



2024 Strategic Plan

Growing Great People, Together!

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.

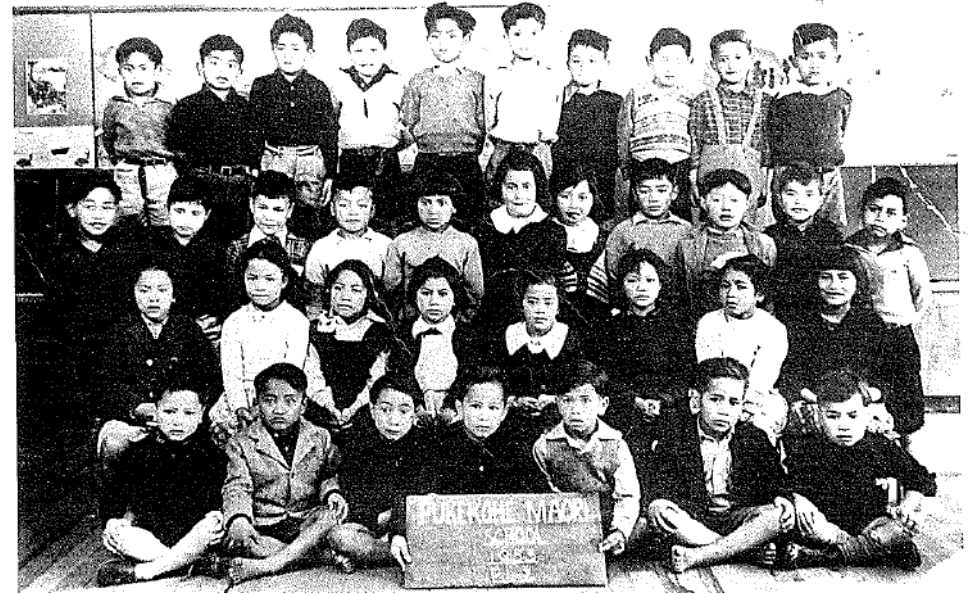


On the 26th of May 1952 the Pukekohe Native / Māori School for Māori was officially opened, which was the only time in the history of Aotearoa that the Education Board allowed for the creation of a public school that was exclusively for Māori. Mr R.W Bates was the first Headmaster with a roll of 63 children. 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. Whanaungatanga is an important part of our school culture, with a number of our current students who whakapapa back to former pupils of Pukekohe Māori School.



What our students say.

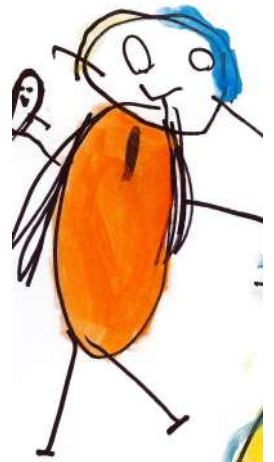
Pukekohe Hill School is ...



A beautiful bubble of wonderful learning and kindness.
A kind, caring and comfortable place. A place for us to grow.
A happy waka rowing in a sea of learning.
(Room 3 - Year 2)

... magnificently awesome for kids because everyone is so inclusive and respectful. *(Room 15 - Year 5/6)*
...awesome because of its awesome environment, teachers, activities, friendships and sense of belonging.
I've had the best years of my life at this school. *(Room 14 - Year 5/6 students)*

Helping our friends and teachers.
Including EVERYONE
Lots of fun playing on the playground and in the sandpit.
Like one big WHANAU/FAMILY
(Room 11 - Year 1)



..incredible because we have great teachers who help us learn, we get to go on trips, play games and sports as well as have fun and we all follow the RICH Values to make us awesome Pukekohe Hill School pupils. *(Room 23- Year 4 students)*

We prioritise wellbeing to build hauora and resilience

2023 Benchmark 4/10



We provide whānau with opportunities to connect to their child's learning

2023 Benchmark 5/10



CONFIDENT - WHAKAMANAWA CONNECTED - WHĀNAUNGATANGA

GROWING GREAT PEOPLE, TOGETHER!

