



School Charter
Strategic and Annual Plan for
PUKENUI SCHOOL
2024 - 2025

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

PUKENUI School 2024 - 2025
Introductory Section - Strategic Intentions

Mission Statement Te Kaupapa Korero	Inspiring Learning for Life
Vision Korero Moemoe	To nurture an enthusiasm for learning in order to contribute effectively in our communities
Values	<p>Te Wairua Motuhake o Pukenui (The unique spirit, atmosphere and culture of Pukenui School) Individuals are responsible for their own conduct. Every individual's conduct impacts on Self, Others, Learning and the Environments</p> <p>Hei oranga mou, Hei oranga etahi atu, hei oranga ako, hei oranga te taiao Respect for S.O.L.E (Self, Others, Learning, Environment)</p>

Principles	Future Focus; Coherence; Community engagement; Learning to Learn; Inclusion; Cultural Sustainability; Te Tiriti o Waitangi; High Expectations
School Description	<p><u>PUKENUI SCHOOL DESCRIPTION</u></p> <p>Pukenui School is a full primary school, serving the educational needs of the children of the local community. The school is located on the west side of town and is on the fringe between town and country. The Pukenui School community extends from Piopio to Waitomo.</p> <p>Te Kuiti is steeped in Māori history. We are a strong Māori community based school with grandparents who are Kaumatua that the school may source for matters of history / protocol, to better equip our students in their progress, engaging their learning and contribution to society. The school Whanau community associates with a number of local marae. A feature of the school is we dwell under Pukenui , one of the landmarks of Maniapoto.</p> <p>Māori students <u>comprise 81%, Pacifica (2%) and other 17% of the</u> current roll. We are a multicultural learning community.</p> <p>The Board of trustees sees Pukenui School as a modern, well-resourced school with quality, caring, and dedicated staff. Pukenui School provides child centred education tailored to the needs and abilities of the students.</p> <p>A wide range of support programmes for children with special needs are catered for by teachers and five experienced learning assistants. The school has provided a teacher to be out of the classroom to be LST - learning support teacher due to the increasing number of tamariki with high learning, behavioral, social need and , trauma requirements.</p> <p>Major developments to the school's property have occurred over recent years. The school was repainted in 2018. Physically the school comprises 8 classrooms, a Multipurpose room, break out spaces , administration block, library, numerous office spaces, two courts, an Astroturf area, swimming pool, two adventure playgrounds, sandpit and large playing fields, all set in landscaped grounds.</p> <p>A large community stadium and theatre next door to the school are available for hire.</p> <p>Parental involvement in school activities is encouraged. The school's involvement in the community and the family atmosphere are special qualities of the school.</p>

Māori Dimensions and Cultural Diversity	<p>The Waitomo Arotahi Kahui Ako (W.A.K.A.) is representative of all local schools and most ECE / Kohanga Reo of which Pukenui is part of.</p> <p>Our kura celebrates the cultural diversity of our community through Powhiri / Whakatau, Karakia, Waiata and Kapa Haka, emphasising links to Nehenehenui, Maniapoto / Rereahu within these contexts. This is also a contextual focus for our Kahui Ako (W.A.K.A.)</p> <p>All tamariki have equitable opportunities to use technology to 'engage' with their learning. Chromebooks & i-pads continue to be a vital tool to enhance student learning - working towards 1:1 devices. The recent school PLD(2020 - 2023), for DT / DF for kaiako has proved to be valuable. Seesaw is now our main platform to engage whanau with classroom learning. Tamariki have the power and responsibility to share their learning via this medium. Kaiako will need to continue to develop their pedagogy of D.T / D.F.</p> <p>As a result of Covid, making effective connections with tamariki / whanau proved to be invaluable.</p> <p>Promotion of bilingual language is continuing to be developed and will continue to be expressed through Staff attending Te Reo PD, attending WAKA PLD on Maniapoto, Kingitanga and Kawenata themes.</p> <p>Our Uara (School Values) are displayed in the classrooms and key areas of the school as a reflection of our commitment through PB4L awareness. Pukenui continues to consolidate Tier 2 (PB4L) and will continue to reflect on best practice. Restorative Practice PD has been provided, and staff are attending review sessions.</p> <p>Kia Mana tu, Kia mana ora (Mana Potential) - looking further into this . Visits planned to other kura that have implemented this.</p>
Special Character status	<p>We are an Inclusive school and a magnet school in our area for High Needs/ORS/ behaviour students and whanau who have struggled in other education environments.</p> <p>PB4L (Tier 2) is a School wide continuum and is integrated throughout our School teaching and learning practices. Continue to build and grow restorative practice, conversations and communications as an integral part of creating a caring learning environment .</p> <p>Targeted PLD focus for 2024 – Whole School will be Localised Curriculum, Assessment for Learning, Structured Literacy - Dibels school wide.</p> <p>The continuation of Digital Fluency / Digital Technology PLD/ Seesaw will be applied through our kura and WAKA (Kahui Ako).</p> <p>We have a strong Narrative that continues to acknowledge and celebrate our School Uara (Values):</p>

