

*Doipōia te kākara
kia puawai*

ANNUAL REPORT

**GROWING GREAT PEOPLE,
TOGETHER!**

2025



Pukekohe
HILL SCHOOL

Review of 2025

2025 was a year of steady growth, renewal, and continued commitment to our vision of Growing Great People, Together. With changes across staffing, curriculum, and student numbers, the school community worked with resilience and focus to ensure our learners experienced rich, supportive, and engaging opportunities throughout the year.

Pukekohe Hill School opened the year with a roll of approximately 502 students. The lowest starting roll for a number of years. During the year, this grew to a peak of 570 students in October. An end-of-year zone ballot was held during Term 4, offering 20 out-of-zone placements to students turning five years old during 2026.

The year also brought significant national curriculum changes, particularly within the refreshed Te Mātaiaho framework. While these shifts provided clearer learning progressions, the implementation created notable challenges. Teachers invested considerable time in unpacking new expectations, aligning existing programmes, and adapting planning and assessment systems. Balancing these demands alongside the introduction of Maths No Problem and other school priorities stretched capacity, especially in areas where national guidance was still emerging. Despite this, staff worked collaboratively and with determination to ensure our tamariki continued to experience high-quality learning programmes, and this foundation positions Pukekohe Hill well for the next phase of curriculum rollout.

The adoption of the Maths No Problem programme was a major focus for teaching and learning in 2025. This programme was part of the Ministry-funded structured approach to teaching mathematics. Professional Development was received at the beginning of the year to support teachers in strengthening their understanding of the programme and how this can be implemented within the classroom. Unpacking and developing consistency in the delivery of the school-wide Maths programme was the focus of our In-School Kaahui Ako positions. Rochelle Keown, Tessa Wicks, Rachael Shaw, and Ranata Singh led this mahi across the school during 2025. Student voice showed clear growth in self-belief, with 82% of learners saying they are good at maths and 76% feeling maths is better this year—describing it as easier, more fun, more challenging, or more organised. In addition, 91% of students said they know what they are learning in maths and what they need to do to succeed. This increased confidence was also shown in teacher feedback with over 90% of teachers feeling confident and 100% reporting full confidence in the end-of-year survey, though many still sought support with differentiating for learners working well above or below expectations. Time remained the biggest challenge, and Pōhutukawa teachers highlighted assessment as an area needing further clarity.

Embedding the Mitey programme remained the focus in creating Confident learners. Lee Motu, Rick de Kock, Julie Brook, and Liezel Cronje to lead the Mitey journey and support this initiative. A significant movement was made towards the 'sustaining' measure on the Wellbeing Review Tool. This judgement was supported by teacher and student voices. 79.2% of teachers rated their confidence in teaching Mitey units as 'high,' using appropriate conventions and strategies. Term 4 student survey data also supported this increased confidence, with 93% of learners self-reporting increased skills to describe their emotions.

Some significant changes to staffing occurred at the end of 2024 and during 2025. Sam Millar joined the staff and the Totara team to create an additional classroom and reduce class numbers in this area. Angela Winsor took over the Māori Enrichment classroom (Rm 14) following Shannon Mainey's resignation at the end of 2024. Katrina Butcher was also appointed in the Kauri team to replace Heather Murray who resigned after more than 20 years of service at Pukekohe Hill School.

The team also welcomed Frances Kircher to the role of Learning Support Coordinator, following Anne Boulton's resignation. Anne had also been an important member of the Hill School team for over 20 years in a variety of roles. Another significant change in staffing was the resignation of Madhu Hari from her role as both Resource Room Coordinator and ESOL kaiako. Madhu had a long history with Pukekohe Hill School as a former student, parent, Grandparent, and Teacher Aide. Julia Dwyre was appointed in Term 3 as our new ESOL kaiako. Mellisa Walden (Term 1) and Di McDonald (Term 2) and Rebecca McGarry (Term 3) also joined the teaching team during the year to provide staffing for new entrant roll growth. Renè Strydom joined our teacher aide team during the year.

Triannual Board elections were held in 2025, with several candidates putting themselves forward for nomination. The successful candidates were: Parent Representatives — Emma Kim (Chairperson), Davide Teixeira, James Christie, Darcy Cowan, and Rebecca Jefferies; and Tania Willis as the Staff Representative. The Board has continued to provide strong governance and clear strategic direction for the school

Work on the refurbishment of Sizemore block toilets and Rooms 20,21, & 22 were completed during the Term 3 school holiday break. These spaces were refreshed with new flooring and wall coverings, lighting and repainting fixtures. Toilet spaces were refreshed with new toilets, sinks and toilet partitions. This work was funded through the schools 5YA agreement. The purchase of a Genesis Gen2 laser cutter was the most significant investment in IT infrastructure in 2025. The decision to buy this equipment was driven by its strong educational value, enabling students to develop practical skills in digital design and fabrication and aligns with our goal of providing hands-on, future-focused learning opportunities. In addition, the laser cutter will reduce ongoing costs for the school by enabling the production of school awards and resources in-house, freeing up funds for other initiatives.

The school received \$8,500 in Kiwisport funding as part of our operational grant. This funding was used to increase student exposure to a range of physical activities and sporting events. A portion of this funding enabled all of the Year 3-6 students to be transported to Buckland School for team swimming sports. This was a great opportunity to build both Whānau group culture as well as exposing students to swimming in a larger pool. The remaining funds were used to replace and upgrade sports equipment throughout the school.

The Principal Coaching & Wellbeing Support Fund was used during the year to allow the Principal to visit schools in Christchurch, focusing on student agency and the use of digital learning tools. This funding also enabled Involvement in a Professional Learning Group with other local Principals.