Pukekohe HILL SCHOOL

CREATIVE - AUHATANGA CAPABLE - AHEITANGA

*Poipoia te kākano kia puāwai
Nurture the seed and it will grow*

We deliver engaging learning opportunities

2023 Benchmark 5/10



We enable our ākonga to be high achievers

2023 Benchmark 4/10



Strategic Goal 

We prioritise wellbeing to build hauora and resilience

Strategic Goal 

We provide whānau with opportunities to be connected to their child's learning journey

Strategic initiatives for 2024 

Establishment of the Mitey Mental Health education programme

Strategic initiatives for 2024 

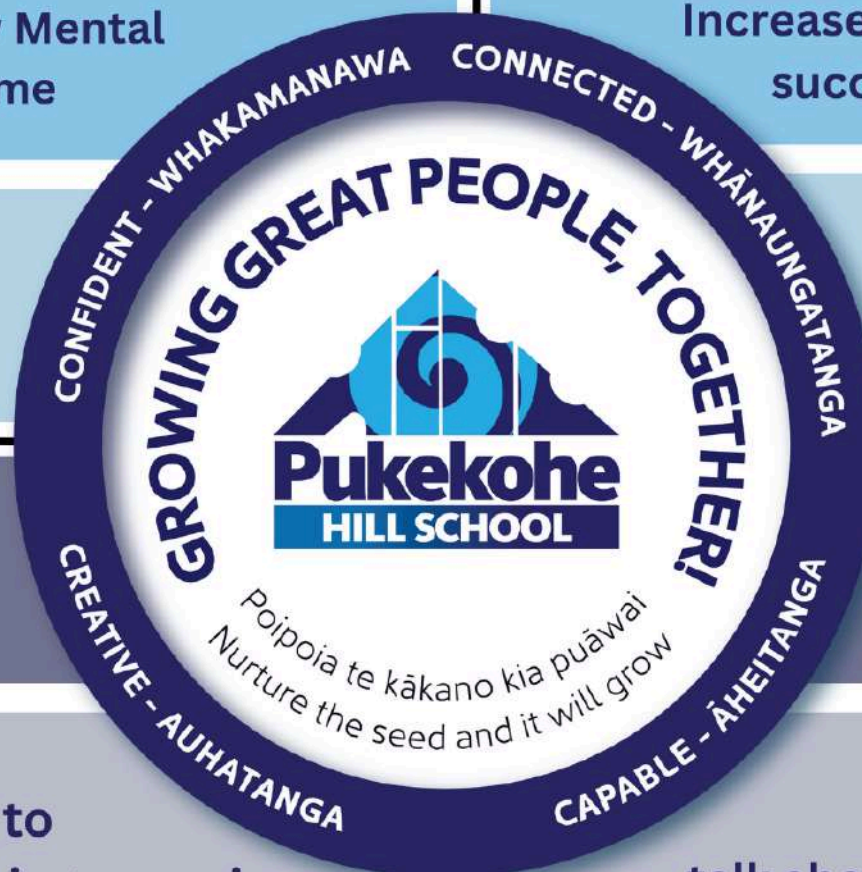
Increased opportunities to celebrate success and growth with whānau

Overall Measures of Success 

Movement towards "Sustaining" on the progress indicator scale for the Wellbeing Review Tool.

Overall Measures of Success 

Multiple opportunities created each term for learning and successes to be celebrated.



Strategic Goal 


We deliver engaging learning opportunities

Strategic Goal 

We enable our ākonga to be high achievers.

Strategic initiatives for 2024 

Community involvement to enhance authentic learning experiences

Strategic initiatives for 2024 

Learners have the tools to talk about their learning with others.

Overall Measures of Success 

Experiences embedded within our learning programmes to allow closer community connections

Overall Measures of Success 

Teacher and student voice illustrates a consistent understanding of learning progressions across the core curriculum area.

Our Strategic Goals

Confident - Whakamanawa

We prioritise wellbeing to build hauora and resilience.

Connected - Whānaungatanga

We provide whānau with opportunities to connect to their child's learning.

Capable - Auhatanga

We enable our ākonga to be high achievers.

Creative - Āheitanga

We deliver engaging learning opportunities.

Our Initiatives

Establishment of the Mitey Mental Health education programme.