	Respect for Self - heo oranga mou , Respect for Others: Hei oranga etahi atu, Respect for Learning: Hei oranga ako and Respect for Environment: Hei oranga te taiao (Respect for SOLE), through Special Assemblies, weekly SOLE time and certificates, housies within classes.
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Student Engagement	<p>Authentic links to local Iwi stories and history and experiences through a range of opportunities will continue throughout 2024 - 2025. Visits are planned to Te Kuiti pa, Limestone Caves, Maniapoto Cave etc...</p> <p>PD on Tamariki of Rereahu booklets - use of lesson plans.etc.</p> <p>We will grow our House Leaders throughout 2024/25 by setting challenges and creating opportunities.</p> <p>Ka Hikitia , Whare Tapa Wha continues to be used as a framework as we further develop and construct our localized curriculum. This is an area requiring further development and support through targeted PLD.</p> <p>Midyear 2024 Matariki - our school offers Matariki Kai Festival for the community.; Whikoi mo te Reo.</p> <p>MOE : No phones - Our school process /policy continues - if phones come to school with students they are handed into the office at 8:30 and collected at 3:00pm.</p>
School Organisation and Structures	<p>Pukenui has eight classes. All are composite classes apart from the New Entrants.</p> <p>All classes report to Parents / Caregivers 2 x per year in written form (Term 2 and 4, as per applicable NZ MOE requirements) and we have student/whanau/teacher learning conversation hui twice a year 9 Term 1 and 3) .</p> <p>Regular updates occur in weekly panui sent home to inform of events and trends in learning for all tamariki at our kura.</p> <p>Student work, connections and celebrations are now a regular feature to showcase to whanau - Seesaw, classroom displays, celebrations, whanau hui</p> <p>School website and app is updated regularly for notices or special notifications.</p> <p>School Property (10YPP) – New 10YPP Plan outlined with BOT priorities to address in 5YA:</p>

<p>Focus areas</p>	<p>W.A.K.A has developed a collegial relationship with the Otorohanga kahui ako (Nga Awa ki te Moana) , where we work together for PD and coordinate the use of the Core facilitator we both have a contract with. Pukenui will be honouring the aspirations of Ti Tiriti o Waitangi by creating strong connections and actions as partners, participants and protection for all akonga by: visit Te Kuiti Pa, loval area eg Limestone caves, Maniapoto's cave , Te ara roa - walkways in town etc..</p> <ul style="list-style-type: none"> • Working with Sport Waikato to connect our school uara to Whare Tapa Wha, fulfilling on student surveys re well being (VoT - voice of Tamariki) • Raising oral language achievements (2023 -2025) which will be a focus across all classes. Yr 0 & 2 have Better Start Literacy trained teachers. All other levels the teachers will have participated in Structured Literacy PLD and Dibels with a local Speech Language Therapist Emma Nahna.. They will also develop oral language/literacy through language experience, use of all senses , The Code, UFLI, Partner reading etc.. • MOE initiative : 1 hour of reading, writing, maths each day in weekly timetable and planning. • Wellbeing and raising the outcomes for all tamariki continues after a number of challenging years. The relationship with the Nehenehenui Maori Trust Board continues to develop. We regularly encourage our whanau to be on the Maniapoto tribal roll to receive benefits that will help support their tamariki. • Pukenui tumuaki attends the Nehenehenui Maori Trust Board hui re Kahui Ako PLD sessions on call back days • PLD Having all classes continue to integrate Te Reo and tikanga Maaori into classroom practice on a daily basis. Akonga are developing their Pepeha, whakapapa to help promote oral language which is School wide • Encouraging and promoting the whole school Kapa Haka, Maniapoto waiata etc. continues throughout the year to help prepare for the many occasions and festivals our kura partake in. Performances within Pukenui (waiata / haka) will be based on Maniapoto Tanga to strengthen the connections that have already been established within the School Uara. The celebrations and promotions of topical events such as Matariki and Whikoi mo te Reo will continue and be linked to planning as an integrated program to complement the School wide focus.
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	<ul style="list-style-type: none"> • Continuing to grow networking and discussions with ECE/ Kohanga Reo centres. This is an area to develop connections/visits/interactions • Continuing to grow networking and discussions with our local Secondary schools . • Updating and adjusting our Appraisal as we transition into the PGC (professional growth cycle). We will continue to develop work on a sustainable future for our tamariki within a Māori perspective with the links tied into the curriculum from a cultural perspective. eg maramataka, Te Tiriti , matariki • Attendance: Continue to monitor trends of absenteeism. Address accordingly to increase school participation and engagement. eg 2024: have two cars picking up tamariki to get to school and dropping them back home in the afternoon.
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PUKENUI SCHOOL – Charter 2024-25