All these actions allowed Pukekohe Hill to continue working toward our vision:

“Growing Great People, Together!”

Giving Effect to Te Tiriti o Waitangi

1. Strategic Commitment to Te Tiriti o Waitangi

Goal: To honour Te Tiriti o Waitangi by embedding Māori identity, language, and culture in all aspects of school life.

Actions Taken:

- Integrated Te Tiriti o Waitangi principles (Partnership, Participation, Protection) into our Strategic Plan 2025–2029.
- Strengthened relationships with local hapu (Ngā Hau e Whā), ensuring Māori voices guide decision-making.
- Engage with local hapu (Ngāa Hau e Whāa) to embed tikanga.

2. Māori Student Success and Achievement

Goal: To ensure Māori ākonga (students) achieve educational success as Māori.

Outcomes:

Academic Progress: Consistent measurement of End of Year OTJ data is not possible due to shift in curriculum expectations during 2025.

The following is 2025 data is based on Pukekohe Hill's interpretation of these curriculum expectations.

- 64% of Māori ākonga met or exceeded expected reading levels
- 55% of Māori ākonga met or exceeded expected writing levels
- 52% of Māori ākonga met or exceeded expected reading levels

Culturally Responsive Learning:

- Strengthening Māori-medium pathways, within our bilingual class.
- Embedded mātauranga Māori across science, history, and social studies. Integrating Te Ao Māori into classroom programs and curriculum areas.

Wellbeing and Identity:

- Continued student leadership group (Rangatahi Rōpū) through School Council to support student voice.
- Increased whānau engagement through hui-a-whānau, kapa haka, and schoolwide events.
- Integration of Mitey - Mana Model (He Mana, He Taonga) in Concept.

3. Strengthening Te Reo Māori and Tikanga Māori

Goal: To normalise te reo Māori and tikanga Māori across the school.

Progress:

- Continued implementation of a Te Reo Māori Language Plan, integrating with termly Concept.
- Daily karakia, waiata, and mihi whakatau for manuhiri.
- Supported staff and students to use te reo Māori in classrooms, school communications, and signage.

4. Community and Whānau Engagement

Goal: To build strong relationships with whānau, hapū, and iwi in decision-making and school life.

Initiatives:

- Hosted Matariki Sleepover, Matariki Rotations, Marae Visits and Māori Language Week.
- Participation in Multicultural Festival, Matariki Concert, Matariki/Grandparents Day.
- Whakawhanaungatanga with other kura through performance and marae led initiatives.

5. Future Focus: 2025 and Beyond

- Strengthen Māori-medium education pathways with more reo rua (bilingual) options.
- Develop Māori-designed wellbeing programmes based on tikanga, mana model (Mitey) and te whare tapawha.
- Continue working with iwi and hapū to embed localised curriculum (marau ā-kura).
- Karakia - increased use of karakia and the inclusion of karakia mo te kai and pai marire
- Continue to support other kura in the area to engage with Ngāa Hau e Whāa Marae.

5 Year Strategy Plan

	2024	2025	2026	2027	2028	2029
<p>Confident Whakamanawa</p> <p>“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 Whānaungatanga</p> <p>“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</p> <p>“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% 	<p>End of year data:</p> <p>Reading- 74% (Maori - 64% / Pasifika 59%)</p> <p>Writing -65% (Maori - 55% / Pasifika 48%)</p> <p>Maths -64% (Maori - 52% / Pasifika 42%)</p>	<ul style="list-style-type: none"> Reading- 80% (goal) (Maori - 70% / Pasifika 65%) Writing -70% (goal) (Maori - 60% / Pasifika 55%) 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</p> <p>“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

GROWING
GREAT
PEOPLE
together!

2025



Strategic Goals Outcomes

GOAL

Outcome Evidence

• percentages based on end of year survey



Confident

Integrating & extending Mitey learning across the curriculum

93%
students

are more confident to describe their emotions



Connected

Increasing opportunities to see learning in action

80%
whānau

feel well informed and connected to their child's learning.



Capable

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

100%
teachers

feel more confident in delivering the new school wide Maths programme



Creative

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

77%
students

were engaged more during hands-on learning experiences

Growing Great People, Together

Who are....

	<i>Confident-Whakamanawa</i>	<i>Connected-Whānaungatanga</i>	<i>Capable-Āheitanga</i>	<i>Creative-Auahatanga</i>
Strategic Goal	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
Strategic initiatives for 2025	<ul style="list-style-type: none"> Integrating & extending Mitey learning across the curriculum 	<ul style="list-style-type: none"> Increasing opportunities to see learning in action 	<ul style="list-style-type: none"> Unpacking and developing consistency in delivery of the school-wide Maths programme. 	<ul style="list-style-type: none"> Delivery of team-wide, hands-on learning experiences linked to concept learning.
Overall Measures of Success	<ul style="list-style-type: none"> Teacher Voice: 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. Mitey WBRT: Movement within the 'Akonga/Learners' domain towards 'sustaining' on the Well-being Review tool Student Data: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Multiple opportunities each term for whanau to connect/learn. Provide opportunities 'prior', 'during' or 'after' the learning Community and student voice - survey 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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%) 	<ul style="list-style-type: none"> 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 experiences Termly reflections- teachers (PMI)- students capturing student voice in sharing element that they enjoyed the most (week in review- visually displayed)

