

# Pānui o te wiki

PUKEKOHE INTERMEDIATE SCHOOL

Term 1 Week 5, 2026



## Principal's Messages

On Friday, we held our annual LC Colour Day, an opportunity for students and staff to dress in their Learning Community colours and proudly show their connection to where they belong.

This special day celebrates the strong sense of identity, pride, and belonging that sits at the heart of each Learning Community.

It was wonderful to see both students and staff embrace the occasion, with everyone dressing to impress and bringing energy and enthusiasm to the day. Our kura was transformed, washed in the bright and vibrant colours that represent each Learning Community.

Days like this reflect the strength of our school culture and the importance of connection, whanaungatanga, and belonging.

Thank you to everyone who took part and helped make the day so special.



### Gaga Ball

We would like to extend a special thank you to our 2025 Year 8 students, who generously gifted a Gaga Ball pit to our kura.

This thoughtful contribution is a lasting legacy from a wonderful group of 2025 Year 8 students and will provide enjoyment for many years to come. A special thank you also to Matua Matt, who expertly built the Gaga Ball pit for our school. His time, skill, and care have helped bring this gift to life.

We are excited to share that last Friday students were able to start using the Gaga Ball pit. We know it will quickly become a popular space for fun, connection, and active play during break times.



### HEART Values lessons

Congratulations to our LC HEART Values winners! 🎉

**Batten** - Mason Yeoman

**Hillary** - Clara Llewelyn

**Lomu** - Isla Williams

**Rutherford** - Conrad Jacobson

**Sheppard** - Harper Muir

**Te Puea** - Regan Rees



HEART Values Lesson: Kia Kōtahi,

TEAMWORK

This week as we prepare for the much anticipated grand opening of our newly refurbished main bathroom block, we remind ourselves of expectations in shared spaces.



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## Student Voice Shaping Our Future PE Uniform

Our students are currently working alongside the senior management team to help design our new PE shirt, planned for introduction in 2027.

This has been an exciting opportunity for students to share their ideas and perspectives, as we explore different colours, designs, and fabrics that reflect both comfort and pride in our kura.

As part of the process, students also stepped into the role of models, trying on a range of PE shorts to help us determine the best fit and sizing for all learners.

Their involvement ensures that our future uniform is practical, comfortable, and shaped by the voice of those who wear it every day.

We look forward to sharing the final design with our school community once this process is complete and we have gained the Board's approval.

## Lost Property

Our school lost property has increased again, particularly with a number of unnamed uniform items. Please ensure all clothing, including jackets, jerseys, and PE gear, towels and togs is clearly labelled with your child's name. Labelled items can be quickly returned, while unnamed items are much harder to reunite with their owner.

## Attendance

Each Monday, you will receive an updated summary of your child's attendance, showing the number of days the school has been open and the number of days your child has been absent. Our student management system will calculate an attendance percentage based on this information.

We are pleased to share that our school-wide attendance remains very strong, with many of our students already achieving attendance of 90% or higher. Thank you for your ongoing support in ensuring your child attends school regularly, as consistent attendance plays an important role in their learning, wellbeing, and sense of belonging at our kura.



## ENVIRO Challenge

Each Learning Community can earn points by taking care of:

- Recycling – using the correct bins and keeping recycling clean
- Classroom areas – tidy, cared for, and ready for learning
- Learning Community spaces – shared areas respected and looked after
- LC rubbish areas – organised, clean, and used correctly

## What's on next week?

Term 1 Week 6

### Monday

- Lomu HUB (AM)
- Sheppard HUB (PM)

### Tuesday

- Rutherford HUB (AM)
- Batten HUB (PM)

### Wednesday

Outside Schools HUB

- Pukekohe North School Year 7 Assembly P5&6

### Thursday

- Te Puea HUB (AM)
- Hillary HUB (PM)

### Friday

School swimming sports



Our caretaking checks will happen daily, and points will add up across the term.

Winning Learning Communities will be announced each week and the overall winners at the end of each term, so bring your best teamwork, pride, and kaitiakitanga.