This Charter is a working document and will progress at incremental stages with the aim of achieving greater student learning outcomes

The Strategic Aims outline the identified aspirations of our community and align with those of the WAKA Achievement Challenges

At PUKENUI SCHOOL, we strive to:

- continue to embed iwi and whanau connections / networks such as our cultural identity to reflect targeted needs/ stand strong in Maniapoto tanga and ultimately raise achievement across the curriculum through a shared pedagogy across our community
- continue to raise achievement in reading, writing and maths through targeted initiatives. eg Dibels
- develop ongoing strategies to ensure successful transitions into, between ECE / Kohanga Reo and Primary & Secondary (WAKA focus)
 - continue to develop the enhancement of Hauora / Wellbeing/Healthy Learners at our kura; support other kura to understand and implement Hauora / Wellbeing needs of their ākonga / kaiako

Other 2024 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> Funds from 2023-2028 5YA and 10Y property plan maintenance will be available for design projects and maintenance - quality/flexible learning spaces Ensure play and work spaces are safe - review 		<ul style="list-style-type: none"> Annual budget set , reflecting the areas of priority Monitor and control the schools expenditure Work with Ed Services to have accounts prepared for annual school audit Recommendations from the audit will be actioned 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> Continue to fund school LBST- (Learning and Behaviour Support teacher Board to employ school Learning Assistants to support increasing numbers of high needs learners and behavioural support Provide expertise and PD to meet PGC goals for staff. Participate in, <ul style="list-style-type: none"> a. Assessment for learning - MOE 40hrs - CORE Education b. Dibels assessment and Structured Literacy - Emma NAhna PLD Performance Management system will ensure teacher efficacy - Teacher Professional Standards / Registered Teacher criteria, scheduled review 		<ul style="list-style-type: none"> Tumuaki attends W.A.K.A. weekly hui and connection days (Wk 4 & 8 each term Regular catch up and Consultation with kaumatua. Used their knowledge , experience for PLD applications Use local community resources as widely as possible Use our facebook page, website, to promote our school in the wider community The board will consult with the community every two years oa a Health and Safety issue - 2023 Focus .group for whanau for Navigating the Journey Questionnaire for whanau at Whanau conferences - their aspirations for their tamariki/ mokopuna Seesaw main platform with connecting classroom/ individual student learning with whaNAU 	