<p>Data</p>	<p>Teacher Voice:</p> <ul style="list-style-type: none"> • Most staff are confident in teaching Mitey. • Most staff are confident in integrating Mitey. • Overall, staff feel that the Mitey Program has met the needs of students in their class. • Most staff believe that Mitey has made a difference for their students' mental health (89%) <p>Student Voice:</p> <ul style="list-style-type: none"> • Students have indicated that Mitey is spoken about at home. <p>Data - term 4</p> <ul style="list-style-type: none"> • 93% of learners are self-reporting increased skills to describe their emotions (25% sometimes) • 91% of learners are able to talk about their feelings (22% sometimes) • 98% of learners are able to use strategies to deal with big feelings (19% sometimes) • 98% of learners know that they ask for help at school (18% sometimes) 	<p>Community Voice: Community survey indicated over 80% of whanau feel well informed and connected to their child's learning.</p> <p>Learner Voice: Students have been involved in a wide range of school activities during the year - over 90% responded in category 3 - 5 in the survey.</p> <p>What students have enjoyed about Whānau Groups: 288 - Whānau Group Events (termly) 256 - Dress up days 210 - Whānau News (fortnightly) 113 - Whānau Games (fortnightly)</p> <p>What schoolwide events students have enjoyed: 266 - Grandparents Day 262 - Growers Festival 256 - Buddy Classes 222 - Matariki Rotations (Kaurii, Totara only) 201 - Te Puea Day 182 - Swimming Sports (Kaurii, Totara only)</p>	<ul style="list-style-type: none"> • Teacher confidence in delivering MNP grew strongly across the year, with over 90% of teachers feeling confident and 100% reporting full confidence in the end-of-year survey, though many still sought support with differentiating for learners working well above or below expectations. Time remained the biggest challenge, and Pōhutukawa teachers highlighted assessment as an area needing further clarity. • Student voice also showed clear growth in self-belief, with 82% of learners saying they are good at maths and 76% feeling maths is better this year—describing it as easier, more fun, more challenging, or more organised. In addition, 91% of students said they know what they are learning in maths and what they need to do to succeed. <p>End of year data: * Consistent measurement of End of Year OTJ data is not possible due to shift in curriculum expectations during 2025. <i>Following is 2025 data</i></p> <ul style="list-style-type: none"> • Reading- 74% (Maori - 64% / Pasifika 59%) • Writing -65% (Maori - 55% / Pasifika 48%) • Maths -64% (Maori - 52% / Pasifika 42%) 	<ul style="list-style-type: none"> • A range of learner experiences based on passions Students enjoyed a broad mix of passion-based learning opportunities, with over 77% of learners saying they achieved the enduring understanding best during hands-on, interest-driven concepts. • Consistency of delivery across teams Team leaders worked together to ensure strong consistency across classes, with shared planning and aligned experiences supporting a cohesive programme for 100% of teams. • Termly reflections Hands-on learning was a clear strength, with 95.5% of staff, 90.9% identifying engagement activities, and 86.4% identifying rotations as key drivers of understanding, while 54.4% of students chose trips as their favourite part of concept learning
<p>Outcome Summary</p>	<p>Teachers increasingly integrated Mitey across the curriculum, with strong growth in wellbeing capability and students showing significant improvements in emotional skills and whānau-connected conversations</p>	<p>Whānau felt well connected to learning, student participation was high, and multiple opportunities each term allowed learning to be shared and celebrated across the kura</p>	<p>Teachers reported strong confidence in delivering MNP, and students demonstrated clear understanding of their progressions, with only differentiation and assessment remaining areas for further refinement.</p> <p>Comparison of End of Year OTJs was not possible due to changes in curriculum expectations introduced during 2025.</p>	<p>Hands-on learning opportunities were widely implemented, delivery was consistent across all teams, and both staff and student voice reflected high engagement and effectiveness.</p>

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	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. 	<p>Term 1 Mitey leads - plan developed for Term 1 with units and resources. Wk 1 -Staff meeting led by Moey (Integration) Wk 5 - Modelling of lessons to new staff members (Alex) Wk 9 - Staff Meeting led by Alex (Staff Wellbeing) Link to doc - teacher voice from Mana bus stop activity led by Alex Wk 10 Staff meeting - led by Mitey Leads (6 Pillars)</p> <p>Term 2 Overview adjusted and shared for Term 2.</p> <p>Term 3 Shared via staff meeting, expectations for Mitey across all classes. Mitey Leads planned Term 4 Concept 'Mana'. Worked with Mitey coach</p> <p>Term 4 Support teams to deliver Concept - He mana, he taonga Created a range of resources to support the delivery of lessons Conducted survey for both teachers and staff gathering voice Summary and reflection for possible T1 lessons to integrate and support Concept</p>
<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. 	<p>Term 1 Wk 1 - Integration of Mitey into other curriculum areas. Overview created by team adjustments made to include T2-T3 (Kauri/Totara) Wk 6 - Mitey Leads attended Mitey Labs Wk 9 - Miteypod (Online Zoom) Thursday 27 March 3.30 - 4.15</p> <p>Term 2 Wk 6 - Miteypod (Online Zoom) Thursday 5th June 3.30 - 4.15 T2 - Mitey Pod - add link and blurb to last weeks Cross Connections - Mitey Leads to watch and come up with a question - for teachers to watch and answer - first three answers to Lee get a duty done for them</p> <p>Term 3 Week 3: Mitey Leads and Lee booked in for Mitey Workshop, Friday 28th July First session</p>

