

Pukekohe Hill School

STRATEGIC

PLAN

2025

Growing Great People, Together!

Poipoiā te kākano kia puawai



An Introduction to Pukekohe Hill School

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.

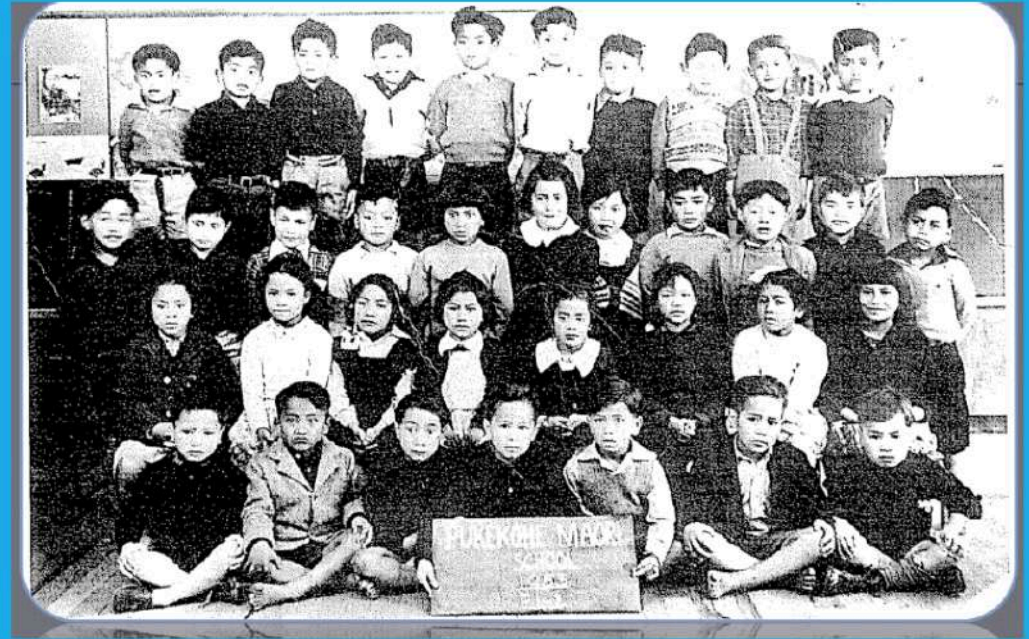


History

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 MAKES PUKEKOHE HILL SPECIAL?

WHAT OUR TAMARIKI SAY



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)

We all follow the RICH Values to make us awesome Pukekohe Hill School pupils.
(Room 23- Year 4)

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)

...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)
(Room 15 - Year 5/6)



GROWING GREAT PEOPLE,

2025

Together!



Confident- Whakamanawa

Strategic Goal-

We prioritise wellbeing to build hauora and resilience

Strategic Initiative

Integrating & extending Mitey learning across the curriculum

Measure of Success

Increased clarity in Mitey learning and sharing with the community.



Connected- Whānaungatanga

Strategic Goal-

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

Strategic Initiative

Increasing opportunities for the community to see learning in action.

Measure of Success

Multiple opportunities each term for whanau to connect/ learn.



Capable- Āheitanga

Strategic Goal-

We enable our ākonga to be high achievers

Strategic Initiative

Unpacking & developing consistency in the delivery of the school-wide Maths programme.

Measure of Success

Classroom observations and teacher voice demonstrates a consistency in the delivery of a school wide Maths programme



Creative- Auahatanga

Strategic Goal-

We deliver engaging learning opportunities

Strategic Initiative

Delivery of team-wide, hands-on learning experiences linked to concept learning.

Measure of Success

Increased exposure to a range of learning experiences related to teacher strengths/ passions.

Pōipoin te kōhanga hira pūnau



STRATEGIC *Goals*



**WE PRIORITISE WELLBEING
TO BUILD HAUORA AND
RESILIENCE**



**WE PROVIDE WHĀNAU WITH
OPPORTUNITIES TO CONNECT
TO THEIR CHILD'S LEARNING.**



**WE ENABLE OUR ĀKONGA
TO BE HIGH ACHIEVERS**



**WE DELIVER ENGAGING
LEARNING OPPORTUNITIES**

Our *RCH* values



**Maruwehi -
Respect**

We use positive language and behaviour when interacting with others

We respect ourselves, others, property and the environment



**Rahiri -
Inclusion**

We help one another.
We can include everyone in work and play.



