

Pukeatua School Strategic Plan 2024-2026

| Strategic Goal #1 | | Board Primary Objectives | Education Requirements |
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| All students to progress and achieve their highest possible education Potential across the New Zealand Curriculum and leading into Te Mataiaho within an emotionally and physically safe environment. | | Education and Training Act of 2020 Section 127 - (1) - (2) | <ul style="list-style-type: none"> - Ka Hikitia, Ka Hapaitia - New Zealand Curriculum - Te Mataiaho - Nelps #1, 2, 3, 4, 5, 6 |
| Timeline | What do you expect to See | How will we achieve or make progress towards our goal? | How will we measure success? |
| 2024 | 1a A year or more improvement in literacy and maths for targeted students | Implementation of structured Literacy (iDeal) and Maths (Prime and Caxton Mathematics) | Assessment Data and Target Student Tracking of Improvement |
| 2024 | 1b Engaged students and an increase in attendance | Positive relationships within a safe and happy working environment | Wellbeing survey of students and fewer behaviour incidents during playtimes |
| 2024-2025 | 1c Staff knowledge and understanding of Te Mataiaho will improve | Professional Development with the Ministry of Education around how to implement Te Mataiaho | Improve Teacher understanding of Te Mataiaho and slow changes towards Phases and the “Learn, Know, Do” Model. |

Pukeatua School Annual Implementation Plan

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| Strategic Goal (as per plan) | All students are to progress and achieve their highest possible education potential across the New Zealand Curriculum and lead into Te Mataiaho within an emotionally and physically safe environment. | | | |
| Focus Area | 1a A year or more improvement in literacy and maths for targeted students | | | |
| Change to be Sought | Target students below in reading, writing and maths to have accelerated their learning by more than a year. | | | |
| Collaborating Groups | All School Staff Support from School Board of Trustees | Leader: Principal | | |
| <p>What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.)</p> <p>We will see as many of our target students as possible make more than one year of improvement in their assessment and teacher OTJ over the year. This will be shown in their tracking of assessments over the year on our Student Management System.</p> | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Identify Target Students. These students will be below the level required for their year level. | Principal and Teaching Staff | Beginning of Term 1 | Assessment - PATs, Gloss and Jams, iDeal Assessment, Probes and Running Records, Writing Moderation | Target Student Priority List Completed |
| Ongoing meetings throughout the year. 2-3 meetings per term to discuss the progress of Targeted Students | Principal and Teaching Staff | Ongoing | Guidance on Edge SMS to record | Meetings scheduled throughout the year, and "direct acts of Teaching" recorded in Edge Regular Reporting to the Board |
| Teacher aide support in-class and taking breakout groups to implement programs to support targeted students. | Principal, Teaching Staff and Teacher Aide Support | Ongoing | Teacher Aide Funding from the Budget | Progress for students who are working in breakout groups |
| Assessment to track target students and assess the rate of acceleration | Principal and Teaching Staff | Once per term | CRT, Assessment, SMS Tracking | Assessment for each Term recorded in Edge for Target Students |
| Working with families to provide support for learning at home, and to apply for support for those that need it. | Principal, LSC, Teaching Staff | Ongoing | LSC time, support for outside agencies | Students with extra needs will have applications sent for support. |

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| ICT and digital technology used to help accelerate learning in the classroom | Teaching Staff | Ongoing | Up to date Digital Technologies, Subscriptions to Apps or websites that are needed | Greater engagement in Literacy and Maths for students who are at need |
| Internal Professional Development around iDeal to support Beginning Teacher and to support teachers new to the iDeal programme. | Principal, Teaching Staff, External PD Provider | Ongoing | Support with iDeal from our internal support Funding for PD | Teacher competency around iDeal Structured Literacy Program will improve. |
| Analysis of data at the end of 2024, showing the progress students have made, and to plan for 2025 | Principal and Teaching Staff | End of the year | CRT, data on Edge, Assessment Required | Analysis of Variance for 2024 will be completed, along with a Target Students List for 2025 |