		<p>Week 2 Friday 25 July Ngatea Leadership coming to Hill School to see and discuss Mitey Planning by team - Concept (He mana, he taonga)</p> <p>Term 4 Teachers supported with resources to supplement Concept Plan Mitey Resources in the Resource Room by end of T2 - check with Monique about the Mitey resources and let teachers know where they are in the resource room. Mitey Books in Library - tag and let staff know - check with Monique Hui, walk and talk</p>
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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 about Mitey learning <ul style="list-style-type: none"> ○ Dojo sharing ○ Face to face (space in 3 way hui) ○ Capturing Student Voice/ progress in Mitey in EOY reports 	<p>Sharing to whānau about Mitey learning outcomes:</p> <ul style="list-style-type: none"> - Fortnightly through the school newsletter. - Whānau workshops. 	<p>Term 1 - Scheduled learning shared home via newsletters every fortnight. Term 2 - 3 way hui Inclusion of Mitey prompts across the school in the 3 way conferences. Conversation starters to be included in the weekly newsletter starting from Wk2 fortnightly. Continuance of Mitey sharing for newsletter - fortnightly. Term 3: Home Connection (ideas) Juniors going to use a Homework Activity Worksheet that goes home and they do with whānau Middle and Seniors: add conversation starters with what we are learning in class on Dojo. Messages and Homework Sheet to go out - possible for 2026 Week 2 - Survey sent out and completed - shared via team meeting in Week 2. Week 4 - Class DOJO post made across all classes. Term 4 Sharing with whānau the goal of 'building mana' shared in newsletters Whānau sending in pictures for Mana Posters Community survey Teacher and student surveys conducted.</p>
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<ul style="list-style-type: none"> ● Hauora and well-being are fostered and celebrated in multiple ways <ul style="list-style-type: none"> ○ Staff Wellbeing - termly Staff wellness hui, wellness actions - e.g. appreciation days, connection time, etc ○ Continuing the work of M&Ms ○ 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) ○ 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>Term 1 Wk 8 - Mitey Mentors start up for 2025. Wk 9 - Staff meeting (led by Mitey Leads) - 6 Pillars Wk 10 - Mana Model - bus stop (led by Alex - Mitey Coach)</p> <p>Term 2 M & Ms out in the playground. Acknowledgement of students through school assembly starting in Wk 3. Wk 2 - inclusion of conversation starters/tips to the newsletter every fortnight Wk 4 - Mitey Staff Meeting (to connect)</p> <p>T2 Week 7: Action Plan - Celebration spot at Week 9 Whole School Assembly - slide, M&M's - interview and questions - Rick - Mitey Cross Connections starting at in the last week of T2 - going to add ideas on this doc 'Mitey Tips'</p> <p>Term 3 - Fortnightly mentoring/hui with M & M's. - Staff hui, well-being (walk and talk) - Continuation of fortnightly newsletters</p> <p>Term 4 Celebration spots/acknowledgement of students continued at school assembly. Competition to name the newly painted animal (friendship bench) 'Helpy'</p>
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		Shared 'Mitey' language being used across the teams. Consistent use across classes promoted a sense of connection with others - Continuation of fortnightly newsletters - Continuation fortnightly mentoring/hui with M & M's.
<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 	Increased use of shared language embedded in the classroom and playground.	Increased use of language being used, including during assembly. 2026 dream -to create murals around the school showing that we are 'Mitey'

Overall Measure of Success - Confident	<p>Teacher Voice: 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>Mitey WBRT: Movement within the 'Akonga/Learners' domain towards 'sustaining' on the Well-being Review tool</p> <p>Student Data: 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>				
Outcome	<p>Mitey - Teacher Survey (Summary of Survey)</p> <ul style="list-style-type: none"> - Most staff are confident in teaching Mitey (4 and 5's) One teacher is not confident. Could be a starter class. - Most staff are confident in integrating Mitey. - Overall, staff feel that the Mitey Programme met the needs of students. - The term 4 Concept plan helped with understanding the Mana Model. - Most staff believe that it makes a difference for the students' mental health (89%) - Mostly positive comments. There was a statement from a part time staff member who felt they should be included in staff development if they're teaching Mitey. <p>Reflection</p> <p>A possible question for next year. How are you integrating Mitey? How can part time staff be included in staff development?</p> <p>Term 4 - Student Data Using a scale of 1-4 (highest)</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Students can describe their emotions: (scale of 1-4) (4) 36% (3) 32% (2) 25% (1) 6% </td> <td style="width: 50%;"> Students can talk about their feelings: (scale of 1-4) (4) 38% (3) 31% (2) 22% (1) 9% </td> </tr> <tr> <td> Students are able to use strategies to deal with big feelings: (Yes) 79% (Sometimes) 19% (No) 2% </td> <td> Students can ask for help at school: (scale of 1-4) (4) 59% (3) 21% (2) 18% (1) 2% </td> </tr> </table> <p>Students indicated that:</p> <ul style="list-style-type: none"> • Mitey is spoken about at home • Term 4 - He Mana, He Taonga has scored highly as their favourite concept this year at 27.6% and 33.5% as the Concept they have learned the most from. <p>Summary</p> <p>93% of learners are self-reporting increased skills to describe their emotions (25% sometimes) 91% of learners are able to talk about their feelings (22% sometimes) 98% of learners are able to use strategies to deal with big feelings (19% sometimes) 98% of learners know that they ask for help at school (18% sometimes)</p>	Students can describe their emotions: (scale of 1-4) (4) 36% (3) 32% (2) 25% (1) 6%	Students can talk about their feelings: (scale of 1-4) (4) 38% (3) 31% (2) 22% (1) 9%	Students are able to use strategies to deal with big feelings: (Yes) 79% (Sometimes) 19% (No) 2%	Students can ask for help at school: (scale of 1-4) (4) 59% (3) 21% (2) 18% (1) 2%
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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	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, 	<p>Term 1</p> <ul style="list-style-type: none"> Class dojo posts - over the fortnightly learning post Fortnightly learning posts shared to whānau via class dojo (must do) <p>Term 2</p> <ul style="list-style-type: none"> Class dojo posts Buddy classes, Friday Wks 3, 6, 9 at 12-12:30 Y3/4 Poetry Recitals and Y5/6 Speech Finals <p>Term 3</p> <ul style="list-style-type: none"> Buddy classes, Weeks Whaanau News <p>Term 4</p> <ul style="list-style-type: none"> Class dojo posts, Weeks 4, 9 Writing focus - poetry, Concept focus - Mana Model Whaanau News
<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. 	<p>During each team hui, there was allocated time to discuss upcoming dojo posts, make suggestions and discuss possible posts. At times, a team member created posts and shared with the rest of the team. This improved consistent messages being sent to whanau.</p> <p>At the beginning of each term, there is an admin staff hui with a clear timeline of when posts will be made during the term. Reminders are shared throughout the term in cross connections and in term huis.</p>
<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 	<p>Term 1</p> <ul style="list-style-type: none"> Class dojo posts - over the fortnightly learning post Fortnightly learning posts shared to whānau via class dojo (must do) <p>Term 2</p> <ul style="list-style-type: none"> Class dojo posts Buddy classes, Friday Wks 3, 6, 9 at 12-12:30 <p>Term 3</p> <ul style="list-style-type: none"> Buddy classes, Weeks Whaanau News