**Manaakitanga -
Care**

We care for ourselves, others, our school, and the environment.
We are caring, kind and willing to share.



**Ngākaupono -
Honesty**

We take responsibility for our actions.
We are honest even when no-one is looking.

Learner Powers



Ask Questions

Kia pātaītai



Communicate

Whakawhiti whakaaro



Persevere

Kia manawanui



Make Connections

Hono matauranga



Reflect

Āta whakaaro



Take Risks

Kia māia

5 Year Strategy Plan



	2024	2025	2026	2027	2028	2029
<p>Confident Whakamanawa "We prioritise wellbeing to build hauora and resilience."</p>	<ul style="list-style-type: none"> Establishment of Mitey Mental Health Education programme 	<ul style="list-style-type: none"> Integrating & extending Mitey learning across the curriculum 	<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"> Learners are embedding strategies to support the mental health of themselves and others 	<ul style="list-style-type: none"> Vision and values of Mitey programme to be reflected in our school community. 	<ul style="list-style-type: none"> We are a Mitey School.
<p>Connected Whānauatanga "We provide whānau with opportunities to be connected to their child's learning journey"</p>	<ul style="list-style-type: none"> Increased opportunities to celebrate success and growth with whānau 	<ul style="list-style-type: none"> Increasing opportunities to see learning in action 	<ul style="list-style-type: none"> Learners developing agency in self-selected learning celebrations regularly shared with whānau. 	<ul style="list-style-type: none"> Evidence of agentic Learners regularly celebrating learning with whānau. 	<ul style="list-style-type: none"> Active digital partnerships with whānau being cheerleaders and champions of learning. 	<ul style="list-style-type: none"> Whānau actively leading learning conversations in real time
<p>Capable Āheitanga "We enable our ākonga to be high achievers"</p>	<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"> Unpacking and developing consistency in delivery of the school-wide Maths programme. 	<ul style="list-style-type: none"> Embedding practice and ensuring consistency in the delivery of our maths curriculum. 	<ul style="list-style-type: none"> Ākonga have clarity and increased knowledge of learning progressions. 	<ul style="list-style-type: none"> Uniformity with learning scaffolds and common understandings around accelerative practices for all. Learners actively reflecting on their learning and identifying next steps. 	<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"> End of year data: Reading- 79% Maori - 79% , Pasifika 62% Writing- 73% Maori - 73% , Pasifika 58% Mathematics- 71% Maori - 66% , Pasifika 52% 	<ul style="list-style-type: none"> Reading- 80% (goal) (Maori - 77% / Pasifika 67%) Writing -73% (goal) (Maori - 69% / Pasifika 62%) Maths -75% (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) 	<ul style="list-style-type: none"> Reading- 85% (goal) Writing -80% (goal) Maths -85% (goal)
<p>Creative Auahatanga "We deliver engaging learning opportunities"</p>	<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"> Delivery of team-wide, hands-on learning experiences linked to concept learning. 	<ul style="list-style-type: none"> Learners engage in immersive experiences that reflect their cultures, passions, and identities. Visible presence and celebrations of Hill School tamariki in across-school events 	<ul style="list-style-type: none"> Consistent implementation of authentic and collaborative concept experiences across the curriculum. Involvement of the community to support this. 	<ul style="list-style-type: none"> Student & community-led learning that is rich, responsive, and reflective of students, cultures, passions, and identities. 	<ul style="list-style-type: none"> Celebrating learning with the wider Pukekohe Community