Strategic Aim 1: Student Well Being and Engagement: To deliver a stimulating learning environment that promotes student engagement and healthy learners, providing the physical and emotional wellbeing of all akonga.			
<p style="text-align: center;">NELPS: OBJECTIVE 1: LEARNERS AT THE CENTRE</p> <p style="text-align: center;">Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p style="text-align: center;">NELPS: OBJECTIVE 2: BARRIER-FREE ACCESS</p> <p style="text-align: center;">Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>			
<p>Annual Aim 1:</p> <ul style="list-style-type: none"> ● To enhance the Wellbeing of all akonga, a clear understanding and expectation of delivering through our Uara (School Values) will be prioritised. Partnership with Sport Waikato - Health and PE . WAKA (Kahui Ako) Achievement - Develop well-being and healthy learners ● All students (in particular Māori) will be engaged in their learning by connecting to authentic contextual links ● All students will be in an inclusive education environment to partake in all learning events ● All students identified as Special Needs will have access to support networks to help improve their learning needs ● All students with particular gender preference will be supported in an inclusive environment. ● We will develop an understanding of expectations around managing positive behaviour/relationships through PB4L Restorative Practice and Mana potential 			
What Wellbeing & Engagement	HOW	Why	When
The wellbeing of all akonga will be supported through effective initiatives including wellbeing programs and to ensure they are best prepared for learning and development.	Create authentic learning initiatives (example: Mindfulness, Kia Mana Tu, Kia Mana Ora, Te Kura Whare Tapa Wha) Sequence a range of projects throughout the year to keep akonga hooked into programs – Sports Waikato continue working with Pukenui to link school Uara to Te Whare Tapa Wha, improve wellbeing and physical activity, own health. Participation in physical activity/sports eh Volleyball	To increase engagement and attendance rates of all akonga by using personal contact, targeted programs or strategies that will hook students into wanting to be part of these learning journey's (Aim: 90% for attendance)	T1 – Identify trends from data. Action immediately - two cars bringing 7 students to and from school daily. Ongoing for remainder of T2-T4 2024

	Use Sport Waikato VoT 1 and 2, Voice of Tamariki, to identify next steps / needs/ priorities		
<ul style="list-style-type: none"> • Sport Waikato - 2023 Volley Fest (highlighted a huge engagement). School teams to Participate in 2024 4 week Volley ball tournament - wider range of participants: size , age , gender , skill set • Attendance Process up and running within our kura and incentives were given (self tracking housies). Meet with Yr 7 & 8 students to show their attendance graphs- discuss areas of absence etc. • Students can track their own data (attendance and behaviour) • Senior students attendance improved, engaged with individual/class /house incentives a lot more • Breakfast club extended times, kids at school at 8am • Term 1 Parent Conference - setting goals 	<ul style="list-style-type: none"> • Increased hours for Learning Assistant to run breakfast club • Not all staff were consistent with trying to achieve attendance engagement • Across the school engaged in Toku iho (Who am I?) • Some engagement Whare Tapa Wha • Extra playground resources were purchased eg hurdles, jumping sacks etc. • Learning Assistants..... 		
To support akonga adjusting to trauma; illness; social issues; insecurity as a result of COVID 19 and home environment	<p>Regular contact - identified whanau with high student absenteeism or identified areas of concern.</p> <p>Liaise with specialist and local agencies to support student/whanau needs</p> <p>School counselor - Skylight work with 5 students</p>	<p>To meet the target of 90% attendance especially for those well below this target.</p> <p>To create a safe learning environment that demonstrates whanaungatanga, manaakitanga, tuakana / teina & wairua</p> <p>Two cars pick up and drop off seven students daily</p>	T1 -T4 ongoing (2024-25)
<ul style="list-style-type: none"> • Access to School Counselor (Awhi mai Awhi Atu) • SWISS • Board Funded Role (Learning Behaviour Teacher) • Community Support Services (Journey Church e.g. Christmas Parcels) 	<ul style="list-style-type: none"> • Hauora Room • Supporting specific whānau to get kids to school e.g. transport • RLT, MoE referrals • Contact with local Ministry Advisor (ORS) 		
All akonga including those identified with Learning +/- behaviour needs will continue to effectively implement the School Uara (Values) to positively promote and encourage achievement/well being	<p>Utilizing and encouraging consistent use of PB4L/ RP including weekly positive reinforcement – use of housies; Prize fairy, weekly SOLE time, School wide House Graph. Is this best for our tamariki?</p> <p>Tumuaki looking at Jase Williams Trauma work - Henry Hill School in Napier.</p> <p>Attending on line and Face to Face sessions</p>	To reinforce consolidation of School Values. Care for one another in all participation, classes, playground, sport teams etc..	T1 – T4 ongoing 2024

