



2023

Annual Report

Pukekohe Hill School



Review of 2023

Pukekohe Hill School opened the year with a roll of approximately 532 students. This was a level lower than expected. During the year a mid year out of zone roll ballot was held. This opened up the opportunity for places within the New Entrant area to be offered to children living out of the current school zone. Ongoing discussions were held with the Ministry of Education following a proposal presented to the Ministry for increasing our school zone. This proposal was declined. An end of year zone ballot was held during Term 3.

Ministry funded Professional Development was delivered during 2023. The focus of this professional development was on strengthening the capacity within the Senior Leadership team to lead change. A series of workshops facilitated by Mark Osborne were delivered within this professional development space. The Senior Leadership team was increased during the year with the inclusion of Vicky Keary to this team. Vicky's involvement as leader of the administrative team enabled all staff within our kura to be represented during leadership discussions.

Refining and targeting the efficacy of our literacy programmes to meet the needs of all akonga was the focus of our In School Kaahui Ako positions. Rochelle Keown, Tessa Wicks, Rachael Shaw and Suzanne Corlette led this mahi across the school during 2023. The use of the Liz Kane Structured Literacy approach was implemented with the Year 0-2 literacy programme. A series of parent information sessions were held to explain this new literacy approach to parents. The Code spelling programme was adopted school wide during 2023. Year 5&6 classrooms developed a cross grouping programme to enable for a focused teaching on The Code level appropriate to their learners. End of year teacher survey indicated that 91% of teachers increased confidence in delivering a structured literacy programme.

Resignations of Jade Chamberlin and Cheryl De Vries at the end of 2022. These positions were filled by the appointment of Tessa Wicks and Nicola Hamill in these roles. Shannon Mainey was awarded a TeachNZ study award during 2023. This leave was used to undertake further study in Te Reo Māori. Katrina Butcher was appointed in a fixed term capacity to cover this leave. Unfortunately the resignation of Nicola Hamill during Term 3 created a vacancy that was difficult to fill. This required internal cover through Lee Motu and Skye Balaban. Mellisa Walden (term 2), Di McDonald & Lorraine Watson (term 2) and Joline Spiers & Rebecca McGarry (term 4) also joined the teaching team during the year to provide staffing for new entrant roll growth. Katie Carson & Julie Howe joined our teacher aide team during the year.

Board of Trustees parent representatives; Roselle Hollard (Chairperson), Davide Teixeira, Emma Kim, James Christie and Stuart White and Rick De Kock (staff rep) continued to provide the school with both strong governance and direction.

2023 was a quiet year in relation to property developments. The focus for the year was on developing our next 5 Year Property plan in conjunction with the Ministry appointed project manager. The Board and the PTA worked together to fund the installation of a new junior playground. This was an exciting addition to our school grounds. Board funds were also used to upgrade a number of small projects around the school property. These included the replacement of a large area of pathway in front of the Hauora / Resource room, replacement of the swimming pool filter shed and replacement of the Ranchod Terrace gate.

A significant investment was made during 2023 to maintain our IT structure and enable students greater access to digital devices. The school wireless network was upgraded under the Ministry of Education SNUP programme. The scope of this work included the replacement of all the wireless access points across the school and the switches within the network cabinets. This work ensured that our wireless network was able to cope with the increased network traffic as well as creating a more robust network system.

The school received \$8,800 Kiwisport funding as part of our operational grant. This funding was used to enable our students to access sports and activities through external providers such as Gymsports and Footsteps Dance programme. The remaining funds were used to replace and upgrade sports equipment throughout the school. The Board moved that the 2023 Principal Coaching & Wellbeing Support fund of \$6,000 be carried forward to the 2024 equivalent budget. This decision was made to due to the short time frame for spending this fund and to ensure that this funding is used in the most effective manner possible.

All of these actions allowed Pukekohe Hill to continue to work toward our vision of;

Growing Great People, Together!

Growing Great People, Together

Who are....