		<p>Term 4</p> <ul style="list-style-type: none"> - Class dojo posts, Weeks 4, 9 Writing focus - poetry, Concept focus - Mana Model
<ul style="list-style-type: none"> Development of school-wide 'slogans' or shared language prompts to promote the use of our Learner Powers <i>and Vision Statement</i>. 	<ul style="list-style-type: none"> School wide language of the Learner Power prompts known by students. (including our vision - Growing Great People, Together. 	<p>At the beginning of each term, the RICH value focus is reintroduced during the first assembly. This focus is reinforced throughout whole-school events. Our certificates, which reflect our school slogan and celebrate students who consistently demonstrate these values, are awarded fortnightly.</p>
<p>Focus 2: Regular School Wide Celebrations The Why: Provide regular opportunities for us to gather and connect as a kura.</p>		
<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>	<p>Term 1</p> <ul style="list-style-type: none"> - Growers Festival - was another successful event for engaging with 66% whānau attendance. Not included in this is the number of extended whānau members that were also in attendance. - Cultural Parade (Concept/Creative) <p>Term 2</p> <ul style="list-style-type: none"> - Parent / Student Conference - Te Puea Day Kindness in a cup - <i>community appreciation</i> - Matariki / Grandparents Day Kapa haka performance. Open classrooms with school-wide activity (STARS) Breakfast - sausage sizzle <p>Term 3</p> <ul style="list-style-type: none"> Book Fair Celebration of language weeks lead by student whānau leaders at lunchtimes <p>Term 4</p> <ul style="list-style-type: none"> Celebration of language weeks lead by student whānau leaders at lunchtimes Colour Run (Team Wide) Whaanau Group singing practice
<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>	<p>Term 1</p> <ul style="list-style-type: none"> - Although not deliberately planned for, opportunities were provided for whānau to visit classes through the Growers Festival and the Cultural Parade - Concept <p>Term 2</p> <ul style="list-style-type: none"> - Opportunity for whānau to visit through the Week 8 Matariki and Grandparents Day. Sausage sizzle for whānau, star activity in classes.
<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>	<p>Term 1</p> <ul style="list-style-type: none"> - Mana whenua (Haka with Ngati Tamaoho) - Kapa haka (Puni Multicultural Festival) - Attendance KA Manawhenua - Kapa haka students (Y4-6, selected Y3) participated in the MCF, with many whānau/whānau whānui in attendance. - Selected group of students attended the Manawhenua - haka day at Wesley College alongside many other kura in the rohe. <p>Term 2</p> <ul style="list-style-type: none"> - KA Manawhenua hui (Week 3) - Hui with NHEW (Week 4) - Matariki Concert - (Week 8) - Kapa haka available again for all students Y3-6. - Matariki Concert at PHS with Y5/6 students and selected Y3/4 to attend.

		<ul style="list-style-type: none"> - Y5/6 Kapa haka - Matariki sleepover, dinner, hautapu and tree planting - Ngaa Hau e Whaa Marae - connection and support to create an Education Plan for the wider school community. Support by attendance at Wellington Street Cemetery - for unmarked graves. Attendance and support at Matariki Celebrations at Pukekohe Hill. - Totara visit to the marae for Matariki Rotations. <p>Term 3</p> <ul style="list-style-type: none"> - Ngaa Hau e Whaa Marae (continued mahi with the trustees to maintain connection) - Kapa haka available again for all students Y3-6. - Ki - rahi tournament with Tamaoho School - Rm 14 and selected students attended the Koroneihana <p>Term 4</p> <ul style="list-style-type: none"> - Ngaa Hau e Whaa Marae (continued mahi with the trustees to maintain connection). Support with the Marae Open Day, which involved R14 students supporting the kaupapa - Kauri Team visit to the Marae (Rm 14 students supporting and running activities)
<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>	<p>The Whanau leaders have enjoyed taking more ownership of running assembly and it has been good having one whanau group at a time. The leaders have found this easy to manage. This has also allowed the students to be creative with planning items in assembly and discussing what they think needs to be communicated across the school, e.g., too much rubbish around the school. This is also a great opportunity to share their learning and the learning taking place across the school.</p> <p>Whanau games have taken place fortnightly and the leaders have been taking responsibility to organise the equipment and help run the games. We have had some good participation from the Totara and Kauri teams but are hoping to increase the participation from the Pohutakawa team. This has been tricky as a lot of juniors are still eating and don't make it to the game . We are hoping to try having 2 games taking place at lunchtime one for kauri and Totara and one for Pohutakawa . We also thought about trialing having the whanau game in the second half of lunch to give more time for eating for our slower eaters. We could make an announcement to say the whanau game is starting on the ... make your way over to earn points for your whanau group.</p> <p>Events planned for or supported with</p> <ul style="list-style-type: none"> - Tabloids day planned for the end of term. Due to weather this was postponed to <p>Term 2</p> <ul style="list-style-type: none"> - Tabloids day - from Term 1 - Swimming Sports - not planned but supported the event Y3-6 <p>Term 3</p> <ul style="list-style-type: none"> - Cross Country - Weather restrictions did not allow for Whānau Group connections <p>Term 4</p> <ul style="list-style-type: none"> - Athletics - support with running and set up of the the event - Colour Run - being supported by the Admin Team.
<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>Cultural Parade Sharing of different cultures within and across teams Sharing of kianga in different languages Student Whānau Leaders leading wero and language sharing for whānau news at lunchtimes during language weeks</p>