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| Strategic Goal (as per plan) | All students to progress and achieve their highest possible education Potential across the New Zealand Curriculum and leading into Te Mataiaho within an emotionally and physically safe environment. | | | |
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| Focus Area | <u>1b</u> Engaged students and an increase in attendance | | | |
| Change to be Sought | To have as many students as possible having an overall attendance of 90% or higher for 2024. | | | |
| Collaborating Groups | All School Staff Support from School Board of Trustees | Leader: Principal | | |
| <p>What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.)</p> <p>We aim to see happy and positive students attending school and wanting to be at school. We will see respectful relationships between teachers and students, and students and students, that will create a positive environment at school.</p> | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Track students whose attendance was 90% or less from 2023 | Principal | Beginning of Term 1 | Data on Edge | A list will be created to track "At Risk" students whose attendance will need to be monitored |
| Track all students' attendance to watch for trends, and discussions with staff at staff meetings twice a term | Principal, Administration | Ongoing Week 3 and 7 of each term | Data on Edge | Meeting minutes and anecdotal conversations with the administration |
| Newsletters and notices home to parents making them aware of their students attendance once, sometimes twice a term | Principal, Administration | Week 4 and 8 of each term | Notices and Newsletters for home | Regular reminders to parents about the importance of attendance in newsletters. An increase of attendance at school for At Risk students |
| Attendance office contacted for serious attendance cases. This will be recorded on Edge | Principal | When needed | Attendance officer | Any serious cases will be reported to the board, and recorded on Edge |
| Teachers will take their attendance everyday, in the morning and after lunch to provide regular data | Teaching Staff | Ongoing | Edge | Attendance will be recorded, and clear data provided to help track students |
| Offers of support for families who many be struggling to get their children to school, or referrals to outside agencies should this be needed. | Principal | Ongoing | Edge, outside agency support | Any serious cases will be reported to the board, and recorded on Edge |
| Make school a fun and happy place to come by praising "at risk" students for their attendance and providing amazing learning experiences for students at school. | Principal, Teaching Staff | Ongoing | Edge, Budget for camps, EOTC experiences | An increase in attendance and happy positive students at school. |

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| Regular Reporting to the board about student attendance and what has been done | Principal | Each Month | Edge | Monthly reports to the board |
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| Strategic Goal (as per plan) | All students to progress and achieve their highest possible education Potential across the New Zealand Curriculum and leading into Te Mataiaho within an emotionally and physically safe environment. | | | |
| Focus Area | 1c Staff knowledge and understanding of Te Mataiaho will improve | | | |
| Change to be Sought | Teachers will have a greater understanding of Te Mataiaho, our new curriculum in order to put it into practice well | | | |
| Collaborating Groups | All School Staff | Leader: Principal | | |
| <p>What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.)</p> <p>We aim to see happy and positive students attending school and wanting to be at school. We will see respectful relationships between teachers and students, and students and students, that will create a positive environment at school.</p> | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Teachers will engage in Professional Development that will look at the new Te Mataiaho Document and how to best implement that in the classroom, through staff meetings and potential Teacher Only Days | Principal and Staff | 2026 | Support from MoE | Teachers will have an understanding of "Understand, Know Do" model as well as the phases, and they will be engaged in staff meetings and Professional Development sessions |
| Aotearoa New Zealand Histories is incorporated into our schoolwide practice and classroom practice | Principal and Staff | 2026 | Support from MoE | Teachers will be teaching about our Aotearoa New Zealand Histories, as well as utilising our local area and local knowledge |
| Reporting to parents will change to best share this new learning with parents | Principal | 2026 | Support from Teachers and MoE | New reporting format will be share where teachers are now reporting against the phases, rather than the current curriculum levels |

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| Strategic Goal #2 | | Board Primary Objectives | Education Requirements |
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| Develop, implement and embed a Values Based Positive Behaviour Management Plan to provide a safe working environment for students. | | Education and Training Act of 2020 Section 127 - (1) - (2) - (3) | <ul style="list-style-type: none"> - Ka Hikitia, Ka Hapaitia - New Zealand Curriculum - Te Mataiaho - Nelps # 1, 3, 5, 6 |
| Timeline | What do you expect to See | How will we achieve or make progress towards our goal? | How will we measure success? |
| 2 years | 2a Students modelling school values that have been identified as important by our school community | Positive reinforcement from the staff and other students using tokens for their positive behaviour and awarding certificates at assemblies based on our values | Recording values tokens and tracking students' engagement around the school values |
| 2 years | 2b Reduction in poor behaviour during playtime | Clear behaviour expectations and consequences around behaviour, as well as positive reinforcement of expected behaviour | Record minor, repeated minor and major behaviours to see a reduction in behaviour and identify problem areas |
| 1 year | 2c Signage around school and classrooms displaying and sharing our school values | Creating posters and wooden signage to be displayed at school sharing our values | Visible signage around school and in class |

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| Strategic Goal (as per plan) | Develop, implement and embed a Values Based Positive Behaviour Management Plan to provide a safe working environment for students. | | | |
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| Focus Area | <u>2a</u> Students modelling school values that have been identified as important by our school community | | | |
| Change to be Sought | Students who are able to share, model and live by our school values to make them good citizens in the future | | | |
| Collaborating Groups | Board, Staff, Students, Community | Leader: Principal | | |
| What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.) | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Develop School-wide Values based on the community consultation document shared with the parent community in 2023. | Principal | 2024-2026 | Time and commitment from staff | Our school values will become ingrained into the students, staff and community. They will be talked about often, and staff, students and parents will model them. |
| Introduce the new school values to the staff, students and Parent Community. | Principal | First 2 weeks of 2024 | Time, and support from staff and community | Our school values will be talked about in class, and around our wider community |
| Work with staff to "Y-chart" our new values: What it looks like, sounds like, feels like, and what does it not look like | Principal and Staff | Term 1, 2024 | Time and commitment from staff | Staff meetings will be had to talk about our combined understanding of what the values look like, etc |
| Get staff to complete Y-charts with the students around the values in class, etc. | Staff | Term 1, 2024 | Time and commitment from staff | Students will also know what the values look like, and how they are seen at school |
| Coach staff around how to reward positive behaviour with our values. How do we praise? What do we praise? etc | Principal | 2024 | Time and commitment from staff | Teachers will be positive praising students, talking about the behaviours we want to see, and praising the behaviours we want to see. |
| Celebrate successes throughout the year at assemblies, focusing certificates, etc, on our values. How do we tie in our values to our certificates? | Principal, Staff and students | Ongoing | Time and commitment from staff. | Certificates will be awarded at school assemblies, that are inline with our school values. |

