students can sit with them at lunchtimes for extra cuddles and learn to feed and care for them..

Learning Extension

Learning extension in writing took place in term 1 for a select group of male students operating at Level 3. We could not run other extension classes due to a lack of release teachers and relievers available to the school.

NZ Curriculum Refresh

Our two in-school ākhuī Ako staff led regular meetings to ensure the Aotearoa New Zealand Histories curriculum integration in all classes; units were planned with staff and feedback sort. Our across schools teacher worked with the MoE to film a series of videos focusing on the integration of ANZH in our classes. As a staff, we unpacked the new Social Sciences Curriculum, building on our work with ANZH. We ensured the young people's vision and Te Tiriti o Waitangi were central elements in this work. Our lead teachers of Mathematics and Writing participated in the MoE advisory panels for their respective curriculum subjects and trialled the new PAT tests with their classes.

Reporting to whānau

Whānau received two written reports, the first report was sent in term two and then again in term four. Additionally students present their learning to whānau in the form of a student-led conference in term three.

Transition of Year 6 students

Our school transition with Year 6 students started in term 3 with our school parent information evening and our learning support transition meetings with SENCOs, LSCs, RTLBs and parents. Several small group "transition visits" were supported by RTLB, for students experiencing increased anxiety about leaving their primary school. These students had a tour of the school, observed lessons in specialist classes and spent time in the learning community. Students also attended transition visits with their primary schools to gain further insights to our school.

Transition to secondary school

Learning support, and senior management held translation meetings with secondary school staff to share information about students. PHS staff held enrolment support in our school staffroom to ensure whānau were able to complete the enrolment process. This worked well as whānau were more comfortable coming into a 'known space'.

Franklin Attendance Services



FAS is working towards promoting a more extensive wrap-around engagement service for all parties concerned. The percentage of schools and other networks involved is relatively high. Ongoing reliability remains an important feature for FAS. Relationships are becoming well established now and have become more interactive between FAS, the schools, and the wider whanau in the Franklin region.



UA's and NEN's: re-integrated back into school should coincide with updated data. FAS is capturing as much data as possible when dealing with transient whanau. Recommendation - to improve FAS and school operations: School data-bases (especially addresses, photo, and attendance stats, need to be updated on a regular and consistent ongoing basis) as this information directly impacts the 21-day attendance cycle if not correct).



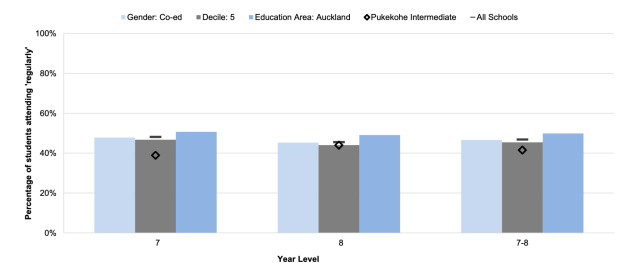
Removing barriers to attendance

FAS are aware of the needs of the community and can respond to these with extra layers of support when needed.

FAS worked in partnership with external providers to ensure barriers to attendance were removed, providing pantry essentials and bags of vegetables and fruit. Food parcels were delivered on Wednesday and Thursday of the final week of the holiday break. FAS worked with schools to provide uniforms and food for students.

'Regular' attendance, by Year level (Term 3, 2022)

Comparing the proportion of students with 'regular' attendance at your school with national and like-school benchmarks.



Enrolments

FAS supported the enrolment of ākongā from primary school to Intermediate and then onto secondary school.

They worked alongside whānau to navigate online enrolments and filled in paper forms when needed.

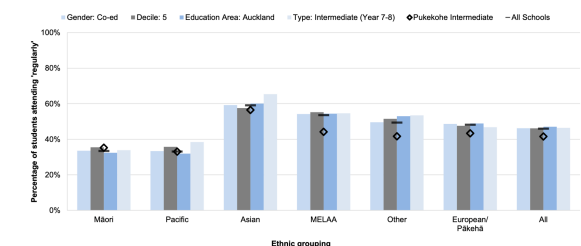
Community presence:

FAS are highly visible in the wider-Franklin community, attending the following events:

- School powhiri
- RTL Cluster 13 stakeholders meetings
- Termly fono/ hui meetings
- Cultural evenings
- Bluelight Community Events
- Prizegiving ceremonies
- Community dinners

'Regular' attendance, by ethnic grouping (Term 3, 2022)

Comparing the proportion of students with 'regular' attendance at your school with national and like-school benchmarks.



Term 3 Attendance Outcomes:

The percentage of Māori and Pasifika students attending regularly was higher in our school than in similar schools. We had a real need to focus on Year 7 students, as their attendance was slipping compared to similar schools.

KiwiSport Funding



We provide a variety of opportunities for students to take part in sports and we offer a wide range of codes. All students are involved in planned fitness and sporting programmes at a classroom level and a wide range of equipment is provided during breaks to keep students engaged in physical activity. Organised sports takes place weekly in each learning community.