**Overall Measure of
Success -
Connected**

- Multiple opportunities each term for whānau to connect/ learn. Provide opportunities 'prior', 'during' or 'after' the learning
- Community survey suggests over 80% of whānau feel well informed and connected to their child's learning.
- Students have been involved in a wide range of school activities during the year - over 90% responded in category 3 - 5 in the survey.

Outcome

80% of whānau feel well informed and connected to their child's learning.

Learner Voice:

Students have been involved in a wide range of school activities during the year - over 90% responded in category 3 - 5 in the survey.

What students have enjoyed about Whānau Groups:

- 288 - Whānau Group Events (termly)
- 256 - Dress up days
- 210 - Whānau News (fortnightly)
- 113 - Whānau Games (fortnightly)

What schoolwide events students have enjoyed:

- 266 - Grandparents Day
- 262 - Growers Festival
- 262 - Growers Festival
- 256 - Buddy Classes
- 222 - Matariki Rotations (Kaurii, Totara only)
- 201 - Te Puea Day
- 182 - Swimming Sports (Kaurii, Totara only)



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	Outcome
<p>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.</p>		
<p>Targeted actions:</p> <ul style="list-style-type: none"> Regular Staff and Team Hui to unpack the new curriculum and our selected math approach 	<p>Clarity around math curriculum coverage</p> <p>Teaching and learning conversations with a focus on Math happening in team hui</p>	<p>Termly hui - both staff and team to discuss MNP.</p> <p>Term 1 - TOD focusing on unpacking of MNP. Staff hui on unpacking 'explore' section of MNP, as well as reviewing our thoughts using Rose/Bud Thorn analogy. Team Hui capturing teacher voices and points where clarity is needed.</p> <p>Term 2—Staff hui focusing on misconceptions and developing shared messages about using MNP as a supplementary guide. TOD: Backward mapping of curriculum coverage to determine holes in MNP. The goal is to increase staff clarity and familiarity with the curriculum.</p> <p>TOD: planning for co-plan</p> <p>Term 3 - Finalisation of Curriculum coverage documents which align MNP and the curriculum. CoPlan #2 - Focus on an area of Math Curriculum not being covered in MNP and teach using the MNP format.</p> <p>Term 4 - Vocab hui - developing a consistent understanding of the vocab used in the new curriculum and MNP. Review our Curriculum Coverage documents and how we are covering the holes not addressed by MNP.</p> <p>Regular teaching and learning conversations, both incidental and within meetings.</p>
<ul style="list-style-type: none"> Co-construction with staff of teaching expectations, timetabling, and assessment using MNP 	<p>Evidence of consistency in timetabling and delivery of MNP</p> <p>Teacher clarity in making OTJs for Math</p>	<p>Term 1: Creation of Assessment Documents/End-of-Chapter Reviews. These are expected to be used school-wide. There is evidence of timetabled lessons, and this is consistent between teams.</p> <p>Term 2</p> <p>Staff hui: This meeting will include reminders about using assessment to make OTJ, coverage expectations, and teaching practices.</p> <p>Consistency through KA modelled lessons, Lesson unpacking in team hui Co-plan/Co-teach in term 2. Assessment OTJ analysis by KA team</p> <p>Term 3: Finalisation of Assessment Tracker Sheets for Book B (and C) Co-plan/Co-teach in term 3 Finalisation of Curriculum coverage sheets</p>

		<p>Creation of Basic Facts assessment for year 2-6 that aligns with new curriculum expectations Assessment staff hui looking at making OTJs and team activity making an OTJ based on a data set Term 4: staff completion of end-of-year test - before the test, teachers in team hui to go through the test and see what questions we think need to be achieved to reflect the curriculum. Reflect after the test on OTJs in team meetings.</p>
<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 	<p>Evidence of tools (student progression cards, planning overviews etc) used in classrooms</p>	<ul style="list-style-type: none"> ● Resourcing is working well with the KA team developing a shared resource drive, which is added to regularly. ● Creation of expected teaching lesson progression/coverage. ● PLD days attended, both externally and internally run TOD ● Rochelle, Lee & members or KA team attending Cognition unpacks of the curriculum ● Creation of sentence charts ● Refined writing cards - used next year ● Creation of Basic Facts tests
<ul style="list-style-type: none"> ● Co-teaching across the school and classrooms observations occurring (with a math focus) 	<p>Teacher professional development and reflection on Math Programmes captured in the Growth Cycle</p>	<ul style="list-style-type: none"> ● Term 1: Professional goals written with a focus on Math. <ul style="list-style-type: none"> ○ KA team observing in Waipipi School for evidence of great teaching practice within MNP ● Term 2: <ul style="list-style-type: none"> ○ Observations of KA teachers. ○ TOD focus on developing strong teaching practice within Math, ○ Professional development observations lead through co-teaching/planning. ○ Team leader observations with a math focus, using ERO's Teaching Observation Framework (2025) - <i>Collaboration</i>. ● Term 3 - <ul style="list-style-type: none"> ○ Co-plan/Co-teach in term 3 ○ Continuation - Team leader observations with a math focus, using ERO's Teaching Observation Framework (2025).
<p>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>		
<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>	<ul style="list-style-type: none"> ● Term 1: Math end-of-chapter review assessment sheet created. ● Term 2: <ul style="list-style-type: none"> ○ Student voice. Terms 2 and 4. ○ Goal of Co-plan- Uniformity with teaching practices in class - use of materials (PCA progression), use of rich engagement activities ○ Staff hui: What is structured math and the Science of Learning - MNP as a supplementary approach ○ TOD: Curriculum coverage docs created ● Term 3: <ul style="list-style-type: none"> ○ Instead of Progression Cards, the focus went on developing learner vocab resources (TIPs charts) and shared staff understandings about vocab