	<i>Confident- Whakamanawa</i>	<i>Connected- Whānaungatanga</i>	<i>Capable- Āheitanga</i>	<i>Creative- Auahatanga</i>
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.
Strategic initiatives for 2023	<ul style="list-style-type: none"> To develop students strategies of communication and reflection in order to grow confident and successful learners. Strengthen capacity to lead and deliver curriculum change. 	<ul style="list-style-type: none"> Developing culturally responsive practices for all learners and celebrate the unique characteristics of our school. 	<ul style="list-style-type: none"> Refine and target the efficacy of our literacy programmes to meet the needs of all akonga. 	<ul style="list-style-type: none"> Consistent implementation of authentic and collaborative concept experiences across the curriculum.
Overall Measures of Success	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Increased teacher knowledge of appropriate culturally responsive practices and initiatives. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Team reflections and planning will show evidence of collaborative concept experiences.
Outcome	<ul style="list-style-type: none"> 41% of Year 4-6 students believed that they had become better at reflecting on their learning this year. The entire teaching staff expressed increased confidence in delivering curriculum change this year. 	<ul style="list-style-type: none"> 61% of teachers believed that they have increased their knowledge of appropriate culturally responsive practices during the year. 	<ul style="list-style-type: none"> Teacher voice indicated that 91% of teachers increased confidence in delivering a structured literacy programme. End of year data to show improvement in children's encoding ability. 76% of students Reading and 67 % Writing at or above expectation. 	<ul style="list-style-type: none"> 94% of teachers agreed that opportunities for collaborative learning experiences have increased during Concept this year.

5 Year Strategy Plan



	2020	2021	2022	2023	2024
<p>Confident “Growing confident, successful, people who have an influence on their learning.”</p>	<ul style="list-style-type: none"> • Increase individuals ownership and control of their learning. • Increase resilience and adaptability of individuals. 	<ul style="list-style-type: none"> • Increase individuals' ownership and control of their emotions and learning 	<ul style="list-style-type: none"> • Embedding school-wide shared language of learning and emotional regulation. 	<ul style="list-style-type: none"> • To develop students strategies of communication and reflection in order to grow confident and successful learners. • Strengthen capacity to lead and deliver curriculum change. 	<ul style="list-style-type: none"> • Ākonga are actively reflecting on their learning & emotions and can independently identify their next steps
<p>Connected “Growing connected people who have a strong sense of identity, pride in our school and make a positive difference in our community”</p>	<ul style="list-style-type: none"> • Strengthen community partnerships to enhance sense of identity • Develop local curriculum initiatives to support making a difference in our community. 	<ul style="list-style-type: none"> • Embracing and strengthening our bicultural identity and celebrating our diverse cultures 	<ul style="list-style-type: none"> • Knowing who we are and our place in our school. 	<ul style="list-style-type: none"> • Developing culturally responsive practices for all learners and celebrate the unique characteristics of our school. 	<ul style="list-style-type: none"> • Active partnerships with local community
<p>Capable “Growing capable participants in a changing world”</p>	<ul style="list-style-type: none"> • Lift teacher knowledge of literacy progressions in order to impact student achievement • Embed school-wide shared language of learning. 	<ul style="list-style-type: none"> • Strengthen teacher confidence and ability to deliver quality literacy programmes. 	<ul style="list-style-type: none"> • Broaden teacher capability in literacy by consolidating and extending deliberate acts of teaching within writing and oral language. 	<ul style="list-style-type: none"> • Refine and target the efficacy of our literacy programmes to meet the needs of all akonga. 	<ul style="list-style-type: none"> • Implement an integrated literacy programme to enable students to achieve 77% in Reading & 70% in Writing.
	<ul style="list-style-type: none"> • Reading- 75% • Writing -62% • Maths -66% 	<ul style="list-style-type: none"> • Reading- 66% • Writing -54% • Maths -62% 	<ul style="list-style-type: none"> • Reading- 73% • Writing -64% • Maths -68% 	<ul style="list-style-type: none"> • Reading- 76% • Writing - 67% • Maths - 70% 	<ul style="list-style-type: none"> • Reading- 77% (goal) • Writing - 70% (goal) • Maths -74% (goal)
<p>Creative “Growing people who can think and act creatively”</p>	<ul style="list-style-type: none"> • Develop higher order thinking skills through authentic contexts • Provide a range of opportunities for creativity and hands-on learning. 	<ul style="list-style-type: none"> • Create an environment to foster higher order thinking and problem solving 	<ul style="list-style-type: none"> • Strengthen the delivery of Concepts that promote creativity & engagement 	<ul style="list-style-type: none"> • Consistent implementation of authentic and collaborative concept experiences across the curriculum. 	<ul style="list-style-type: none"> • Integrate a program that enables concept teaching throughout the curriculum

