2023

Strategic Plan

Pukekohe Hill School

Pukekohe
HILL SCHOOL

An introduction to Pukekohe Hill School

Location:

Pukekohe Hill School is situated on the slopes of Pukekohe Hill.

History:

In the 1940s and 1950's there was a high Māori population in Pukekohe. This was largely due to the work offered in the market gardens around this area. During this time, living conditions were difficult and the Māori community suffered several epidemics, such as smallpox and Influenza as well as being marginalised and with restricted access to many spaces and services within Pukekohe. Up until 1951, the central Pukekohe area was served by a single public primary school - Pukekohe Central. It was during the late 1930s that non Māori parents advocated for and made requests to the Auckland Education Board for the building of a Native School. In 1945, this request was granted.

On the 26th of May 1952 the Pukekohe Native / Māori School for Māori was officially opened, which was the only time in the history of Aotearoa that the Education Board allowed for the creation of a public school that was exclusively for Māori. Mr R.W Bates was the first Headmaster with a roll of 63 children. Pukekohe Native / Māori School was a late example of the establishment of a Native School. By the time the decision to have a Native / Māori school in Pukekohe was made, discussions had already started regarding the phasing out of Native schools and their transfer to regional education boards. The Native / Māori School concept was formally abolished in 1969.

In 1966 the school was passed over to the Auckland Education Board and became a contributing school known as Pukekohe Hill School. The school was reopened under its new name on the 1st of February 1966. During the year a new four-classroom block was completed which is now called the Manning Block named after previous principal Mr Len Manning which was used for junior classes.

In 1952 the establishment of a Community Hall was built on the school grounds. The hall was originally named, 'Nga Hau e Wha' by Princess Te Puea Herangi. For over 30 years it was on the school site and was used to celebrate and serve the Māori community, until It was relocated in 1984 to Beatty Road. This was situated on Ward Street near where our swimming pool currently sits.

Pukekohe Hill School has continued to grow to its current size of approximately 600 students.

At Pukekohe Hill School ...

"Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices."

"High priority is placed on developing and maintaining reciprocal partnerships for learning, particularly with parents and whānau of at risk learners. They are consulted and kept well informed about their child's learning, support and interventions for children at risk. The language, culture and identity of Māori children and their whānau is valued and celebrated, building an inclusive and welcoming culture for all children and the wider community."

Education Review Office Report - 2017

Growing Great People, Together

Who are....

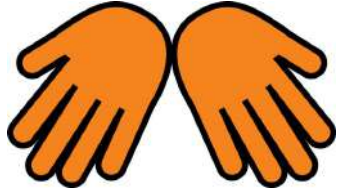|	Confident- Whakamanawa	Connected- Whānaungatanga	Capable- Āheitanga	Creative- Auahatanga
Strategic Goal	Growing confident, successful people who have an influence on their learning.	Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community	Growing capable participants in a changing world	Growing people who can think and act creatively.
Vision - to create..	People who are confident about themselves and able to cope with changes.	People who have a strong sense of identity, are proud of being at Hill School and are willing to make a positive difference.	People who are capable of communicating confidently in literacy and numeracy.	People who can think creatively to solve problems and create new innovations.
Strategic initiatives for 2023	● To develop students strategies of communication and reflection in order to grow confident and successful learners. ● Strengthen capacity to lead and deliver curriculum change.	● Developing culturally responsive practices for all learners and celebrate the unique characteristics of our school.	● Refine and target the efficacy of our literacy programmes to meet the needs of all akonga.	● Consistent implementation of authentic and collaborative concept experiences across the curriculum.
Overall Measures of Success	● Student voice to show increased confidence in their ability to communicate and reflect on their learning. ● Teacher voice demonstrates increased capacity to lead and deliver curriculum change.	● Increased teacher knowledge of appropriate culturally responsive practices and initiatives.	● End of year data to show improvement in children's encoding ability. 75% of students Reading and 70% Writing at or above expectation. ● Teacher voice shows increased confidence in delivering a structured literacy programme.	● Team reflections and planning will show evidence of collaborative concept experiences.