Learning Community	Recycling	LC Area (Windows, TVs, Lights, Doors & locks)	LC Rubbish (Designated Area)	Classroom Bins
Batten	3	1	1	1
Hillary	2	1		1
Lomu	4	1	1	1
Parkside	1			1
Rutherford	2	1	1	1
Sheppard	3	1		1
Te Puea	4	1	1	1

# Teaching and Learning

PUKEKOHE INTERMEDIATE SCHOOL

## Meet the Teacher

Thank you to 487 families who visited us on Monday afternoon / evening for the Meet the Teacher opportunity. When School and whanau work together positively great things happen. We care for your child and our priority is their learning.

If you have not yet met your child's teacher please do make time to do so by connecting with us.

Teachers are available by appointment every Tuesday afternoon 3-4 pm.

## Learning mode

We are in Learning mode!

Popping into classrooms it is clear that reading, writing and maths are all go. This means all the beginning of year and term things are settling and learning is the priority.

This week I had the pleasure of speaking to some students from both the Hillary and Sheppard Learning Communities.

## “Tell me about what you have been learning”

### Hillary Y8 Students - Luca, Olivia and Nathan

Maths - We have been learning about integers. How to add and subtract them.

It is hard knowing when the answer is negative or positive, but we are now understanding it better.

Shared Novel - There is a boy in a girls bathroom! But don't judge this book by it's cover, or title!

We love the characters in this book Bradley Chalkers, Jeff Fishkin, Carla Davis and Miss Pebble.

We really enjoy our teacher reading this shared novel to us.

Persuasive Writing - We have been learning the structure of this style of writing including where and when you use it and for what purpose and audience. We know that this style of writing requires the use of strong vocabulary.

### Sheppard Y7 Students - Mia, Noah and Max I

Maths - We have been learning about powers of 10, square roots and exponents.

Reading - We read a text called Mahinga Kai Crusaders. There were different perspectives in this text. We were looking for supporting ideas and evidence to categorise the different perspectives and to identify the main idea.

A Planet In our Care - this is our inquiry theme for this term. We have been breaking down the big idea behind this topic and unpacking the word “sustainability”. We had to look at the main concepts first including Form, Connection and Responsibility. We are now beginning to look at specific areas and what interests us.



# Strategic Plan 2025–2028

## Whāia ngā taumata Aim High

Together, we create a kura of opportunities where every aakonga and kaiako is empowered to learn, grow, connect, and thrive.



### Teaching for Impact

#### KAUPAPA

Build effective, evidence-based, and culturally sustaining pedagogy.

#### WHAT THIS MEANS FOR OUR KURA

We will deliver high-quality teaching that is structured, intentional, and responsive to every learner. Our focus is on embedding the new NZ Curriculum and the Science of Learning so that all ākonga can succeed.



### Empowered Learners

**KAUPAPA** Our students are engaged with their learning and attending school regularly. Create inclusive and safe opportunities for student participation, voice, and leadership to foster pride, identity, and belonging.

#### WHAT THIS MEANS FOR OUR KURA

We want our aakonga to feel seen, heard, and valued — proud of who they are, confident to lead, and connected to their peers, whānau, and community.



### Stronger Together

**KAUPAPA** Together, we live our HEART values, nurture our students and staff, value diverse perspectives, and work in partnership with whānau and community.

#### WHAT THIS MEANS FOR OUR KURA

Our HEART values guide how we teach, learn, and relate — at school and in the wider community. We work together to create a safe, supportive, and connected environment for everyone.