Confident- Whakamanawa

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



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	Outcome
Focus 1: Scaffolding Metacognition The Why: To scaffold and support students through ways of reflecting about their learning.		
<ul style="list-style-type: none"> ● 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.	Student Speak Learner Power Matrix Student survey focused only Reflection (see link rows down)
<ul style="list-style-type: none"> ● 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 ..."	See above
<ul style="list-style-type: none"> ● Student prompts used to help students reflect on their learning. 	Increased confidence in students' ability to self reflect.	<ul style="list-style-type: none"> ● 41% of Year 4-6 students believed that they had become better at reflecting on their learning this year Learner Powers- Student Feedback 2023
Focus 2: Promoting Reflection The Why: To provide opportunities for students to share their reflections in an authentic way.		
<ul style="list-style-type: none"> ● 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	Discovery and Exploration- Science experiences (Imagination Experience, Museum, Not completed in 2023
<ul style="list-style-type: none"> ● Celebrations of student reflections and growth in their learning. Assembly certificates, classroom rewards and positive affirmations 	Increased opportunities to celebrate student reflections.	Buddy class sharing of Concept experiences- reflected on experiments and made changes (end of term 2 and 3). Children shared their writing in term 4- reflected on this (explained why they thought it was their best writing) and shared with families via Dojo. Awards during team assemblies and whole school assemblies held fortnightly reflected student growth in their learning.

<ul style="list-style-type: none"> Teachers to explicitly refer/ use Communication & Reflect terminology (daily) 	Data collected from Learner Power survey	Data from survey not collected yet.
Strengthening Capacity to Lead Change Focus 1: Growing Understanding The Why: Building understanding of the theory of change and collaborative purpose.		
<ul style="list-style-type: none"> 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 had identified a goal linked to the 'school wide' Literacy focus
<ul style="list-style-type: none"> Support for Leadership team from the external facilitators - Mark Osborne and Leitia Preston on change management. 	Cohesion as a High Performing Leadership team (ONE)	Leitia Preston was not available in 2023. Mark Osborne supported the Leadership team in 2023. Leadership Surveys were conducted for every member of the Senior Leadership team. From this we all viewed our own results and were able to celebrate some wins and identify an area of growth.
<ul style="list-style-type: none"> Engagement in the Balanced Scorecard workshops - Springboard trust. 	A balanced view of 'success' achieved.	Simon, Rochelle and Lee - involved in the Balanced Scorecard programme led by the Springboard Trust. These workshops were held via zoom and facilitated the development of a balanced scorecard approach to strategic planning. This framework gave a strong starting point for the development of the 2024 strategic plan.
<ul style="list-style-type: none"> Use of Middle Leader Coaching Framework to help Team Leaders to lead from the middle 	Team Leaders are given time to connect, observe and have learning conversations with team members.	Used the Teacher Capabilities Framework
Focus 2: Building Connections and Opportunities The Why: Strengthening connections and collaboration between staff and teams to empower all staff as leaders.		
<ul style="list-style-type: none"> Provide multiple opportunities for the staff to connect and work together. 	All staff engaged in professional learning experiences and have a sense of connection.	Multiple opportunities have been created to allow staff to connect and work together. These have included; Staff meetings PD (TOD) at the Pukekohe Racetrack- March 2023 Mitey PD - Nov 2023
<ul style="list-style-type: none"> 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.	Team leaders worked with the team to collaborate with similar learning goals (all literacy focused). Team leaders provide feedback to team members growth goals and progression toward meeting these termly. Meeting times allocated (Term 4)for Team leaders to meet with team members to discuss Professional Growth Cycle and an area for growth.
<ul style="list-style-type: none"> Shared goals for learning- Regular reflections and discussions as a leadership team about the changes required and why. 	Leadership team has a collective and clear understanding of the desired outcomes.	Time spent with Mark Osborne unpacking strategic actions and decisions to provide clarity between team leaders and the leadership team. Clarity around the 'why' and creation of 'success criteria' for desired outcomes (e.g. new team structure).