Resources & Property Plan



	2024	2025	2026	2027	2028	2029
Buildings - 5 Year Property Agreement		<ul style="list-style-type: none"> • Refurbishment of Rooms 20,21 & 22 • Sizemore block toilets • Switchboard Replacement • Walkway Roof Replacement • Fire System Replacement 	<ul style="list-style-type: none"> • Heat Pump Replacement 	<ul style="list-style-type: none"> • Heat Pump Replacement 	<ul style="list-style-type: none"> • Refurbishment of Blocks 4 & 16 (Manning Block, Staff Room/Library/Rm 30. • Block 10: New Outdoor Learning Area 	<ul style="list-style-type: none"> • New 5 Year Agreement
Board & Community Funded Projects	<ul style="list-style-type: none"> • Construction of new junior sandpit • Pool- new Shade Area 	<ul style="list-style-type: none"> • Swimming pool gate replacement • Hall entrance courtyard area. • Landscaping of old sandpit area 	<ul style="list-style-type: none"> • Hall doorways extending to the courtyard area. 	<ul style="list-style-type: none"> • Room 1-4 covered area 	<ul style="list-style-type: none"> • Floor coverings in the office area 	<ul style="list-style-type: none"> • Replacement of artificial turf on senior courtyard area.
Equipment	<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 • Laser cutter 	<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 	<ul style="list-style-type: none"> • 3D printer replacement 	<ul style="list-style-type: none"> • Chromebook replacement- 20
Cyclical Painting Programme	<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"> • Refurbishment of Learning Support space. 	<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"> • Block 16 (library) internal repainting 	<ul style="list-style-type: none"> • Block 14 (Room 25 & 26) external repainting • Block 3A (Room 27)& Block 4 (Room 8-11)Block 6 (room7) internal 	<ul style="list-style-type: none"> • Block 10 - Hall repainting
Admin & Communications	<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 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Confident- Whakamanawa

"We prioritise wellbeing to build hauora and resilience."



Strategic Initiative 2025: Integrating & extending Mitey learning across the curriculum

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 delivery of Mitey mental health lessons				
<ul style="list-style-type: none"> Mitey lead team continuing to develop teacher practice through unpacking and modeling additional Mitey learning areas <ul style="list-style-type: none"> Staff and Team hui unpacks Mitey Team Modelling lessons Mitey Team leading termly reviews with teams (Shared understanding and/or best practice slide show) Induction of new staff into the Mitey programme. Creation of coverage plan / expectations for progress 	<ul style="list-style-type: none"> Teachers reporting increased confidence in teaching mental health lessons Teachers exploring the range and depth of lessons beyond the Mitey lesson Framework. Increased confidence in students' ability to improve their mental well-being. 	Mitey Lead Team	Lee Motu	
<ul style="list-style-type: none"> Deliberate alignment of Mitey into Concept learning, working alongside Team Leaders. Coverage Plan created / expectations for progress in Mitey through the year Mitey Team Leads to attend additional professional development e.g., Mitey Labs, Online Pods, Teacher workshops Additional Resource support list created 	<ul style="list-style-type: none"> Teachers integrating Mitey learning outcomes. 	Mitey Lead Team and Team Leaders	Lee Motu	
Focus 2: Shared Understanding of Mental Health The Why: To develop a collective understanding of what mental health looks like at Pukekohe Hill School				
<ul style="list-style-type: none"> Sharing from School to home: <ul style="list-style-type: none"> Growers Festival Possible whānau workshops organised to share Mitey tips or outside speakers (e.g. digital safety) Increased sharing from learner to whānau 	Sharing to whānau about Mitey learning outcomes: <ul style="list-style-type: none"> Fortnightly through the school newsletter. Whānau workshops. 	Mitey Leads	Lee Motu	

<p>about Mitey learning</p> <ul style="list-style-type: none"> o Dojo sharing o Face to face (space in 3 way hui) o Capturing Student Voice/ progress in Mitey in EOY reports 				
<ul style="list-style-type: none"> ● Hauora and well-being are fostered and celebrated in multiple ways <ul style="list-style-type: none"> o Staff Wellbeing - termly Staff wellness hui, wellness actions - e.g. appreciation days, connection time, etc o Continuing the work of M&Ms o Wellbeing Newsletters: Send regular newsletters to families with tips on supporting wellbeing at home and include simple strategies they can use to reinforce resilience-building activities from school. (Individual classes to share) o Wellbeing Assemblies: Host regular assemblies that focus on wellbeing, where students can participate in activities like sharing affirmations, learning calming techniques, and celebrating acts of kindness. 	<p>Evidence of mental health learning and well-being initiatives occurring beyond classroom walls.</p>	<p>Team Leaders & Mitey Leads</p>	<p>Lee Motu</p>	
<ul style="list-style-type: none"> ● Teachers/students to explicitly refer/ use shared language/vocabulary for consistency across the school, with a specific focus on the Mana Model 	<p>Increased use of shared language embedded in the classroom and playground.</p>	<p>Classroom teachers & Mitey Leads</p>	<p>Lee Motu</p>	