<ul style="list-style-type: none"> • PB4L strategies and interventions are in place • Looking to strengthen strategies and interventions • Resharing the narrative of Te Wairua Motuhake O Pukenui to all staff- refresh how these come about 		<ul style="list-style-type: none"> • Promoting whare competition • Make data driven decisions (MUSAC) • Update PD for Restorative Practices • Review of lesson plans and behaviour matrix • UBRS PD all staff Term 1 - Thurs 28 March 	
To include student voice into our well being/ engagement planning and participation (Dot Survey) Voice of Tamariki (VOT) Surveys 1 & 2	Completed the Sports Waikato school survey for students. Review feedback and implement actions or recommendations.- SLT	To identify areas of student well being/hauora to remove /minimise barriers	T1 - Completed survey T2 - T4 ongoing implement actions from survey
<ul style="list-style-type: none"> • Students whānau conferences • Changes to reporting to parents schedules • Term 1 and 3 - Parent Conferences to set goals with all stake holders 		<ul style="list-style-type: none"> • Term 2 and 4 Reports • Research HAL Report 2023 page 32 • Come back to once survey has been analysed 	
Targeted PLD: Restorative Practice; , Kia Mana Tu, Kia Mana Ora, Mindfulness	Continue implementation and development of Restorative Practice (Relationships) school wide. Staff & community will develop a mutual understanding of expectations around managing positive behaviour.	The Restorative practice links with kura priorities of keeping safe and inclusive. Also supports restoring relationships: teacher/student, Student/student, student/teacher/whanau It also ties in with WAKA AC's -	T1 - T 4 2022
<ul style="list-style-type: none"> • PD for all staff - Restorative Practice • Tumuaki, RTLB and another Principal to visit Melville Primary School for Kia Mana Tu, Kia Mana Ora 		<ul style="list-style-type: none"> • Make data driven decisions (MUSAC) 	
To have consistency across School wide monitoring and tracking of behaviour and pastoral records	Implement PD for staff and ensure the SMS (Edge) is fully utilised efficiently. To link back to the student's identity and personalize the rationale of why the system is a school wide system – links to recorded docs for ongoing monitoring - Pastoral and Learning When and if appropriate share with tamariki their individual data - identify	Identify at early flash points or stage areas of need Implement action plans and address immediately to minimise risk and alleviate escalation. To address any concerns and identify areas requiring extra support/monitoring	T1 SMS ongoing

	trends, behaviours etc.. Korero re these with student		
<ul style="list-style-type: none"> Make data driven decisions (MUSAC) New staff training for MUSAC 		<ul style="list-style-type: none"> Notification has been set for classroom teachers to receive pastoral entries 	
Monitoring <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			
Strategic Aim 2 - Achievement: To provide quality teaching and authentic learning experiences that lead to higher levels of student achievement and build successful communicators.			
<p style="text-align: center;"> NELPS: OBJECTIVE 2: Barrier Free access Great education opportunities and outcomes are within the reach for every learner Priority 4: Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy NELPS: OBJECTIVE 3: Quality teaching and leadership make the difference for learners and their whanau Priority 5: Meaningful incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning </p>			

Annual Aim 2: <ul style="list-style-type: none"> To improve the number of students making progress in relation to NZC curriculum areas in Oral Language, reading (panui), writing (whitiwhiti) and numeracy(pangarau) To have all staff develop a shared understanding and increase in confidence of the delivery of our localised curriculum All students will be engaged in their learning by connecting to authentic contexts All students will be in an inclusive education environment to partake in all learning events All students identified as Special Needs will have access to support networks to help improve their learning needs 			
What	HOW	Why	When