5 Year Strategy Plan

Pukekohe HILL SCHOOL

	2020	2021	2022	2023	2024
Confident "Growing confident, successful, people who have an influence on their learning."	• Increase individuals ownership and control of their learning. • Increase resilience and adaptability of individuals.	• Increase individuals' ownership and control of their emotions and learning	• Embedding school-wide shared language of learning and emotional regulation.	• To develop students strategies of communication and reflection in order to grow confident and successful learners. • Strengthen capacity to lead and deliver curriculum change.	• Ākonga are actively reflecting on their learning & emotions and can independently identify their next steps
Connected "Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community"	• Strengthen community partnerships to enhance sense of identity • Develop local curriculum initiatives to support making a difference in our community.	• Embracing and strengthening our bicultural identity and celebrating our diverse cultures	• Knowing who we are and our place in our school.	• Developing culturally responsive practices for all learners and celebrate the unique characteristics of our school.	• Active partnerships with local community
Capable "Growing capable participants in a changing world"	• Lift teacher knowledge of literacy progressions in order to impact student achievement • Embed school-wide shared language of learning.	• Strengthen teacher confidence and ability to deliver quality literacy programmes.	• Broaden teacher capability in literacy by consolidating and extending deliberate acts of teaching within writing and oral language.	• Refine and target the efficacy of our literacy programmes to meet the needs of all akonga.	• Implement an integrated literacy programme to enable students to achieve 77% in Reading & 70% in Writing.
	• Reading- 75% • Writing -62% • Maths -66%	• Reading- 66% • Writing -54% • Maths -62%	• Reading- 73% • Writing -64% • Maths -68%	• Reading- 75% (goal) • Writing - 70% (goal) • Maths - 72% (goal)	• Reading- 77% (goal) • Writing - 70% (goal) • Maths -74% (goal)
Creative "Growing people who can think and act creatively"	• Develop higher order thinking skills through authentic contexts • Provide a range of opportunities for creativity and hands on learning.	• Create an environment to foster higher order thinking and problem solving	• Strengthen the delivery of Concepts that promote creativity & engagement	• Consistent implementation of authentic and collaborative concept experiences across the curriculum.	• Integrate a program that enables concept teaching throughout the curriculum

RICH Values and Learner Powers

Pukekohe HILL SCHOOL

Our RICH values are..

Maruwehi - Respect	Rahiri - Inclusion	Manaakitanga - Care	Ngākaupono - Honesty
● We use positive language and behaviour when interacting with others ● We respect ourselves, others, property and the environment	● We help one another. ● We can include everyone in work and play.	● We care for ourselves, others, our school, and the environment. ● We are caring, kind and willing to share.	● We take responsibility for our actions. ● We are honest even when no-one is looking.

Our Learner Powers are..

Kia pātaitai	Whakawhiti whakaaro	Hono matauranga	Kia manawanui	Āta whakaaro	Kia māia
Ask Questions	Communicate	Make Connections	Persevere	Reflect	Take Risks

Confident- Whakamanawa

"Growing confident, successful people who have an influence on their learning."

Pukekohe HILL SCHOOL

Strategic Initiatives 2023:

- To develop metacognitive strategies of communication and reflection to grow confident and successful learners.
- Strengthen capacity to lead and deliver pedagogical change

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Scaffolding Metacognition The Why: To scaffold and support students through ways of reflecting about their learning.				
• Key staff to create a Learner Power matrix to address Communication and Reflect focus every term (connected to the concept)	Use the 2022 Learner Power survey to collect data. Compare it to 2022 data to 2023 results.	Leadership team and key staff members	Anne Boulton Shirley Smart	
• Creation of examples of how students can use the Learner Power of 'reflection'. This will be used to scaffold students to reflect on their learning.	Students will show an increased ability to state- "I reflected when I …"	Leadership team and key staff members	Team Leaders	
Student prompts used to help students reflect on their learning.	Increased confidence in students' ability to self reflect.	Classroom Teachers	Team Leaders	
Focus 2: Promoting Reflection The Why: To provide opportunities for students to share their reflections in an authentic way.				
• Enable opportunities where students communicate and reflect upon their knowledge, skills and abilities	Student voice demonstrating increased use of reflection skills Student voice demonstrating increased use of communication skills	Classroom Teachers	Anne Boulton Shirley Smart	
• Celebrations of student reflections and growth in their learning. Assembly certificates, classroom rewards and positive affirmations	Increased opportunities to celebrate student reflections.	Classroom teachers	Simon WIlliams	
• Teachers to explicitly refer/ use Communication & Reflect terminology (daily)	Data collected from Learner Power survey	All teachers and support staff	Simon Williams	