Increased opportunities to celebrate success and growth with whānau.

Learners have the tools to talk about their learning with others.

Community involvement to enhance authentic learning experiences.

Our Success

Movement towards "Sustaining" on the progress indicator scale for the Wellbeing Review Tool.

Multiple opportunities created each term for learning and successes to be celebrated.

Teacher and student voice illustrates a consistent understanding of learning progressions across the core curriculum area.

Experiences embedded within our learning programmes to allow closer community connections.

Growing Great People, Together!

Poipoia te kākano kia puāwai. Nurture the seed and it will grow







5 Year Strategy Plan



	2023	2024	2025	2026	2027	2028
<p>Confident Whakamanawa</p> <p>“We prioritise wellbeing to build hauora and resilience.”</p>	<ul style="list-style-type: none"> To develop metacognitive strategies of communication and reflection Strengthen capacity to lead and deliver pedagogical change 	<ul style="list-style-type: none"> Akonga have access to and benefit from learning about well-being 	<ul style="list-style-type: none"> School wide Mitey coaches to support teacher practice . 	<ul style="list-style-type: none"> Learners are confident using age-appropriate language to describe their well-being 	<ul style="list-style-type: none"> Learners are supported to take a leadership role in mental health and well-being education 	<ul style="list-style-type: none"> Vision and values of Mitey programme to be reflected in our school.
<p>Connected Whānaungatanga</p> <p>“We provide whānau with opportunities to be connected to their child’s learning journey”</p>	<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"> Increased opportunity for students to share within a school wide focus. 	<ul style="list-style-type: none"> Whānau workshops and sources of information regarding student speak learning progressions. 	<ul style="list-style-type: none"> Deliberate acts to celebrate success and growth across the whole curriculum. 	<ul style="list-style-type: none"> Learners developing agency in self selected learning celebrations regularly shared with whānau. 	<ul style="list-style-type: none"> Active digital partnerships with whānau being cheerleaders and champions of learning.
<p>Capable Āheitanga</p> <p>“We enable our ākonga to be high achievers”</p>	<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"> Develop consistent understanding of learning progressions across the core curriculum areas. Learners confidently share their learning through reflection prompts. 	<ul style="list-style-type: none"> Embed tools to support learners’ metacognition of their learning journey. Learning interventions are refined to target the needs of specific targeted learners. 	<ul style="list-style-type: none"> Uniformity with learning scaffolds and common understandings around accelerative practices for all. Learners reflecting on their learning and identifying next steps. 	<ul style="list-style-type: none"> Akonga having clarity and increased knowledge of learning progressions. 	<ul style="list-style-type: none"> All learners will have the collective capacity to know what, why and where to next with their learning.
	<ul style="list-style-type: none"> Reading- 76% Writing - 67% Maths - 70% 	<ul style="list-style-type: none"> Reading- 80% (goal) (Maori - 75% / Pasifika 65%) Writing -73% (goal) (Maori - 68% / Pasifika 60%) Maths -75% (goal) (Maori - 68% / Pasifika 57%) 	<ul style="list-style-type: none"> Reading- 82% (goal) (Maori - 77% / Pasifika 67%) Writing -74% (goal) (Maori - 69% / Pasifika 62%) Maths -77% (goal) (Maori - 70% / Pasifika 60%) 	<ul style="list-style-type: none"> Reading- 83% (goal) (Maori - 80% / Pasifika 70%) Writing -75% (goal) (Maori - 70% / Pasifika 65%) Maths -78% (goal) (Maori - 70% / Pasifika 63%) 	<ul style="list-style-type: none"> Reading- 84% (goal) Writing - 77% (goal) Maths - 82% (goal) 	<ul style="list-style-type: none"> Reading- 85% (goal) Writing -80% (goal) Maths -85% (goal)
<p>Creative Auahatanga</p> <p>“We deliver engaging learning opportunities”</p>	<ul style="list-style-type: none"> Consistent implementation of authentic and collaborative concept experiences across the curriculum. 	<ul style="list-style-type: none"> Strengthening authentic community connections to provide a range of opportunities for creativity and hands-on learning. 	<ul style="list-style-type: none"> Increased opportunities for learners to engage in learning experiences that reflect their interests and identities. 	<ul style="list-style-type: none"> Learners engage in immersive experiences that reflect their cultures, passions and identities. Involvement of the community to support this. 	<ul style="list-style-type: none"> Consistent implementation of authentic and collaborative concept experiences across the curriculum. 	<ul style="list-style-type: none"> Student & community led learning that is rich, responsive and reflective of students, cultures, passions and identities.