<ul style="list-style-type: none"> Collaborative teams - Year 3-6 teams restructured to create opportunities for teams to collaborate more both within teams and across teams. 	<p>Greater collaboration both within teams and across teams.</p>	<p>From informal discussions with teachers from the Kauri and Totara teams teachers have reflected and have shared that they have branched out and collaborated across the year 3-6 level more frequently.</p> <p>No Survey conducted to formally capture teacher voice.</p>
<ul style="list-style-type: none"> Shared responsibility - Responsibilities shared across all staff. Use of fixed term units shared across staff. 	<p>Majority of staff have an area of schoolwide leadership.</p>	<p>Increased percentage of teaching staff in both formal and informal leadership opportunities. These are both across teams and the school as a whole.</p>

<p>Overall Measure of Success - <i>Confident</i></p>	<p>Student voice to show increased confidence in their ability to communicate and reflect on their learning.</p> <p>Teacher voice demonstrates increased capacity to lead and deliver curriculum change.</p>
<p>Outcome</p>	<p>41% of Year 4-6 students believed that they had become better at reflecting on their learning this year.</p> <p>The entire teaching staff expressed increased confidence in delivering curriculum change this year.</p>

Connected- Whānaungatanga

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



Strategic Initiative 2023:

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

Targeted Actions	Measures of Success	Outcome
Focus 1: Growing Awareness and Understanding The Why: Building teacher understanding of what culturally responsive practice is and how they can display it.		
<ul style="list-style-type: none"> 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.	Term 1 - Staff meeting link - Unpacking of the teacher survey identifying strengths across the school. Term 2 - staff meeting link - What this looks like in our class/school
<ul style="list-style-type: none"> 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).	Several staff have been involved in the Te Ahu o te Reo Maori course during 2023. This involvement increased both knowledge as well as confidence in the use of Te Reo. Greater collaboration across staff with teachers sharing their knowledge. This knowledge has been integrated into the Concept Plan with staff members advocating for a te ao Māori lens. Tuakana/teina - students as the experts teaching/supporting staff during Matariki Rotations.
<ul style="list-style-type: none"> Increase staff awareness and understanding of aspects of (local) tikanga with collaboration. 	Staff and students have a clearer understanding of local tikanga.	Linked to CRP in Term 1 and 2 - delivered via staff meetings in Term 1 and 2. Hui with Danny to strengthen our understanding of te whare tapa wha - Simon, Rochelle and Lee. PD with Leitia - Lee - to gain a better understanding of how to unpack the data from teacher survey (CRP - Term 1) - Waikato tikanga, attend Kahui Ako at Rangiriri
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.		
<ul style="list-style-type: none"> Provide authentic school wide opportunities to connect within and across the wider school community. e.g. Te Pua Day, whānau group days, buddy 	All students involved in community actions during Te Pua Day.	Te Pua Day was held in June. All classes were involved in this day and were able to undertake a positive action within our community. The use of Buddy classes was strengthened during the year. Events were planned to