## Goal 1: Teaching for Impact

**Kaupapa:** Build effective, evidence-based, and culturally sustaining pedagogy.

**Timeframe:** 2025–2026 implementation; 2027–2028 embedded (review annually)

Focus Area	Strategic Actions	Success Indicators
1. Embed NZ Maths and English Curriculum and Science of Learning	<ol style="list-style-type: none"> <li>1. Fully implement refreshed NZ English and Mathematics Curricula by 2026. 1.1.6</li> <li>2. Use explicit teaching approaches (I do, We do, You do), front-load vocabulary, and apply retrieval and cumulative learning cycles.</li> <li>3. Provide structured literacy for priority learners. 1.1.7</li> <li>4. Develop curriculum overviews showing skill progression, term coverage, and aligned resources (PRIME, NZCM, AI tools). 1.1.8</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers use consistent Science of Learning strategies observed through walk-throughs.</li> <li>2. Curriculum documentation reflects progress outcomes.</li> <li>3. Improved achievement in literacy and numeracy through pre/post assessments.</li> </ol> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Observation notes for PGC</li> <li>-Explicit teaching model implemented consistently</li> </ul>
2. Strengthen Professional Growth	<ol style="list-style-type: none"> <li>1. Deliver sustained PLD on Science of Learning, neurodiversity, structured literacy, AI integration, and te ao Māori.</li> <li>2. Combine in-house and external expertise (Sarah Hynds, Donna Barlow).</li> <li>3. Support teacher inquiry, reflection, and peer observation through the PGC cycle. 1.2.5</li> <li>4. Encourage teacher choice and cross-school collaboration. 1.2.7</li> </ol>	<ul style="list-style-type: none"> <li>- Increased teacher confidence and consistency in pedagogy.</li> <li>- PGC goals and reflections link directly to the Science of Learning.</li> <li>- Stronger collaboration within and across teams.</li> </ul> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-PGC documentation</li> </ul>
3. Strengthen Data-Informed Decision-Making	<ol style="list-style-type: none"> <li>1. Establish consistent school-wide data systems for PAT, eTAP, pre/post testing, and moderation. 1.3.5</li> <li>2. Use data to plan deliberate acts of teaching and monitor the progress of all learners.</li> <li>3. Replace PACT with moderation and shared exemplars. Integrate AI and digital tools for tracking and analysis. 1.3.8</li> </ol>	<ul style="list-style-type: none"> <li>- Teams use uniform data systems.</li> <li>- Improved accuracy of progress tracking and intervention targeting.</li> <li>- Data conversations drive next steps in learning design.</li> </ul> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Tracking spreadsheets, intervention reports</li> <li>-Assessment schedule, moderation samples</li> </ul>

## Goal 2 | Empowered Learners

**Kaupapa:** Create inclusive and safe opportunities for student participation, voice, and leadership to foster pride, identity, and belonging.

**Timeframe:** 2025–2026 implementation; 2027–2028 embedded (review annually)

Focus Area	Strategic Actions	Success Indicators
<p><b>1.</b> Sustain and Grow New and Diverse Opportunities for All Learning and Connecting</p>	<p>1. Broaden learning and extra-curricular opportunities (e.g., William Pike, AIMS Games, EnviroSchools, Pasifika and Kapa Haka, Japan Exchange, clubs).</p> <p>2. Introduce new student-led and culturally diverse options (e.g., chess, Indian dance, language hubs).</p> <p>3. Balance classroom and outdoor learning through community-based and enrichment experiences. 2.1.4</p>	<p>1. Increased student participation across sports, arts, cultural and academic areas.</p> <p>2. Student voice reflected in programme design.</p> <p>3. High engagement and sense of belonging. 2.1.7</p> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Participation rates</li> <li>-Participation data and student voice</li> </ul>
<p><b>2.</b> Strengthen Inclusive Practices to Ensure All Learners' Cultures and Languages Are Valued and Barriers Are Removed</p>	<p>1. Know learners deeply—culture, strengths, identity—and design responsive teaching. 2.2.5</p> <p>2. Celebrate cultural diversity across the year (Matariki, Diwali, Language Weeks).</p> <p>3. Encourage home languages in class through art, writing, and music.</p> <p>4. Provide PLD on neurodiversity, trauma-informed practice, and culturally sustaining pedagogy.</p> <p>5. Strengthen specialist support and ensure equitable access to devices and resources. 2.2.8</p>	<p>1. Inclusive classroom practices observed across LCs.</p> <p>2. Greater student confidence in expressing culture and identity.</p> <p>3. Reduction in barriers for diverse learners and improved engagement.</p> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Survey results</li> </ul>
<p><b>3.</b> Increase Opportunities for Student Leadership and Voice to Inform Decision-Making</p>	<p>1. Establish consistent school-wide student voice systems (surveys, hui, suggestion boxes).</p> <p>2. Empower students to co-design extra-curriculars and initiatives. 2.3.4</p> <p>3. Provide tiered leadership opportunities (class, LC, kura-wide).</p> <p>4. Strengthen mentoring, young leader events, and community links.</p>	<p>1. Students report that their voice informs decision-making. 2.3.6</p> <p>2. Greater range and diversity of student leaders.</p> <p>3. Visible student-led initiatives within school and community.</p> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Leadership participation data</li> </ul>