RICH Values and Learner Powers

Our RICH values are..

Maruwhi - Respect	Rahiri - Inclusion	Manaakitanga - Care	Ngākaupono - Honesty
			
<ul style="list-style-type: none"> • We use positive language and behaviour when interacting with others • We respect ourselves, others, property and the environment 	<ul style="list-style-type: none"> • We help one another. • We can include everyone in work and play. 	<ul style="list-style-type: none"> • We care for ourselves, others, our school, and the environment. • We are caring, kind and willing to share. 	<ul style="list-style-type: none"> • We take responsibility for our actions. • We are honest even when no-one is looking.

Our Learner Powers are..

Kia pātaītai	Whakawhiti whakaaro	Hono matauranga	Kia manawanui	Āta whakaaro	Kia māia
					

Confident- Whakamanawa

"We prioritise wellbeing to build hauora and resilience."



Strategic Initiative 2024:

- Establishment of Mitey Mental Health Education programme

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Learning Lessons - Pedagogy				
The Why: To scaffold and support teachers in their development and deliver of Mitey mental health lessons				
<ul style="list-style-type: none"> ● Establishment of Mitey lead team within staff to help support delivery of Mitey lessons. 	Mitey lead team visible in leading development of Mitey across the school.	Mitey Team Led	Rochelle Keown	
<ul style="list-style-type: none"> ● Teaching staff participating in 'Learning in Action' modelled lessons with the assistance of Mitey Coach. 	Teachers reporting increased confidence to teach mental health lessons	Leadership team and key staff members	Mitey Lead team	
<ul style="list-style-type: none"> ● Students able to articulate ways to improve their hauora 	Increased confidence in students' ability to improve their mental well being.	Classroom Teachers	Mitey Lead team	
<ul style="list-style-type: none"> ● Resources purchased to support Mitey programme. 	School wide shared texts available for teachers to support Mitey focus.	Mitey Leads	Rochelle Keown	
Focus 2: Shared Understanding of Mental Health				
The Why: To develop and collective understanding of what mental health looks like at Pukekohe Hill School				
<ul style="list-style-type: none"> ● Involvement and understanding from the school community about the purpose and structure of the Mitey programme. 	Whānau and the school community have a clear understanding of how the Mitey programme is structured and benefits.	Mitey Leads through school newsletter and whānau workshops	Rochelle Keown & Simon Williams	
<ul style="list-style-type: none"> ● Promotion of Mitey through assembly, newsletter, dojos. 	Increased opportunities to refer to our work with Mitey and the journey we are on.	Classroom teachers & Mitey Leads	Rochelle Keown	

<ul style="list-style-type: none"> Teachers/students to explicitly refer/ use shared language/vocabulary for consistency across the school. 	<p>Increased use of shared language embedded in the classroom and playground.</p>	<p>Classroom teachers & Mitey Leads</p>	<p>Rochelle Keown and Mitey Leads</p>	
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<p>Overall Measure of Success - <i>Confident</i></p>	<p>Movement towards “Sustaining” on the progress indicator scale for the Wellbeing Review Tool. Teacher voice - increased confidence to deliver a mental health programme for our akonga Student voice - reflection demonstrating increased understanding and knowledge of how to improve their hauora.</p>
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Connected- Whānaungatanga

“We provide whānau with opportunities to be connected to their child’s learning journey”



Strategic Initiative 2024: Increased opportunities to celebrate success and growth with whānau