classes, marae visit, language weeks, concept opportunities, cultural groups eg kapa haka, Pasifika etc	Teachers and students - whakawhanaungatanga. Recognition of different cultures within our school by celebrating language weeks and cultural groups etc.	enable classes to share at the end of Concept units. This enabled classes to have an authentic purpose to their learning. Students have enjoyed the opportunity to share this new learning with their peers. Several opportunities have been created to enable our Kapa haka group to perform and lead our school during special events. Language weeks have been celebrated in a number of ways. Students led celebrations of their cultures during these weeks and have taken pride in the knowledge of their culture.
<ul style="list-style-type: none"> Develop/maintain relationship with Nga Hau e Wha Marae, mana whenua and local iwi. 	Rangiriri Visit - staff Develop knowledge of Local curriculum.	Term 2 - Visit to Nga Hau e Wha Marae with trustees to propose a working relationship for a pou in recognition of the marae originally located on the school grounds. Term 3 - Hui organised with Nga Hau e Wha Marae and Ngati Tamaoho (Monique) to arrange a timeline for completing pou. <i>(this was postponed to a future date - still awaiting)</i> Community performance - maintaining relationships with schools in the rohe <ul style="list-style-type: none"> - Puni Multicultural Festival - Community Youth Day - in collaboration with schools (Te Kohanga, Tamaoho, Onewhero, Te Puaha) - Matariki Festival - Pukekohe High School - Matariki ECE Performance - Term 1 - Cultural Day Performance (Junior School) - Po whakanuia - in collaboration with schools (Te Kohanga, Onewhero, Te Puaha) to support Pukekohe North School.
<ul style="list-style-type: none"> 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.	Pepeha is placed in the office. This shares the connection our school has to our community and what identifies us. This display also includes some class photos from Pukekohe Māori School. These photos have created a lot of interest from visitors to our school. People have enjoyed the opportunity to view these photos and make connections to friends and whānau who attended at that time.
<ul style="list-style-type: none"> Consultation with Ngā Hau e Whā or Ngāti Tamaoho to develop a school expectations for sharing our cultural identity. 	Mihi whakataua Poroporoaki School waiata Kianga Karakia Himene / waiata tautoko	Kianga and karakia - recited daily across the school by students. Tikanaga shared via CRP as to the relevance of the 'why' School waiata - strengthened within kapa haka from Years 3-6 Himene / waiata tautoko - strengthened within kapa haka from Years 3-6

Overall Measure of Success - <i>Connected</i>	Increased teacher knowledge of appropriate culturally responsive practices and initiatives.
Outcome	61% of teachers believed that they have increased their knowledge of appropriate culturally responsive practices during the year.

Strategic Initiative 2023:

Refine and target the efficacy of our literacy programmes to meet the needs of all akonga.

Targeted Actions	Measures of Success	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.		
<ul style="list-style-type: none"> 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.	2023 Literacy Assessment Practices - the refinement of assessment practices to best inform teaching. Confidence in the use of progressions (formative assessment) Staff Survey <ul style="list-style-type: none"> Biggest shift has been in confidence with the progressions- 53.4%- to 72.45% Nearly ¾ of staff are Confident or Very Confident using the progressions Marked positive shift in clarity (27.6%) - teachers have a clearer understanding of the skills, strategies and purposes of writing.
	Increased teacher confidence in forming OTJs and a moderation process.	Levelling of Exemplars - March 2023 Suzanne Writing moderation process Term 1 - Rochelle Summary of feedback from Moderating: Term1 2023 Moderation Feedback Writing Moderation 2023 Term 3 Term 4 - <ul style="list-style-type: none"> Year 1 Teachers- Pareata School- Adrienne workshop structured literacy- revisited best practice and upskilling teaching staff
	Students and teachers articulate what they are learning and why during a literacy lesson.	Student interview survey - attitudes and behaviours in writing. Term 1: Target Learner Tracking Narrative - Attitude trends Term 2 - co-plan lesson Term 3 - GROW cycle inquiry Nina Hood's slideshow Term 3 Summary of Feedback- Teachers indicated that the biggest contributors to learners' progress have been: <ul style="list-style-type: none"> Using child-speak progressions (79.3 %) Increased oral language experiences and lessons (58.6 %) Conferencing of students specifically to the Learning Intentions (44.8 %) Use of templates for planning (44.8 %) Explicit teaching of surface features (41.4%)

	Students providing evidence of self-assessment of learning goals.	Further modifications of writing checkpoints at Updated Level 2 and 3 Clarity around expectations of use - Staff meeting Term 1 week 5 <ul style="list-style-type: none"> • Term 4- TOD- staff collaboration on creating a schoolwide resource to guide self/ peer conversations. Identified as an area of growth in Term 3 staff survey- 74% were sometimes/ rarely explicitly teaching peer/ self editing strategies.
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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