The funding we receive is essential for our school to run an effective sports programme that meets the needs, expectations and demands of our students and wider school community. The school received \$10,723.80 and was used toward sports uniforms, school van costs, teacher release and hardship for the AIMS games.

This funding goes towards creating sporting opportunities for our students across various codes and platforms, including learning community competitions, Counties Manukau and Auckland Inter-Zone competitions, and preparations for AIMS.

Funding helps supplement the total fees that students pay each season—this reduces payment for team entries, equipment and some apparel items.

We have also invested in; casual, recreational and social sports; professional development and support for volunteers; and expert training for individual athletes and teams.

The fund is also used to release our lead teacher of sport and sports coordinator to plan school sports events, including swimming, cross country, netball fundraiser, AIMS, and athletics.

We are making use of Counties Manukau and Franklin Sports groups, e.g. Franklin Basketball, Mercer Rowing, and Pukekohe Athletics.

This year our Tū Manawa Active Aotearoa application was approved to work alongside CLM to provide a variety of opportunities for our students to be involved in physical activities. Our teaching staff will work alongside CLM staff to build capability and student engagement.

School Property Projects



The following school property projects were completed between May 2022 - January 2023.

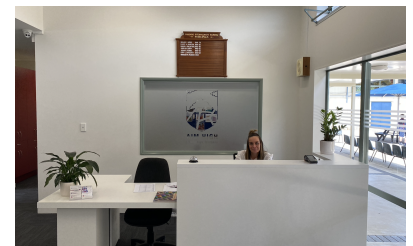
Boiler Room

The school boiler room was demolished to make way for a building to house the Franklin Attendance Services and Learning Support/ Extension groups.



Basketball Courts

The school property team have contacted MoE to share concerns regarding the quality of the basketball courts surface, the courts have multiple surface structure defects which pool with water and prevent usage.



Hillary Walkway

The walkway was erected at the end of the school year with works completed over the summer holiday break. The walkway has security lighting and now provides shelter and adjoins the Batten and Hillary learning communities.



Management Centre

All rooms in the management centre were renovated and a new reception desk installed with a vistab machine. This area will be the main entry point for all visitors to the school.



Student Centre

The school student centre has been refreshed with the ceiling replaced and a security window installed, carpet tiles laid, walls painted, school HEART values and an AIM HIGH trophy cabinet installed.



School signage

The school sign at the front of the school was replaced with welcome messages updated to reflect the school student population. The kowhaiwhai pillars at the front of the school were also replaced, as well as an updated school HEART values sign.



Resource Teachers Learning and Behaviour (RTLB) Cluster 13



Professional Learning Network

This year we rebranded our 'SENCO forums' as a learning network and offered regular professional learning opportunities for both SENCO and LSC alongside our RTLB Team as follows:

- A strengths based approach to positive behaviour support (ASD focus); Cath Schofield
- Oral Language; Jane van der Zeyden
- Trauma Informed Practice; Dr Emma Woodward
- Privacy in Schools; Greg Steele (Harrison Stone)
- Better Start Literacy Approach and Unpacking Phonics Plus Readers; RTLB BSLA Facilitators and Resource Teachers of Literacy (Papakura and Franklin). All sessions have been well attended and feedback has been extremely positive. Schools felt the Professional Learning was timely and tailored to the current climate/ direction in education.

Better Start Literacy Approach

- This year we employed a Resource Teacher of Literacy who is a trained BSLA facilitator in a fixed term role (0.6FTTE) to help us support our cluster schools to implement this program and mentor RTLB who are working towards the completion of their microdental as facilitators.
- We have formed a Community of Practice with other BSLA facilitators in our cluster, so together we can provide joined-up support across our schools. This consists of three RTLB, one LSC, one Across School Teacher and two Resource Teachers of Literacy. In 2022 we have worked together to support 12 cluster schools implementing this new MoE initiative.
- We have two more FTTE RTLB registered in cohort 5 for the BSLA facilitator training in 2023 and two more cluster schools on board.

Collaboration with MoE

- PB4L-SW facilitator (Karen Williams) and a plan to work more collaboratively in 2023 is underway. This will involve a refresher for RTLB on Tier 1 systems and Tier 2 interventions.
- RTLB working to support classroom teachers to implement recommendations from a specialist (Speech Language Therapist).
- RTLB have worked alongside our MoE colleagues to support 40 Transitions to School across the cluster so far in 2022. We will begin 2023 with 17 transitions in Term 1.

Project Work

- To utilise the underspend in our Learning Support Fund from 2021, our cluster schools could submit a project application. All except one of our cluster schools submitted an application.
- The focus of projects varied, but responded to the needs of each individual school.
- A large number of schools chose to focus on literacy or numeracy programs, assistive technology software. Other initiatives included creating a sensory garden, whanau room or setting up Lego Therapy.