## Goal 3 | Stronger Together

**Kaupapa:** Together, we all act on our HEART values, nurture our students and staff, value different perspectives, and create collaborative systems.

**Timeframe:** 2025–2026 implementation; 2027–2028 embedded (review annually)

Focus Area	Strategic Actions	Success Indicators
<p><b>1.</b> Carry Our HEART Values with Us into the Community</p>	<ul style="list-style-type: none"> <li>- Embed HEART as a shared language across school and community. 3.1.4</li> <li>- Reinforce values through PB4L lessons, assemblies, and community events.</li> <li>- Strengthen digital citizenship and awareness of online safety. 3.1.7</li> <li>- Celebrate acts of service and HEART in action both at school and beyond.</li> </ul>	<p>1. HEART values are consistently visible in student conduct and communication.</p> <p>2. Community recognises and references HEART values.</p> <p>3. Students demonstrate values through authentic service.</p> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Behaviour data and PB4L records</li> <li>-Incident data, teaching plans</li> </ul>
<p><b>2.</b> Grow and Support Holistic Wellbeing of Ākonga and Kaiako Through Proactive Systems and Inclusive Supports</p>	<p>1. Maintain proactive wellbeing systems: early identification, safe spaces, agency referrals, and communication through ETAP. 3.2.4</p> <p>2. Implement trauma-informed and neurodiverse-aware practices.</p> <p>3. Strengthen attendance and engagement initiatives with class/LC rewards.</p> <p>4. Enhance staff wellbeing through balanced workloads, appreciation, EAP, and collegial connection.</p>	<p>1. High levels of student and staff wellbeing are reported in surveys.</p> <p>2. Increased attendance and engagement. 3.2.7</p> <p>3. Staff report feeling supported and connected.</p> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Wellbeing data and referrals</li> <li>-EDM Attendance reports</li> </ul>
<p><b>3.</b> Build Authentic, Trusting, and Reciprocal Relationships with Whānau to Support Student Success</p>	<p>1. Use multiple communication channels: hui, fono, open classrooms, early contact, and timely replies. 3.3.4</p> <p>2. Share learning and successes regularly via digital platforms.</p> <p>3. Co-design with whānau through surveys, community projects, and transition events. 3.3.6</p> <p>4. Embed restorative approaches and positive contact.</p>	<p>1. Increased whānau engagement at school events and in learning.</p> <p>2. Positive feedback on communication and trust.</p> <p>3. Whānau report that their voice influences school direction.</p> <p><b>Evidence for Board assurance:</b></p> <ul style="list-style-type: none"> <li>-Attendance at events and survey data</li> <li>-Whānau survey results</li> </ul>

# Community Messages

*Bakers Delight*



AIM HIGH  
Whaia Nga Taumata

# HOT CROSS BUNS!

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TRADITIONAL, CHOC CHIP, APPLE & CINNAMON

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ORDERS CLOSE: MONDAY 16<sup>TH</sup> MARCH (WEEK 8)

DELIVERY: FRIDAY 20<sup>TH</sup> MARCH (WEEK 8)

Fundraise with us  
this Easter!