<ul style="list-style-type: none"> • 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 lessons	Sharing of Resources within syndicates to support Writing within Concept Planning. Term 1 - Character Description Kaahui Ako Staff Meeting Term 1 Term 2 - The Writing Revolution Lesson - Staff Meeting Kaahui Ako Term 3 - Beginning Literacy ideas Summary of feedback Term 3 Staff Survey- Summary of feedback <ul style="list-style-type: none"> • Improved oral language- trips/ specific teaching has impacted positively 14.5 % increase • Children are sequencing their ideas - 9.5 % positive movement • Knowledge of surface features has shifted positively - 22.1% movement • 100% of teachers are confident in expectations of curriculum content and delivery • Teachers are feeling more confident in catering for a range of student needs- differentiation is reflected in increased confidence and clear roadmaps to success - 19.9 % increase
	Teachers co-planning and co-teaching with buddies.	<ul style="list-style-type: none"> • Term 2 - Structured Literacy Lens, Rotating teachers through the classrooms. • Co-plan and Co-teach - term 2 and term 3 • Term 2 2023 Lesson 1 Co-plan Co-teach Plan • Term 3 - Growth Cycle Teaching Inquiry • Term 3 - Student discussion about their learning • Jo, Katrina, Nic, Tania, Nicky, Jill, Ange- observation of practice- sharing best practice with teachers at staff meetings.
	Kaahui Ako Teachers delivering workshops.	<ul style="list-style-type: none"> • Rachael - sentence lesson in staff meeting March 2023 Sentence Expansion • Suzanne Staff Meeting - Character • Old lady Descriptive Lesson • Rochelle - meeting literacy needs of beginning writers - sentence construction • Beginning Literacy ideas • Poetry workshop TOD- emphasis on Self/ Peer Editing Oct. Term 4
	Create Code-Coaches who share best practice in structured literacy.	Term 1 Sharing: Gabby, Heather, Nicky P, Debbie, Helen Term 2 - Gabby providing warm up at staff meeting Term 4- Gabby and Heather- Cultivating the Literacy Landscape

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.

<ul style="list-style-type: none"> • Develop targeted Literacy Practices with a lens on structured literacy and encoding. 	Staff and team meetings focusing on accelerative practices for target learners	Term 1 <ul style="list-style-type: none"> • Structured Literacy Workshops and Resources created and shared including whanau info sessions
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<ul style="list-style-type: none"> Have Code-coaches working across the syndicates to share and build structured literacy practices. 	<p>within literacy.</p>	<ul style="list-style-type: none"> For Totara and Kauri Syndicate Structured Literacy 2023 For Pohutukawa: Planning with Little Learners Love Literacy Whanau info sessions: Hill School Parent info slideshow Resources: 2023 Structured Literacy Letter <ul style="list-style-type: none"> Progressions: Hill School Structured Literacy Reading Expectations - First 3 years <p>Term 2</p> <ul style="list-style-type: none"> Term 2 2023 Lesson 1 Co-plan Co-teach Plan Boys in Literacy - focus in response to the disparity of data <p>Term 3</p> <ul style="list-style-type: none"> Beginning Literacy ideas
	<p>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.</p>	<ul style="list-style-type: none"> Term 1- Creation of Target Learner Tracking Narrative Term 2 : Updating target student narratives- discussion in Syndicate meeting Term 3 Actions for GROW model Grow plan for target learners Term 2 - 2023 <ul style="list-style-type: none"> Term 4: Peer sharing in syndicate meeting re progressing target learners
	<p>Create Code-Coaches who share best practice in structured literacy.</p>	<ul style="list-style-type: none"> Term 1 sharing: Gabby, Heather, Nicky P, Debbie, Helen Term 2 - Co-planning with SL lens Term 4 - Year 1 Teachers- Pareata School- Adrienne workshop structured literacy- revisited best practice and upskilling teaching staff

Focus 4: Integration of Writing across the Curriculum



The Why: Learners see writing as purposeful and relevant.