<p>Continue to develop consistent literacy practices building teacher efficacy, student agency</p> <p>Aim to improve and increase the number of students achieving at or above in curriculum areas of reading, writing, and Oral language</p> <p>Assessment for learning - learning progressions will be shared whanau to show progress nad target on a needs basis as required.</p>	<p>School wide Structured literacyPD and Dibels assessment with Emma Nahna SLT</p> <p>Develop oral language through language experience, language rich classroom environments, use of all body and senses experiences , vivid vocab, BSL strategies, Authentic contexts</p>	<p>Teachers' Literacy practice is being strengthened through relevant PD, consistency across schoolwide ,</p> <p>Engage students in their learning by connecting to authentic contextual links.</p> <p>Provide constructive and meaningful feedback to the students and whanau so students can monitor own progress, know next steps, and set new goals</p>	<p>T1 – Attend PD sessions and Dibels Training with PLD providers eg Emma Nahna , CORE education facilitators: Assessment for Learning</p> <p>Ongoing for remainder of T2-T4 2024</p>
<div> <ul style="list-style-type: none"> Up to date New Zealand Resources New Curriculum Guidelines Reading resources Staff have had PD with CORE facilitators Teacher release and unit for implementation of Assessment in school </div> <div> <ul style="list-style-type: none"> 3 Teachers and 1 Learning Assistants trained in BSL - Level 1 and 2 School wide PD with Literacy Advisor (Structured Literacy and Dibels) 2024 Ministry funded assessment PLD 2024 - CORE education 40 hours Seesaw platform TOD - Emma Nahna - Feb 5th 2024 </div>			
Learner profile - school/		<p>Connectivity through a digital format to be further enhanced for all students including those with Special Needs to support, help engage and encourage learning - Seesaw, 1 to 1 devices, assistive technology</p>	
<ul style="list-style-type: none"> Student transition forms from 1 teacher to the next Transition to high school hui and documentation 		<ul style="list-style-type: none"> Submit assistive technology application for our 2 ORS students 	
Strengthen our assessment for learning strategies	<p>Review our assessment tools - what do we need</p> <p>look at using 'effect size to' show progress and achievement.</p> <p>Include Dibels data</p>	<p>Students develop language acquisition across all curriculum areas to access learning</p> <p>What data is most effective, relevant for us?</p> <p>What assessments - align with Kahui ako?</p>	<p>Data - Mid year and End of year - What does this look like?</p> <p>Report to board and whanaau twice a year - Term 2 and 4.</p>

Strategic Aim 3 - Localised Curriculum: To enable Akonga to be confident in their identity , language and culture and engage effectively and contribute into their learning and aspirations of their communities.

NELPS: OBJECTIVE 3: Quality teaching and leadership make the difference for learners and their whanau
Priority 5: Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning

Annual Aim 3:

- **To have all staff develop a shared understanding and increase in confidence of the delivery of our localised curriculum through a contextual learning lens**

What	HOW	Why	When
Create a range of initiatives for tamariki to develop knowledge and history of local area	Utilise and create a diverse range of new EOTC events and opportunities to learn about local stories/histories - link our Te Ara Poutama to other significant walkways in our community e.g. Te Ara Roa, Te Ara Tika etc.	To improve engagement and attendance for all akonga leading to raising achievement of student outcome	Ongoing 2024-25
<ul style="list-style-type: none"> • School wide focus on initiatives term 1 • Access knowledge from local experts e.g. Barnie Winikerei, Anaru Morgan, Barnie Anderson • KAHUI AKO PD - All staff attend • Internal PD - Prepare and determine our direction of our planning • Online workshops through KAHUI AKO • Mau rakau • Kapa Haka • Integration of Te Reo Māori • Tamariki o Rereahu - Resources readily available - used to share and link students interests/ areas of talent 			

Local Curriculum will be developed through an integrated program	<p>Embark on authentic engagement activities for tamariki to connect with the kupu in meaningful ways. Source reading materials for distribution Local histories.</p> <p>Work with the Nehenehenui PLD providers to access local histories and networks for Te Nehenehenui. 3 call back days through out year Monday 15 April, July 8, 30 September - 3 themes: Maniapoto, Kingtanga, Kawenata . There will be a different context each year.</p> <p>Akonga will help design the planning to keep them fully engaged.</p> <p>Utilize kaumatua that are in the kura sharing & retelling authentic stories</p>	<p>To grow understanding and purpose for oral language , reading and writing</p> <p>Knowing the story of our kura: our name , our taonga within the school gates e.g carving at front of the kura, - tamariki record , show presentations for the future</p>	<p>Doug Ruki -Nehenehenui</p> <p>Les Koroheke - Te Wharekura o Maniapoto</p>
<ul style="list-style-type: none"> Mau rakau - school wide Kapa Haka - school wide Visit to Te Kuiti Pa - Term 1 Integration of Te Reo Māori Matariki Kai Festival Call back days PD 			
<p>Utilize local whanau / Iwi to support and deliver local content / context to encourage partnership with kura</p> <p>Development of integrated school wide taiao program utilising local rauemi and Koorero</p>	<p>Continue to plant school maara kai, look at coordinating sport days etc with maramataka</p> <p>Akonga will link in to enviro school concepts to consolidate understanding of a sustainable community</p> <p>Visit the local community maara kai - share plants, vegetables and cultivation</p>	<p>Understanding self sufficiency</p> <p>To support akonga and motivate whanau to learn along with tamariki in a partnership that will grow and demonstrate whakawhanaungatanga; manaaki; mana tangata</p>	
<ul style="list-style-type: none"> Barney Anderson Barney Winikerei Kingii Turner 		<ul style="list-style-type: none"> Expand our Maara Kai Implementing a care and maintenance schedule for Poutama Walkway Reconnect to enviro school - use of non spaces - sensory garden, butterfly garden, chooks? 	