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Celebrating Individual Growth The Why: Creating regular opportunities for everyone to celebrate progress and growth				
<ul style="list-style-type: none"> Range of opportunities to share and connect children's learning with whanau. 	<ul style="list-style-type: none"> Regular Dojo, newsletters, facebook made throughout the term Buddy sharing and across sharing frequently occurring. 	Staff	Team Leaders , Lee Motu	
<ul style="list-style-type: none"> Regular teaching staff hui to share purpose and benefit of student learning posts. 	Teachers will have clarity of the why and how student learning posts will be made.	Team Leaders	Team Leaders	
<ul style="list-style-type: none"> Targeted sharing of individuals learning demonstrating an increased student voice. Visiting of other schools to share practices around sharing of learning with whanau 	<ul style="list-style-type: none"> Scheduled Dojo posting on a set curriculum area Whanau invited in regularly to view and discuss learning with their child. Learner power matrix and Curriculum learning tools used by akonga . 	Teaching staff	Learn Leaders	
<ul style="list-style-type: none"> Development of school wide 'slogans' or shared language prompts to promote the use of our Learner Powers. 	School wide language of the Learner Power prompts known by students.	Development with teams, Team Leaders	Team Leaders	

Focus 2: Regular School Wide Celebrations

The Why: Provide regular opportunities for us to gather and connect as a kura.

<ul style="list-style-type: none"> Provide authentic school wide opportunities to connect within and across the wider school community. e.g. Growers Festival, Te Puea Day, whānau group days, buddy classes, marae visit, language weeks, concept opportunities, cultural groups eg kapa haka, Pasifika etc 	<p>All students involved in community actions during Te Puea Day.</p> <p>Teachers and students - whakawhanaungatanga.</p> <p>Recognition of different cultures within our school by celebrating language weeks and cultural groups etc.</p>	Classroom Teachers	Lee Motu	
<ul style="list-style-type: none"> Trial of whole school Friday learning celebration. Open classrooms from 2:30 to allow whānau to visit and view student learning. 	<p>Term 1 - one afternoon</p> <p>Term 2 -4 monthly.</p> <p>Classrooms open from 2:30 to allow whānau to visit.</p>	Classroom teachers	Team Leaders	
<ul style="list-style-type: none"> Growers Festival - to celebrate and acknowledge the history of the area. 	Students/whānau and staff involved.	Classroom teachers	Lee Motu, Tania Willis	
<ul style="list-style-type: none"> Continue to develop/maintain relationship with Nga Hau e Wha Marae, mana whenua and local iwi. 	Key contact established with Nga Hau e Wha.	Lee Motu	Lee Motu	
<ul style="list-style-type: none"> Re-establishment of the Coffee and Chat mornings for new whānau to our school. 	Termly Coffee and Chats held with new whānau.	Leadership Team	Leadership Team+4	
<ul style="list-style-type: none"> Whānau 'Top Town' end of year competition 	Whole school Whānau 'Top Town' event held during Term 4 as a celebration of Whānau connections	Whanau leaders	Lee	

Overall Measure of Success - *Connected*

- Multiple opportunities created each term for learning and successes to be celebrated.
- Increased whanau representation at all school events and deliberate actions to engage under-represented groups.

Capable- Āheitanga

“We enable our ākongā to be high achievers”



Strategic Initiative 2024:

Learners have the tools to talk about their learning with others.

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
<p>Focus 1: Visible Learning</p> <p>The Why: Establishing the tools to assist students in being in control of their learning, and developing strong teaching pedagogy, will allow for students to be in the driving seat of their learning. Elements of visible learning have the strongest effect size on children's progress. We want to give children and teachers the tools to understand learning and progression.</p>				
<p>Targeted actions:</p> <ul style="list-style-type: none"> Sharing of learning across the school and community. Embed Writing Progressions and self/peer assessment pencils Progressions created for reading and math (term 2-4). Linking of the progressions to the new curriculum. Teacher / colleague chats about learning progress and clarity Co-teaching with Kaahui Ako team focusing on deliberate acts of teaching to improve teaching pedagogy school wide. 	<p>Learning conversations happening in the classroom, teacher to learner / peer to peer / student to whanau</p> <p>Learners actively reflect on learning and identify actions to improve daily (assessment capable learners).</p> <p>From the start of yr: Partner sharing in hui about target learners - 10 minutes at the start of team hui to colleague support and share ideas.</p> <p>Embedding newly created self/ peer tool to enable students to confidently speak about their learning and next steps- schoolwide- Teachers working with a buddy class for writing?</p>	Kāhui Ako team	Rochelle Keown	

Focus 2: Continued Writing and Vocabulary development

The Why: To provide students with clarity and increase learner knowledge. Teacher voice highlights learners with low oral language and this is impacting on success in all areas of learning. Children need to have a rich vocabulary to access advanced reading and writing.