<ul style="list-style-type: none"> Investigate ways of providing a range of opportunities for literacy learning within concept. 	<p>Writing experiences will be linked to concept. Authentic tasks will be used as motivation for writing.</p>	<ul style="list-style-type: none"> Use of PIE chart to ensure coverage. 2023 Writing Overview Uniformity of schoolwide practice- resources created. Written Language resources added to Teachers drive.
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<p>Overall Measure of Success - <i>Capable</i></p>	<p>End of year data to show improvement in children's encoding ability. 75% of students Reading and 70% Writing at or above expectation.</p> <p>Teacher voice shows increased confidence in delivering a structured literacy programme.</p>
<p>Outcome</p>	<p>EoY data: End of year data to show improvement in children's encoding ability. 76% of students Reading and 67% Writing at or above expectation.</p> <p>Teacher Voice survey: 90.3% of teachers have an increased confidence in delivering a structured literacy programme? (Readers, The Code).</p>

Strategic Initiative 2023:

Consistent implementation of authentic and collaborative concept experiences across the curriculum.

Targeted Actions	Measures of Success	Outcome
Focus 1: Collaborative Practice The Why: Strengthening collaboration within teams so that all students have a clear and consistent experience within term concepts.		
<ul style="list-style-type: none"> Use of Mark Osborne to support the 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.	<ul style="list-style-type: none"> Bi-termly workshops with Mark Osborne focusing on collaboration and having a more consistent and clear message. As a leadership team unpacked and defined how we wanted concept to look within our kura. Alignment between the 3 syndicates. Time given to concept leaders to create a unified plan for the school. Time in team meetings during the term to ensure achievement of intended learning outcomes Termly reflections on the success of each concept. (PMI)
<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Concept leaders share back draft Concept plans which are then collaborated on by staff prior to the term starting.
<ul style="list-style-type: none"> Involvement of key staff within teams to lead and champion Concept within their teams. 	Teachers are excited and enthusiastic about the current Concept. A range of 'wow' moments are used during a concept plan.	<ul style="list-style-type: none"> 4 staff members receiving leadership units to plan and organise EOTC related to concept. This has included resourcing. Team leaders planning within school and external 'hooks' into concept
<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Collaboration on concept plan achieved this. Time dedicated in team meetings to discuss concept throughout the term. Termly rotations within syndicates ensured learners having access to similar experiences.
<ul style="list-style-type: none"> Development and adoption of a consistent Concept plan. 	Every team will use a consistent planning template when planning Term concepts.	<ul style="list-style-type: none"> Achieved through the work of Concept Leaders and Team Leaders  Concept Plan Kauri and Totara - Term 3 2023  Pohutakawa Concept Plan - Term 3 2023
Focus 2: Authentic Experiences The Why: To provide authentic experiences that engage all learners.		

<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> There is a range of evidence shared through Dojo, Newsletters, Writing experiences. Evidence in classroom displays
<ul style="list-style-type: none"> Develop the use of authentic experiences for learning. Connection with performance tasks and real world problems. 	Authentic experiences embedded within concept plans.	<ul style="list-style-type: none"> This is an area for growth as it relies on the concept topic. This year's iteration of the concept shows experiences that are engaging but not reflective of real world problems.
<ul style="list-style-type: none"> Formal opportunities for students to present and reflect on their learning at the end of each term. 	<p>Students sharing learning and creations at assemblies and school social media.</p> <p>Regular sharing opportunities across the school through buddy classes.</p>	<ul style="list-style-type: none"> Each Syndicate Sharing in School Assemblies each term. Scheduled Buddy Sharing times through the term to share learning. Grandparents day is an example to share learning. Term 1: Cultural day  Pōhutukawa Cultural assembly

Overall Measure of Success - <i>Creative</i>	Team reflections and planning will show evidence of collaborative concept experiences.
Outcome	<p>Teacher voice demonstrates 93.5% of staff believe there is increased opportunities for collaborative experiences in Concept.</p> <p>Whanau survey showed 95.5% of families stated their child enjoys the learning experiences provided at Pukekohe Hill.</p>