<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>	<ul style="list-style-type: none"> Term 1 - Staff hui on unpacking 'explore' section of MNP, ang planning collegially exploring upcoming lessons. TL observations and Team Hui week 11 exploring differentiation Term 2 - Team hui evidence of regular discussions helping teachers align MNP with their conceptions of quality math teaching and peer problem solving for how to make MNP effective for all learners in the class. Term 3 - Co-plan co-teach, focusing on developing 'hook-ins' or 'engage' tasks in areas of the math curriculum not covered by MNP.
<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>As above</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 'journalling/modelling books' within the school and similar expectations for use evident.</p>	<p><i>This is a growth area for 2026</i></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>Term 1 & 2: Snapshots sent home through newsletter and dojo. Updating termly. Term 2: Whanau information shared during student/teacher conference: time to view the new curriculum and ask questions about learner achievement. Term 3 & 4: Snapshots sent home through newsletter and dojo. Updating termly.</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%)

Outcome

Teacher voice showed a significant number of teachers felt confident teaching MNP by the end of the year (over 90%). Tensions remain about how to best meet learner needs for those learners who are significantly above or below their year level cohort. Teachers voice asked for guidance "Differentiating for the abilities of the children (for both acceleration and remediation)"

The EOY teacher survey showed that all teachers felt 100% confident with their delivery of the programme and how the programme fits within the 2025 curriculum progression. Concerns that Pohutukawa teachers had related to assessment, and all teachers around the school said their largest barrier to success with MNP was time.

Student Voice: 82% of learners report that they believe that they are good at math. Self efficacy and belief in themselves as mathematicians has dramatically improved this year.

Student voices stated that math is better this year (76% of learners). Students who explicitly say this year is better, easier, more fun, more challenging, or more organised.

Student voice shared that 91% of learners know what they are learning in math and what they need to do to be successful.

Consistent measurement of End of Year OTJ data is not possible due to shift in curriculum expectations during 2025.

Following is 2025 data

- Reading- 74% (Maori - 64% / Pasifika 59%)
- Writing -65% (Maori - 55% / Pasifika 48%)
- Maths -64% (Maori - 52% / Pasifika 42%)



Strategic Initiative 2025: Delivery of team-wide, hands-on learning experiences linked to concept learning.

Targeted Actions	Measures of Success	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	<ul style="list-style-type: none"> <i>Over 2025 - Confidentially achieved the following: Planning identifies a range of learning experiences (e.g., hands-on, digital, cultural, whanau/community-based).</i> Term 1: Learning experiences are visible through cultural slide planning. Examples include learning about the arts, dance, drama, and music, as well as food/kai experiences, henna, and whanau coming in to share their culture with our school community. Term 2: Team planning minutes show a clear breakdown of concept learning goals (Past, Present and Future) linked to the NZ Social Studies / History Curriculum. Term 3: Science-based learning (forces and motions/simple machines). Evidence of cross-curricular links embedded deliberately in the concept plan (e.g., literacy tasks linked to science inquiries). Term 4: All areas completing a visible Mana Model, displayed in classrooms and shared with whanau.
<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.	<ul style="list-style-type: none"> Term 1: Museum trip to engage and deepen cultural learning and celebrating with the cultural parade and learning sharing with whanau back in class. Term 2: Learning rotations, Howick Historic Village and Marae visit. Term 3: Science in a Van, Motat engagement trips, whole school. Term 4: Speakers were effective hooks.
<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	<ul style="list-style-type: none"> Term 2: learning rotations set up as well as buddy class Term 3: continuation of the above - celebrated in school video's
<ul style="list-style-type: none"> With increased frequency Learners frequently reflect on concept 	School -wide Friday sharing of learning Sharing in the weekly newsletter	<ul style="list-style-type: none"> Scheduled school-wide newsletter sharing has happened and dojo posts also reflect concept learning.

learning	Regular sharing opportunities across the school through buddy classes.	<ul style="list-style-type: none"> ● Term 1: Pohutukawa shared Museum pics. Kauri to share ● Term 2 & 3: Buddy Share: Friday fortnights - concept learning. ● Term 4: Mana model shared through Dojo
<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	<ul style="list-style-type: none"> ● Ongoing and scheduled in team hui. Meeting agendas/minutes where LEAs and Team Leaders have led sessions on concept delivery. ● Shared planning folders across the team with shared rotations and aligned weekly plans and learning intentions. ● Walk-through observation notes or teacher feedback showing consistency of delivery across classrooms. ● Team leaders providing coaching or PLD related to concept-based teaching and learning. ● Use of common language evident in classroom displays and learner talk (esp with NZ disasters (past, present, future) and 5Es of Science). Common language in Mana model evident in classrooms, assembly, newsletters and shared with home.