Strengthening Capacity to Lead Change
Focus 1: Growing Understanding
The Why: Building understanding of the theory of change and collaborative purpose.

• All teachers to identify a goal to lead and deliver pedagogical change (through the Professional Growth Cycle)	Evidence and summary in the Professional Growth Cycle	All teachers	Simon WIlliams
• Support for Leadership team from the external facilitators - Mark Osborne and Leitia Preston on change management.	Cohesion as a High Performing Leadership team (ONE)	Leadership team	Simon Williams
• Engagement in the Balanced Scorecard workshops - Springboard trust.	A balanced view of 'success' achieved.	Rochelle, Lee and Simon	Simon Williams
• Use of Middle Leader Coaching Framework to help Team Leaders to lead from the middle	Team Leaders given time to connect, observe and have learning conversations with team members.	Team Leaders	Simon Williams

Focus 2: Building Connections and Opportunities
The Why: Strengthening connections and collaboration between staff and teams to empower all staff as leaders.

• Provide multiple opportunities for the staff to connect and work together.	All staff engaged in professional learning experiences and have a sense of connection.	All staff	Team Leaders
• Growth Conversations - Leadership team released to facilitate and lead growth conversations with all members of their teams.	Leaders have a clearer understanding and knowledge of the growth goals for their team members.	Leadership Team	Simon WIlliams
• Shared goals for learning- Regular reflections and discussions as a leadership team about the changes required and why.	Leadership team have a collective and clear understanding of the desired outcomes.	Leadership Team	Simon Williams
• Collaborative teams - Year 3-6 teams restructured to create opportunities for teams to collaborate more both within teams and across teams.	Greater collaboration both within teams and across teams.	All staff	Rochelle Keown & Lee Motu
• Shared responsibility - Responsibilities shared across all staff. Use of fixed term units shared across staff.	Majority of staff have an area of schoolwide leadership.	All staff	Simon WIlliams

Overall Measure of Success - *Confident*	**Student voice to show increased confidence in their ability to communicate and reflect on their learning.** **Teacher voice demonstrates increased capacity to lead and deliver curriculum change.**

Connected- Whānaungatanga

"Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community"

Pukekohe HILL SCHOOL

Strategic Initiative 2023:
Developing culturally responsive practices for all learners and celebrate the unique characteristics of our school.

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Growing Awareness and Understanding The Why: Building teacher understanding of what culturally responsive practice is and how they can display it.				
● Identify and develop confidence with staff in what culturally responsive practice looks like, e.g. Tiriti O Waitangi?	Staff are able to identify what they are currently doing. Have a clear understanding of how they can further develop their culturally responsive practice.	Staff	Lee Motu	
● Increase staff knowledge and use of Te Reo within the classroom.	Transference of skills to classroom programmes. Increased confidence in the use and teaching of Te Reo in the classroom. Staff involved in Te Ahu o te Reo Maori course. (Free course (Waikato/Tainui based learning program).	Identified Staff	Lee Motu	
● Increase staff awareness and understanding of aspects of (local)tikanga with collaboration.	Staff and students have a clearer understanding of local tikanga.	Lee Motu	Lee Motu	
Focus 2: Authentic Connections and Experiences The Why: Provide a range of experiences for students and teachers to connect with the community and grow their understanding.				
● Provide authentic school wide opportunities to connect within and across the wider school community. ● e.g. Te Puea Day, whānau group days, buddy classes, marae visit, language weeks, concept opportunities, cultural groups eg kapa haka, Pasifika etc	All students involved in community actions during Te Puea Day. Teachers and students - whakawhanaungatanga.	Classroom Teachers	Simon Williams	