Resources & Property Plan



	2022	2023	2024	2025	2026
Buildings - 5 Year Property Agreement	<ul style="list-style-type: none"> Re-roofing admin and resource room 	<ul style="list-style-type: none"> Installation of heat pumps within the office area. Development of new 5YA programme Refurbishment of Rooms 20,21 & 22 Sizemore block toilets 	<ul style="list-style-type: none"> Refurbishment of Room 28 & 29 	<ul style="list-style-type: none"> Refurbishment of Room 27 	<ul style="list-style-type: none"> Refurbishment of Rooms 8-11
Board & Community Funded Projects	<ul style="list-style-type: none"> Replacement of part of Senior playground (\$40,000) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Hall entrance courtyard area. 	<ul style="list-style-type: none"> Swimming pool fence replacement 	<ul style="list-style-type: none"> Room 1-4 covered area
Equipment	<ul style="list-style-type: none"> Replacement of middle school ipads Middle chromebook replacement Data projector replacement as per plan. Amp replacement - Hall sound system 	<ul style="list-style-type: none"> Replacement of middle school ipads Middle chromebook replacement SNUP Upgrade Data projector replacement as per plan. 	<ul style="list-style-type: none"> Replacement of junior ipads Senior chromebook replacement TBC 	<ul style="list-style-type: none"> Replacement of middle ipads Middle chromebook replacement 	<ul style="list-style-type: none"> Replacement of robotics/IT Tinker time box equipment. iPad replacement as per plan Chromebook replacement as per plan
Cyclical Painting Programme	<ul style="list-style-type: none"> Block 11 Room 5 Block 8 Room 12 & 13. Block 2 & 3 	<ul style="list-style-type: none"> Block 16 Library & staffroom Block 13 	<ul style="list-style-type: none"> Block 14 Block 10 Block 12 	<ul style="list-style-type: none"> Block 12 Block 2 	<ul style="list-style-type: none"> Block 1 Block 12
Admin & Communications	<ul style="list-style-type: none"> Staff handbook Professional Growth Cycle Health & Safety documents 	<ul style="list-style-type: none"> Digital signage Classroom signage and numbering 	<ul style="list-style-type: none"> Digital use agreement 	<ul style="list-style-type: none"> Review of Welcome to Hill booklet 	<ul style="list-style-type: none"> Staff handbook

Systems & Processes Plan



Targeted Actions	Desired outcome	Outcome
<ul style="list-style-type: none"> Maths Overview Implementation 	<p>A consistent curriculum delivery plan for mathematics is being implemented across the school.</p>	
<ul style="list-style-type: none"> Implementation of Behaviour Management plan 	<p>Consistent implementation of behaviour management plan across the school.</p>	<p>Manaakitanga policy was adopted in 2022. This included a Positive Behaviour Management plan developed in consultation with staff and students. This plan was shared across the school during 2023. Data from the school wide consequences programme indicated a slight decrease in number of students with repeat incidents across the term.</p> <p>All staff undertook online restraint training as part of the new legislative requirement.</p>
<ul style="list-style-type: none"> Embedding literacy assessment practices 	<p>Finalised writing documents (Child speak Progressions and Writing Checkpoints) are implemented logically school wide.</p> <p>A consistent structured literacy approach is adopted school wide to support our learners</p>	<p>Writing progressions have been modified and are in place in all classrooms. Expectations around the use of progressions have been established. Writing checkpoints have successfully informed our twice-yearly moderation.</p> <p>All staff, including teacher aides, have implemented structured literacy to assist with encoding (spelling) and decoding (reading). We have significantly invested in resourcing structured literacy materials and texts. Consistency across Yr 0/1 classrooms in using the SL texts and predictive texts (colour wheel) is the focus for 2024.</p>
<ul style="list-style-type: none"> Learning Support Register 	<p>Strengthening of the Learner Support Register to enable wider access to trends, patterns and student information.</p>	<p>A more consistent use of eTAP has seen all support now recorded on ETAP for individual akonga. Teachers or Teacher Aides record their support and the LSC records any Outside Agency referrals, Reports received and Hui held with the wider team supporting an akonga and their whanau.</p>