<p>Targeted actions:</p> <ul style="list-style-type: none"> • Unpack different sentence types with staff (Writers Toolbox) • Vocab building resources- modelled and created for schoolwide practice. • Alignment of the new curriculum with our progressions. 	<p>Kaahui Ako leaders running PD on sentence construction and vocab-building ideas.</p> <p>Uniformity with scaffolds and common understanding embedded for all.</p> <p>Clarifying schoolwide teaching expectations and alignment of LLLL and the Code. (Structured literacy refinement and embedding).</p>	<p>Kāhui Ako team</p>	<p>Rochelle Keown</p>	
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Focus 3: Connection, Collaboration and Celebration
 The Why: We want our children to have mana and pride about what they are achieving on their learning journey. We want our learners to share their work with others, collaborate in their learning and celebrate their progress.

<p>Targeted actions:</p> <ul style="list-style-type: none"> • Scheduled opportunities to share and celebrate progress. • Writers & Readers lunchtime club • Whole school writing opportunities and writing sharing (term 3) • Inquiring into improving learner outcomes with a focus on equity and excellence for Maori and Pasifika learners. 	<p>Greater celebration of learning and best practices within our school - Ensuring student progress is measurable and celebrated.</p> <p>Newsletters sharing writing across the school.</p> <p>Increased opportunities for learners to articulate their learning: Students writing is shared with peers, teachers and whanau with a clear understanding of progress, achievement and next steps.</p> <p>Time in team meetings to celebrate learning and collaborate to progress learners</p>	<p>Kāhui Ako team</p>	<p>Rochelle Keown</p>	
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<p>Overall Measure of Success - <i>Capable</i></p>	<ul style="list-style-type: none"> • Teacher voice shows increased confidence in delivering a structured literacy programme. Teacher and student voice illustrates a consistent understanding of learning progressions across the core curriculum areas. • Learners confidently share their learning through reflection prompts. • End of year data: <ul style="list-style-type: none"> ○ Reading- 80% (goal) (Maori - 75% / Pasifika 65%) ○ Writing -73% (goal) (Maori - 68% / Pasifika 60%) ○ Maths -75% (goal) (Maori - 68% / Pasifika 57%)
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Strategic Initiative 2024: Community involvement to enhance authentic learning experiences

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Authentic Experiences for Learning The Why: To continue to provide authentic experiences supported by community experts that engage all learners.				
<ul style="list-style-type: none"> Connect and form relationships with organisations within our community that could support or enhance teaching and learning. 	Connections with community organisations such as Pukekohe Business group, Local Board, Innovation Franklin.	Simon Williams	Simon Williams	
<ul style="list-style-type: none"> At least one specific event/ experience within concept planned each term that involves an expert from the local community. 	One concept experience delivered each term that utilises community experts.	Concept team	Team Leaders, Simon Williams	
<ul style="list-style-type: none"> Provide multiple opportunities for 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	
<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.	Classroom Teachers	Simon Williams	
<ul style="list-style-type: none"> 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	
<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.	Team Leader	Simon Williams	
<ul style="list-style-type: none"> Continuation and possible minor adaption of a consistent schoolwide Concept plan. 	Every team will use a consistent planning template when planning Term concepts.	Team Leader	Simon Williams	

Focus 1: Exploring New Pedagogy

The Why: To provide opportunities for staff to investigate and trial new teaching pedagogies.