<p>Overall Measure of Success - Confident</p>	<p><u>Teacher Voice:</u> Teachers report improvement in their Mitey Teaching in 2025 through increased integration, using specific lessons to target the needs of their learners, and incorporating a growing understanding of the Mana Model into their practice.</p> <p><u>Mitey WBRT:</u> Movement within the 'Akonga/Learners' domain towards 'sustaining' on the Well-being Review tool</p> <p><u>Student Data:</u> Over 70% of learners self-reporting increased skills to deal with a range of issues they face (e.g. friendship, loss) Over 65% of learners self-report they talk about Mitey learning with whanau</p>
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Connected- Whānaungatanga

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



Strategic Initiative 2025: Increasing opportunities for the community to see learning in action

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"> Opportunities to share and connect children’s learning with whānau. 	<ul style="list-style-type: none"> Regular Dojo, newsletters, facebook made throughout the term Buddy sharing and across school sharing frequently occur, 	Staff	Lee Motu	
<ul style="list-style-type: none"> Allocate dedicated time during team hui to share & celebrate learning 	<ul style="list-style-type: none"> Teachers will have clarity of the why and how student learning posts will be made. 	Team Leaders	Lee Motu	
<ul style="list-style-type: none"> Targeted sharing of individual learning demonstrating an increased student voice (point of learning and showcasing learning outcomes) 	<ul style="list-style-type: none"> Scheduled Dojo posting on a set curriculum area Whānau invited in regularly to view and discuss learning with their child. (Open afternoons) Sharing of new curriculum with whānau 	Teaching staff	Lee Motu	
<ul style="list-style-type: none"> Development of school-wide ‘slogans’ or shared language prompts to promote the use of our Learner Powers and Vision Statement. 	<ul style="list-style-type: none"> School wide language of the Learner Power prompts known by students. (including our vision - Growing Great People, Together. 	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.</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"> Open classrooms to allow whānau to visit and view student learning at scheduled times 	<p>At least one opportunity each term for classrooms to be open for whānau to visit. (to be planned and added to the events calendar)</p>	Classroom teachers	Lee Motu	
<ul style="list-style-type: none"> Continue to develop/maintain relationship with Nga Hau e Wha Marae, mana whenua and local iwi and local schools/ECEs. 	<p>Key contact established with Nga Hau e Wha, Ngati Tamaoho, Local schools, ECE</p>	Lee Motu	Simon Williams	
<ul style="list-style-type: none"> Implement, at least, one school wide event, per term, to connect as a kura 	<p>Cross country Tabloids etc</p>	Whānau leaders	Lee Motu	
<ul style="list-style-type: none"> Show inclusiveness to ensure that diverse backgrounds are celebrated within Hill 	<p>Booklet created showcasing the different ethnicities within our school. Celebrating language weeks</p>	<p>RTLB service Class teachers & Support staff</p>	Lee Motu	

Overall Measure of Success - *Connected*

- Multiple opportunities each term for whanau to connect/ learn. Provide opportunities 'prior', 'during' or 'after' the learning
- Community and student voice - survey

Capable- Āheitanga

"We enable our ākonga to be high achievers"



Strategic Initiative 2025:

Unpacking and developing consistency in delivery of the school-wide Maths programme.