		Recognition of different cultures within our school by celebrating language weeks and cultural groups etc.			
● Develop/maintain relationship with Nga Hau e Wha Marae, mana whenua and local iwi.		Rangiriri Visit - staff Develop knowledge of Local curriculum.	Lee Motu	Lee Motu	
● Development and confirmation of a school pepeha and visual history.		History displayed in a prominent place in reception to share the unique characteristics of our kura. All students and staff members know the school pepeha and history.	Lee Motu	Lee Motu	
● Consultation with Ngā Hau e Whā or Ngāti Tamaoho to develop a school expectations for sharing our cultural identity.		Mihi whakatau Poroporoaki School waiata Kianga Karakia Himene / waiata tautoko	Lee Motu	Lee Motu	

Overall Measure of Success - *Connected*	● **Increased teacher knowledge of appropriate culturally responsive practices and initiatives.**

Capable- Āheitanga

"Growing capable participants in a changing world"

Pukekohe HILL SCHOOL

Strategic Initiative 2023:
Refine and target the efficacy of our literacy programmes to meet the needs of all akonga.

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Assessment Practices The Why: Provide students and teachers with the knowledge and skills needed to have an impact on raising student achievement.				
• Continued school-wide focus regarding assessment practices for learning to raise student achievement. • Students will be confident in setting and reflecting on their learning goals and developing next steps.	Teachers are able to talk about the purposes of assessment. Increased teacher confidence in forming OTJs and a moderation process. Students and teachers articulating what they are learning and why during a literacy lesson. Students providing evidence of self assessment of learning goals.	Kāhui Ako team	Rochelle Keown	
Focus 2: Consistency in Teacher Practice and Increased Teacher Capability in meeting the demands of our learners The Why: So that teachers are confident to meet the needs of their learners and that all children experience similar practice between classrooms				
• Embed consistency around writing practices within the school • Develop targeted Literacy Practices with a lens on structured literacy and encoding.	All teaching staff will be confident in delivering an effective writing lesson. Teachers co-planning and co-teaching with buddies. Kaahui Ako Teachers delivering workshops. Create Code-Coaches who share best practice in structured literacy.	Kāhui Ako team	Rochelle Keown	

Focus 3: Improve accelerative practices for below learners and increase clarity around learning progression with structured literacy				
The Why: So that teachers are confident to meet the needs of their learners and our below learners experience accelerative gains.				
- Develop targeted Literacy Practices with a lens on structured literacy and encoding. - Have Code-coaches working across the syndicates to share and build structured literacy practices.	Staff and team meetings focusing on accelerative practices for target learners within literacy. Continued tracking of our priority learners / target students. The names, needs and narratives of students who are in target groups and are yet to achieve will be collated and tracked throughout the year. Create Code-Coaches who share best practice in structured literacy.	Kāhui Ako team	Rochelle Keown	

Focus 4: Integration of Writing across the Curriculum				
The Why: Learners see writing as purposeful and relevant.				
Investigate ways of providing a range of opportunities for literacy learning within concept.	Writing experiences will be linked to concept. Authentic tasks will be used as motivation for writing.	Kāhui Ako team	Rochelle Keown	

Overall Measure of Success - *Capable*	**End of year data to show improvement in children's encoding ability. 75% of students Reading and 70% Writing at or above expectation.** **Teacher voice shows increased confidence in delivering a structured literacy programme.**

Creative- Auahatanga
"Growing people who can think and act creatively"

Pukekohe HILL SCHOOL

Strategic Initiative 2023:
Consistent implementation of authentic and collaborative concept experiences across the curriculum.