<ul style="list-style-type: none"> Provide opportunities for leadership team to visit other schools and view different teaching approaches eg collaborative teaching, project based learning, 	Classroom evidence of authentic and hands on learning experiences.	Classroom Teachers	Simon Williams	
<ul style="list-style-type: none"> Principal to visit schools within New Zealand or Australia to gain knowledge of new pedagogies and practical ways of engaging learners. 	Principal has visited a variety of schools and gained knowledge of practical approaches that improve student engagement.	Simon Williams	Simon Williams	
<ul style="list-style-type: none"> Student group to Ngatea Primary School to see their student led event 'Learning in the Making' in action. 	Attendance at Ngatea Primarys 'Learning in the Making' event	Simon Williams	Simon Williams	
<ul style="list-style-type: none"> Trial of an electives programme within the Year 5 & 6 Friday programme. 	An alternative programme trialed to utilise the skills and passions of staff members.	Classroom Teachers	Simon Williams	

Overall Measure of Success - *Creative*

- Experiences embedded within our learning programmes to allow closer community connections.**

Resources & Property Plan



	2023	2024	2025	2026	2027
Buildings - 5 Year Property Agreement	<ul style="list-style-type: none"> Installation of heat pumps within the office area. Development of new 5YA programme 	<ul style="list-style-type: none"> Refurbishment of Rooms 20,21 & 22 Sizemore block toilets Switchboard Replacement Walkway Roof Replacement 	<ul style="list-style-type: none"> Fire System Upgrade 	<ul style="list-style-type: none"> Heat Pump Replacement 	<ul style="list-style-type: none"> Heat Pump Replacement
Board & Community Funded Projects	<ul style="list-style-type: none"> Replacement of junior playground 	<ul style="list-style-type: none"> Hall entrance courtyard area. Construction of new junior sandpit Pool- new Shade Area 	<ul style="list-style-type: none"> Swimming pool fence replacement 	<ul style="list-style-type: none"> Room 1-4 covered area 	<ul style="list-style-type: none"> Floor coverings in office and staffroom spaces
Equipment	<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 20 2018 model chromebooks - with CB's with Maori keyboard for Maori Enrichment Class. Chromebook Charging Trolleys Photocopier lease renewal 	<ul style="list-style-type: none"> Replacement of 40 x 2018 model chromebooks. Replace 10 x 2018 ipads 	<ul style="list-style-type: none"> Replacement of robotics/IT Tinker time box equipment. Chromebook replacement as per plan (20 x 2019 model) Replace 10 x 2018 ipads. 	<ul style="list-style-type: none"> Replacement of middle school ipads Middle chromebook replacement
Cyclical Painting Programme	<ul style="list-style-type: none"> Block 16 Library & staffroom Block 13 	<ul style="list-style-type: none"> Block 13 (Rm 20-22) - internal Block 5 (Caretaker Shed/Learning Support) - internal 	<ul style="list-style-type: none"> Nothing scheduled. 	<ul style="list-style-type: none"> External painting: Block 3,4,6,8,9,11, ext Doors, posts,rails 	<ul style="list-style-type: none"> Nothing scheduled.
Admin & Communications	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Digital use agreement Classroom signage and numbering 	<ul style="list-style-type: none"> Review of Welcome to Hill booklet 	<ul style="list-style-type: none"> Staff handbook 	<ul style="list-style-type: none"> Refreshment of school website

Systems & Processes Plan



Targeted Actions	Desired outcome	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
<ul style="list-style-type: none"> School Icons 	<p>Development of school icons / graphics that reflect our four strategic areas of;</p> <ul style="list-style-type: none"> Confident- Whakamanawa Connected- Whānaungatanga Capable- Āheitanga Creative- Auahatanga <p>As well as our RICH values</p> <ul style="list-style-type: none"> Maruwehi - Respect Rahiri - Inclusion Manaakitanga - Care Ngākaupono - Honesty <p>These icons to reflect our history of being a Māori School.</p>	Lee Motu	Simon Williams	
<ul style="list-style-type: none"> Review of EOTC Procedures 	<p>Review of trip approval process and documentation to ensure all staff are aware of responsibilities and expectations.</p>	Simon Williams	Rochelle Keown and Lee Motu	
<ul style="list-style-type: none"> Individual Education Plan process 	<p>Review of Learning Support programme with a focus on process for identification of learning needs and support students with individual learning plans.</p>	Anne Boulton - LSC	Simon Williams	
<ul style="list-style-type: none"> Learning Support Register 	<p>Continued refinement and strengthening of the Learner Support Register to enable wider access to trends, patterns and student information.</p>	Anne Boulton - LSC	Simon Williams	