ORDER FORMS AVAILABLE AT THE  
STUDENT CENTRE.

PAYMENTS VIA KINDO (ONLINE) OR  
CASH/EFTPOS AT THE  
MANAGEMENT CENTRE.

ANY QUERIES PLEASE SEE  
WHAEA LAURA R31

L\_ANDERSON@PUKEKOHEINT.SCHOOL.NZ

# Community Messages



## PLAY GIRLS RUGBY

Patumahoe Rugby Football Club

Girls Rugby – All Welcome

We're building strong, confident girls through rugby and team culture.

**Grades Available**

- ✔ Girls Rippa Rugby: Year 1–12
- ✔ U17 Girls Contact Team

**REGISTRATIONS OPEN NOW!**

- ✔ Register via Rugby Xplorer
- ✔ Email us
- ✔ Call us directly

✉ [girls.patumahoejuniorrugby@gmail.com](mailto:girls.patumahoejuniorrugby@gmail.com)

☎ 027 216 4473 • Gary Starnes – Junior Girls Rugby Coordinator

**Patumahoe Junior Rugby Football Club**

## PUKEKOHE

Association Football Club Inc

Reminder for all U10 to U17 players and families

Our musters start this weekend, Sunday 1st March. Session times and all information are available on the front page of our website [pukekoheafc.com](http://pukekoheafc.com)

- It is important that you register for the club before these sessions
- Please note: This year we are introducing a new approach this year called 'Muster by Motivation'
- Attendance at Musters is OPTIONAL; however, they provide an opportunity to help place players into teams and performance groups with others who share similar goals and motivation levels.
- As long as you are registered and your fees are paid, you will be placed in a team.
- If you or your child are happy to be placed in any team the club determines appropriate, there is no need to attend a Muster. Similarly, if you already have a coach and a full team of players who wish to play together, we can place you in the same team without attending a Muster.
- If you are unsure where you fit, are new to the club, or have not already been invited into a team, we recommend attending a Muster. Attendance is also encouraged for players who are highly motivated and focused on performance.
- Our aim is to form teams with players who have similar levels of motivation and commitment.

Many thanks  
Pukekohe AFC

## GYMNASTICS CLASSES

Build strength, confidence and coordination in a fun, supportive environment.

Professional Coaching

All Skill Levels Welcome

Improve Strength & Flexibility

Confidence Through Movement

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📧 [INFO@PFORM.NZ](mailto:INFO@PFORM.NZ)

🌐 [WWW.PFORM.NZ](http://WWW.PFORM.NZ)

☎ 022 561 6514

**No Screens. All Confidence: Pform 2026 Classes Open!**

Looking for an after-school activity to build skills and confidence without screens? Pform.nz offers singing, dancing, and acting classes with two trained tutors per session, ensuring personal attention. Our fun and confidence-boosting programs cater to all ages in a supportive environment.

**Why Pform?**

- Boosts creativity, confidence, self-expression
- Big End-of-Year show on The Bruce Mason Theatre stage
- Experienced, nurturing instructors
- Showcase and competition opportunities
- Flexible term or full-year enrollments

With over 30 venues Auckland-wide, there's a Pform Venue in your community. We invite you to join our creative journey in 2026. For more details, class schedules, or to book, visit [www.pform.nz](http://www.pform.nz)



## Waikato Diocesan School for Girls

# OPEN DAY

### Friday 13 March 2026



WAIKATO DIOCESAN  
School for Girls

**BOARDING TOUR 9AM – 9.30AM**

Our boarding tour will begin at the All Saints Chapel. Boarding families are then invited to attend our information session.

**OPEN DAY INFO SESSION 10AM – 1PM**

Our Open Day information session will be held at the All Saints Chapel, followed by day school tours.

Please register your attendance at [www.waikatodiocesan.school.nz](http://www.waikatodiocesan.school.nz)  
We have limited onsite parking at 16 Martin Street car park (off McNicol Steet). Please follow directions at the gate.