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Collaborative Practice The Why: Strengthening collaboration within teams so that all students have a clear and consistent experience within term concepts.				
● Use of Mark Osborne to support Leadership team to upskill in leading the consistent delivery of the Concept programme. How to create change?	Team members will have a clear vision of what we want to achieve within our Concept programme and how learning can be structured.	Concept Team	Simon Williams	
● Staff/ team meetings towards the end of each term to plan the upcoming Concept. Regular opportunity for teams to share what students have done within Concept and the success and reflections.	Teachers have input and ownership of the term Concept and have collaborated on this plan.	Concept Team	Simon Williams	
● Involvement of key staff within teams to lead and champion Concept within their teams.	Teachers excited and enthusiastic about the current Concept. A range of 'wow' moments are used during a concept plan.	Concept Team	Simon Williams	
● Team Leaders and key staff to continue to drive collaboration and consistency of Concept delivery across the team.	Students within a team will have consistent learning experiences during the term.	Team Leader	Simon Williams	
● Development and adoption of a consistent Concept plan.	Every team will use a consistent planning template when planning Term concepts.	Team Leader	Simon Williams	
Focus 1: Authentic Experiences The Why: To provide authentic experiences that engage all learners.				
● Provide multiple opportunities to students to experience authentic learning to terms Concepts through exposure to trips and community experts.	Classroom evidence of authentic and hands on learning experiences.	Classroom Teachers	Simon Williams	

● Develop the use of authentic experiences for learning. Connection with performance tasks and real world problems.	Authentic experiences embedded within concept plans.	Classroom Teachers	Simon Williams	
● Formal opportunities for students to present and reflect on their learning at the end of each term.	Students sharing learning and creations at assemblies and school social media. Regular sharing opportunities across the school through buddy classes.	Classroom Teachers	Simon Williams	
●				

Overall Measure of Success - *Creative*	● Team reflections and planning will show evidence of collaborative concept experiences.

Resources & Property Plan

Pukekohe HILL SCHOOL

	2022	2023	2024	2025	2026
Buildings – 5 Year Property Agreement	• Re-roofing admin and resource room	• Installation of heat pumps within the office area. • Development of new 5YA programme • Refurbishment of Rooms 20,21 & 22 • Sizemore block toilets	• Refurbishment of Room 28 & 29	• Refurbishment of Room 27	• Refurbishment of Rooms 8-11
Board & Community Funded Projects	• Replacement of part of Senior playground ($40,000)	• Installation of large doors at end of hall *(approx cost - $30,000)* • Replacement of junior playground • Construction of junior sensory courtyard area outside room 12 • *Pool - new Shade Area (approx cost - $10,000k*	• • Hall entrance courtyard area.	• Swimming pool fence replacement	• Room 1-4 covered area
Equipment	• Replacement of middle school ipads • Middle chromebook replacement • Data projector replacement as per plan. • Amp replacement - Hall sound system	• Replacement of middle school ipads • Middle chromebook replacement • SNUP Upgrade • Data projector replacement as per plan.	• Replacement of junior ipads • Senior chromebook replacement	• Replacement of middle ipads • Middle chromebook replacement	• Replacement of robotics/IT Tinker time box equipment. • iPad replacement as per plan • Chromebook replacement as per plan
Cyclical Painting Programme	○ Block 11 Room 5 ○ Block 8 Room 12 & 13. ○ Block 2 &3	• Block 16 Library & staffroom • Block 13	○ Block 14 ○ Block 10 ○ Block 12	• Block 12 • Block 2	• Block 1 • Block 12
Admin & Communications	• Staff handbook • Professional Growth Cycle • Health & Safety documents	• Digital signage • Classroom signage and numbering	• Digital use agreement	• Review of Welcome to Hill booklet	• Staff handbook

Systems & Processes Plan

Targeted Actions	Desired outcome	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
● Maths Overview Implementation	A consistent curriculum delivery plan for mathematics is being implemented across the school.	Team Leaders	Lee Motu	
● Implemenation of Behaviour Management plan	Consistent implementation of behaviour management plan across the school.	Whole staff	Simon Williams	
● Embeding literacy assessment practices	Finalised writing documents (Child speak Progressions and Writing Checkpoints) are implemented logically school wide. A consistent structured literacy approach is adopted school wide to support our learners	Teaching Staff	Rochelle Keown	
● Learning Support Register	Strethening of the Learner Support Register to enable wider access to trends, patterns and student information.	Anne Boulton - LSC	Simon Williams	