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who checking it is done)	Outcome
Focus 1: Support teachers with new curriculum unpack and 'Math no Problem' resource The Why: To scaffold and support teachers in their development and delivery of 'Math no Problem' lessons to ensure that quality math lessons, which meet student needs, are consistently delivered. Teacher Voice strongly reflected that teachers want to focus and upskill in Math for 2025.				
Targeted actions: <ul style="list-style-type: none"> Regular Staff and Team Hui to unpack the new curriculum and our selected math approach 	Clarity around math curriculum coverage Teaching and learning conversations with a focus on Math happening in team hui	Kāhui Ako team	Rochelle Keown	
<ul style="list-style-type: none"> Co-construction with staff of teaching expectations, timetabling, and assessment using MNP 	Evidence of consistency in timetabling and delivery of MNP Teacher clarity in making OTJs for Math	Kāhui Ako team	Rochelle Keown	
<ul style="list-style-type: none"> Resourcing: <ul style="list-style-type: none"> Teacher support packs made during the year with 'tools' to support the teaching and development of student agency within Math Staff attending PLD days and any support zooms for MNP Ensuring appropriate resourcing to support MNP 	Evidence of tools (student progression cards, planning overviews etc) used in classrooms	Kāhui Ako team	Rochelle Keown	
<ul style="list-style-type: none"> Co-teaching across the school and classrooms observations occurring (with a math focus) 	Teacher professional development and reflection on Math Programmes captured in Growth Cycle	Kāhui Ako team Team Leaders	Rochelle Keown	

Focus 2: Strong teaching Pedagogy within Math: Consistency in the delivery of high-quality teaching within Math

The Why: On top of unpacking and consistently delivering the new math approach, we want to strengthen teaching practice through a sub-focus on actions within numeracy which significantly impact student achievement. Examples include effective discussions, learner self-assessment & goal setting, teacher modelling & questioning, capturing learning through 'journaling', inclusion of hands-on numeracy activity activities and classroom tasks that elicit evidence of learning.

<p>Targeted actions:</p> <ul style="list-style-type: none"> • Creation of Math progressions and ensuring consistent use throughout the school (student agency) 	<p>Teachers and children are confident in assessing where they are achieving in relation to the curriculum</p> <p>Uniformity with scaffolds and understanding of expectations for use embedded for all.</p>	<p>Kāhui Ako team</p>	<p>Rochelle Keown</p>	
<ul style="list-style-type: none"> • Development of a culture of 'supportive accountability' within team hui <ul style="list-style-type: none"> ◦ Team leaders and KA lead forward planning opportunities for teachers to commit to improving their practice, focusing on raising achievement. ◦ Expectations of preparation & engagement - staff coming to meetings knowing they will be sharing their teaching practice and being prepared to share constructive feedback to colleagues 	<p>Development of regular practice within team hui to unpack DATs and improve teacher pedagogy.</p> <p>Evidence in team hui minutes of learners needs or teaching being unpacked.</p>	<p>Kāhui Ako team</p> <p>Team Leaders</p>	<p>Rochelle Keown</p>	
<ul style="list-style-type: none"> • Use of staff meetings by the Kaahui Ako team focusing on deliberate acts of teaching to improve teaching pedagogy school-wide. 	<p>Time and space provided to support continually improving practice - keeping the focus on practices and actions that make a difference to students,</p>	<p>Kāhui Ako team</p>	<p>Rochelle Keown</p>	
<ul style="list-style-type: none"> • Learners actively reflect on learning and identify actions to improve daily (assessment capable learners). 	<p>Sharing of assessment and formative measures 'journaling/modelling books' within the school and similar expectations for use evident.</p>	<p>Kāhui Ako team</p>	<p>Rochelle Keown</p>	
<ul style="list-style-type: none"> • MNP learning snapshots sent to whanau through dojo • Math Child speak learning progressions shared with whanau • Whanau information sharing times, to view the new curriculum and ask questions. 	<p>Whanau support of MNP and assisting with any applicable home learning</p>	<p>Kāhui Ako team</p>	<p>Rochelle Keown</p>	

Overall Measure of Success - *Capable*

- Teacher's voice shows confidence in delivering a 'Math no problem' approach, including increased awareness of how to meet learner needs and make valid assessment judgements.
- Teacher and student voices illustrate a consistent understanding of learning progressions across the math curriculum areas.
- End of year data:
 - Maintain 2024 data: Reading- 80% (goal) (Maori - 75% / Pasifika 65%)
 - Maintain 2024 data: Writing -73% (goal) (Maori - 68% / Pasifika 60%)
 - Improve 2024 data: Maths -75% (goal) (Maori - 68% / Pasifika 57%)



Strategic Initiative 2025:

Delivery of team-wide, hands-on learning experiences linked to concept learning.