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>	<ul style="list-style-type: none"> ● Meeting agendas/minutes where LEAs and Team Leaders have led sessions on concept delivery. ● All team members contribute ideas during planning meetings, evidenced in shared meeting minutes and collaborative planning documents. ● Concept overviews include contributions from all teachers, reflecting diverse strengths and perspectives. ● Teachers report a strong sense of ownership over concept learning. ● Planning reflects a range of teaching styles and learner needs, showing that input from multiple voices has been considered. ● Feedback from team members indicates that their input is valued and incorporated into planning.
<ul style="list-style-type: none"> ● Involvement of Mitey leads in integrating Mitey concepts 	Team leads and Mitey leads meeting at the beginning of each concept-during the planning process	On-going
<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>	<ul style="list-style-type: none"> ● Photos and videos of concept engagement (e.g.,trips, rotations, mystery object reveals, guest speakers, dress-up days). ● Student voice collected through student council and in class showing excitement and development of thinking. ● Whanau invited to be involved in Concept celebrations (Cultural Parade, Grandparents day), expos (e.g. ePro8, Arts Festivals) class presentations e.g. learning sharing through Dojo or Video Posts - or student-led conferences scheduled at the end of each unit. ● PMI / End of term teacher reflections on hooks and sharing show intentional connection to learner engagement and deeper thinking. ● Each term includes at least one authentic experience or trip directly tied to the concept focus (e.g., a trip to a marae during an identity concept). ● Students reflect on trips through follow-up learning tasks that connect to concept goals. ● Whānau engagement is visible through support for trips or sharing of

		<p>related experiences.</p> <ul style="list-style-type: none"> • Concept overviews show intentional planning of authentic contexts, not just incidental experiences. • Student voice indicates that trips/experiences enhanced their understanding of the big idea.
<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>	<ul style="list-style-type: none"> • Teacher voice reflected strength in teaching our Forces Concept due to the high nature of hands-on learning opportunities and the ability to increase exposure to rotations. • Teacher Voice highlighted that hands-on learning and rotations were the 2 most significant actions on learner engagement and learning.

Overall Measure of Success - Creative	<ul style="list-style-type: none"> • 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
Outcome	<p><u>Increased Exposure:</u> 2025 provided a significant increase in exposure to a range of new learning experiences and extension opportunities. Evidence was in completing a new science focus this year across the school ('Forces') as well as providing the following termly passion opportunities:</p> <ul style="list-style-type: none"> • Franklin Arts Exhibition, Otago Math weekly extension group, Epro8 technology challenge, and Hills Got Talent. • Other clubs/ experiences opportunities: DigiTech Y4-6, Knitting, Lego, Chess club, Dance group, Enviro, Cooking club, Manaakitangata group, doodling group, <p><u>Consistency in learner experiences</u> was strong. Team leaders worked collaboratively to ensure that learning focuses and experiences aligned with the planned programme. Discussions were consistently robust and reflective, especially when exploring new concepts, ideas, and "what-ifs". Team leaders openly shared their team's successes and challenges through the learning experiences, allowing everyone to learn from one another. They worked well as a cohesive group, supporting each other to refine practice and maintain consistency across the team. School-wide trips, hook-ins, guest speakers, and culminating tasks were specifically planned for to ensure school wide consistency in actions and desired outcomes.</p> <p><u>Range of Hands of Learning experiences:</u> School-wide rotations were specifically planned for in terms 2 and 3 to reflect teacher strengths/passions.</p> <ul style="list-style-type: none"> • Staff voice EOY survey: 95.5% of staff identified hands-on learning, 90.9% engagement activities, 86.4% across class rotations as the key factors in ensuring children learnt the enduring understanding for the Concept • Student voice EOY survey: The concept where students felt they best achieved the enduring understanding was in our Discovery & Exploration topic. 77.3% of students rated themselves 4 & 5, this could be due to hands-on-learning. • When students were surveyed about the "best thing about concept" a clear majority (54.4% of online responses, and an even higher response in class survey responses on paper) chose trip experiences.

Systems & Processes Plan



Targeted Actions	Desired outcome	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.	Not completed
<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.	EOTC procedures were strengthened through a comprehensive review and the development of an AI-powered generator to create bespoke, event-specific risk assessment forms. Leadership provided clearer guidance around expectations and required documentation, resulting in increased staff understanding of the process. Further work is needed to ensure consistent application of these documents and full adherence to the procedures across all teams
<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.	Learning support systems are now more responsive and transparent, with clearer pathways for early identification of learning needs. Students receive targeted interventions sooner, and staff have greater clarity around processes, expectations, and available supports. However, the increasing complexity and volume of student needs continue to make timely and effective responses challenging, highlighting the importance of ongoing refinement and resourcing in this area.
<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.	Frances Kircher, our Learning Support Coordinator, has made significant efforts to strengthen the school's learning support systems. New documentation has been developed to more clearly record support programmes, interventions, and student progress, leading to greater consistency and visibility across the register. A consistent IEP format has also been introduced, ensuring that goals, interventions, and progress are recorded in a unified way across the kura. This shared structure supports clearer communication between teachers, whānau, and support staff, improving the quality and effectiveness of learning plans for students with additional needs.

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 repair • Hall entrance courtyard area. • Landscaping of old sandpit area • Pool - internal painting • Re-Key School Project 	<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 20 x 2018 model chromebooks. • Replace 2 x 2018 ipads • Laser cutter • Data Projector replacement x 1 	<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"> •

Statement of Compliance with Employment Policy

For the year ended 31st December 2025

The Pukekohe Hill School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.