Targeted PLD: Apply for PD - understand and implement a targeted integrated learning program with a particular focus on local curriculum	PLD provider will deliver support to improve Kaiako pedagogy through foundational learning of developing an integrated localised curriculum. Utilising strategic D.T and D.F understandings to capture and record the korero. Staff hui - construct a list of places, activities in our community that Localised Curriculum can link too	To link learning and engage in authentic context to raise engagement of student learning to improve learning outcomes.	2022 - 2023
<ul style="list-style-type: none"> Ministry Funded PD - Te Mātaiaho KAHUI AKO PD - Call Back days - Attended all MoE PD Focus on EOTC and rich learning tasks Visiting our local sites - Mangaokewa awa, Te Kuiti Pa, Pukenui maunga etc.. 			

School Achievement information 2019 - 2023

School: PUKENUI, TE KUITI

Numbers and %ages 'at and above' curriculum expectation:

Reading (numbers and %ages), e.g. **16/25 = 64%**

	2019	2020	2021	2022	Mid 2023 OTJ	
All	63/124=51%	79/138=57%	66/132=50%	91/158= 58%	92/166=55%	
Māori	49/100 = 49%	62/112=55%	52/109 = 48%	73/132= 65%	70/132=53%	
Pākehā	11/16=69%	13/19=69%	14/20 = 70%	11/18=60%	11/33=33%	
Pacific	1/5=25%	2/ 3=67%	4/9 = 44%	5/6= 83%	7/9=78%	
Other					4/4=100%	
Boys	29/66= 44%	39/76=51%	28/69= 40 %	48/87=55%	43/85=51%	
Girls	34/58=59%	40/62=64%	38/63 = 60%	43/71=61%	49/81=60%	

Writing (numbers and %ages)

	2019	2020	2021	2022	Mid 2023 OTJ	
All	56/124= 45%	71/138=51%	62/132=48%	68/158= 43%	90/166=54%	
Māori	43/100=43%	54/112=48%	48/109= 44%	53/132=40%	72/132=55%	
Pākehā	10/16 = 62%	14/19=74%	14/20= 70%	9/18 =50%	10/33=30%	
Pacific	2 / 5 = 40%	1 / 3= 33%	4/9= 44%	4/6=67%	5/9=56%	
Other					3/ 4=75%	
Boys	24/66= 36%	31/76= 41%	26/69 =38%	30/87=35%	39/85=46%	
Girls	32/58=55%	40/62= 65%	36/63= 57%	38/71=54%	51/81=63%	

Mathematics (numbers and %ages)

	2019	2020	2021	2022	Mid 2023 OTJ	
All	67/124= 54%	82/138=59%	70/132 = 53%	75/158=48%	96/166=58%	
Māori	54/100 = 54%	66/112= 59%	53/109= 49%	62/132= 47%	75/132=57%	
Pākehā	9/16 = 56%	13/19= 68%	14/20 = 70%	7/18= 39%	12/33=36%	
Pacific	2 / 5 =40%	2/3 = 67%	6/9 = 67%	4/6= 67%	7/9=78%	
Other					2/4=50%	
Boys	30/66 = 45%	44/76= 58%	34/69= 49%	34/87=39%	48/85=56%	
Girls	37/58= 64%	38/62= 61%	36/63= 57%	41/71= 58%	48/81=60%	

School Achievement information 2019 - 2023

Changed our reporting system as are now able to pull school wide data off our Student Management System.
Will review if 10% is still our school shift across a year.