Targeted Actions	Measures of Success	Responsible (who is doing the work)	Accountable (who's checking it is done)	Outcome
Focus 1: Consistency within teams of learning experiences provided The Why: All learners participate and experience rich concept learning				
<ul style="list-style-type: none"> Deliberate planning within each team to increase exposure to a range of learning experiences. 	Learning experiences visible within Concept plans	Team leaders LEAs	Rochelle Keown	
<ul style="list-style-type: none"> All concepts to begin with a hook/ and close with a sharing of learning 	Planning shows evidence of a clear intention to engage the learners at the outset. Celebration of learning specifically planned for. Students sharing learning and creations at assemblies and school social media.	LEAs Class teachers	Rochelle Keown	
<ul style="list-style-type: none"> Team rotations / pivot time during Terms 2 and 3 to allow teachers / students to share their knowledge and passions. 	Learning rotations focus on students developing key understanding Term 2 - Past, Present, Future Term 3 - Discovery & Exploration	Team leaders LEAs Class teachers	Rochelle Keown	
<ul style="list-style-type: none"> With increased frequency Learners frequently reflect on concept learning 	School -wide Friday sharing of learning Sharing in the weekly newsletter Regular sharing opportunities across the school through buddy classes.	Classroom Teachers LEA leads- fortnightly celebration in newsletter	Rochelle Keown	
<ul style="list-style-type: none"> Team Leaders and LEAs to continue to drive collaboration and consistency of Concept delivery across the team. 	Regular discussion of concept direction at team hui	Team Leader LEAs	Rochelle Keown	
Focus 2: Learning opportunities will be engaging and foster student passion The Why: Create diverse concept learning opportunities that differ from learning in other curriculum areas. Learning will be fun, engaging & spark passion				

<ul style="list-style-type: none"> Intentionally allowing space for all team members to contribute to an integrated Concept plan. 	<p>Rochelle, TL and LEAs to come up with a skeleton plan with Learning outcomes, and clarity around the Enduring Understanding</p> <p>Team leaders guide their teams to foster enduring understandings and show evidence of intended learning for the students</p>	Classroom Teachers	Rochelle Keown	
<ul style="list-style-type: none"> Involvement of Mitey leads in integrating Mitey concepts 	<p>Team leads and Mitey leads meeting at the beginning of each concept- during the planning process</p>	Classroom Teachers Team leaders	Rochelle Keown	
<ul style="list-style-type: none"> Provide multiple opportunities for students to experience authentic learning linked to the term's Concepts through exposure to trips and experiences 	<p>Classroom evidence of authentic and hands-on learning experiences.</p> <p>Involvement of community members</p>	Classroom Teachers	Rochelle Keown	
<ul style="list-style-type: none"> Teachers to create opportunities for hands-on experiences 	<p>Term 2 & 3 rotations- team based</p> <p>Term 1 & 4- Whole school concept-based event</p>	Team Leaders	Rochelle Keown	

Overall Measure of Success - *Creative*

- **Increased exposure to a range of learning experiences related to teacher strengths/ passions.**
- **Consistency of learner experiences across the team- with a range of hands-on learning exp**
- Termly reflections- teachers (PMI)- students capturing student voice in sharing element that they enjoyed the most (week in review- visually displayed)

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 	Development of school icons / graphics that reflect our Learner Powers. These icons reflect our history of being a Māori School.	Lee Motu	Simon Williams	
<ul style="list-style-type: none"> Review of EOTC Procedures 	Review of trip approval process and documentation to ensure all staff are aware of responsibilities and expectations.	Simon Williams	Rochelle Keown and Lee Motu	
<ul style="list-style-type: none"> Individual Education Plan process 	Review of Learning Support programme with a focus on process for identification of learning needs and support students with individual learning plans.	LSC	Simon Williams	
<ul style="list-style-type: none"> Learning Support Register 	Continued refinement and strengthening of the Learner Support Register to enable wider access to trends, patterns and student information.	LSC	Simon Williams	