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| Set up an awards based system to help reinforce positive behaviour in students. These rewards will be tickets, that lead into bands, that lead into badges. This would provide a framework for our values to be built around. | Principal | Term 1, 2024 | Coloured paper, time from staff | Students will want to get tickets, want to win bands, as they begin to model the behaviours we want to see at school. |
| Purchase bands that can be awarded to students for their positive behaviours. | Principal | Term 1, 2024 | \$1500 to purchase bands | Bands will be purchased to be given out at assemblies. |

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| Strategic Goal (as per plan) | Develop, implement and embed a Values Based Positive Behaviour Management Plan to provide a safe working environment for students. | | | |
| Focus Area | <u>2b</u> Reduction in poor behaviour | | | |
| Change to be Sought | A reduction in poor behaviour by students during their free time. | | | |
| Collaborating Groups | Principal, Staff and Students | Leader: Principal | | |
| What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.) | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Utilise our School Values to help build positive behaviours | Principal and Staff | 2024-2026 | Time and commitment from staff | Values will become ingrained into our students where they are talking about the values, and modelling them on a regular basis |
| Record poor behaviours on Edge to help track where the behaviours are happening, identify trends, etc. | Principal, Staff and Administration | Ongoing | Time and support from staff | Evidence will be displayed on Edge, and trends will be able to be identified |
| Create and display a Behaviour Consequence chart in the classrooms so students can see and understand what behaviours relate to which consequence | Principal, Staff and students | Term 1, 2024 | Nil | Behaviour Expectation Charts will be displayed in classrooms, and students will know the consequences for their behaviours |
| Create a positive environment for students to play in and want to be in by reducing behaviours that aren't desired. | Principal, Staff and Students | 2024-2026 | Time and commitment from staff and students | Happier students in the playground and students that want to be at school |

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| Strategic Goal (as per plan) | Develop, implement and embed a Values Based Positive Behaviour Management Plan to provide a safe working environment for students. | | | |
| Focus Area | 2c Signage around school and classrooms displaying and sharing our school values | | | |
| Change to be Sought | Signs will be up in classrooms and around our school talking about the values, and what those look like. | | | |
| Collaborating Groups | Principal and Board of Trustees | Leader: Principal | | |
| What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.) | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Signs will be designed to share the values creatively. | Principal | Term 1, 2024 | Time and support from the designer | Signs will be designed to help display the values |
| Signage will be printed and displayed around the school, internally and externally. | Principal | Term 2, 2024 | Funding to cover signage | Inside and out, signage will be up around the school to share our new school values. |

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| Strategic Goal #3 | | Board Primary Objectives | Education Requirements |
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| Develop, implement, and embed a local school curriculum that utilises our local resources, allowing students to access the New Zealand curriculum and Te Mataiaho without prejudice and in conjunction with our community, whanai, and local Iwi. | | Education and Training Act of 2020 Section 127 - (1) - (2) - (3) | <ul style="list-style-type: none"> - Ka Hikitia, Ka Hapaitia - New Zealand Curriculum - Te Mataiaho - Nelps #1, 2, 3, 5, 6 |
| Timeline | What do you expect to See | How will we achieve or make progress towards our goal? | How will we measure success? |
| 2 years | 3a Students develop an awareness of the conservation and preservation of our native flora and fauna | Greater interaction with Sanctuary Mountain to help provide avenues for student awareness and conservation efforts | Improved knowledge, efforts and student engagement in relation to the conservation and understanding of our local flora and fauna |
| 2 years | 3b An inclusive education program where Te Reo Maori and Te Ao Maori are celebrated and Recognised | Developing long-term bonds with our local iwi and marae through reciprocal relationships | Greater engagement and support going both ways with our local iwi and marae |
| 2 years | 3c Integration of our local farming community into our Local School curriculum | Focusing some of our learning around what happens on our local farms | Greater interaction and support from our wider farming community |

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| Strategic Goal (as per plan) | Develop, implement, and embed a local school curriculum that utilises our local resources, allowing students to access the New Zealand curriculum and Te Mataiaho without prejudice and in conjunction with our community, whanai, and local Iwi. | | | |
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| Focus Area | <u>3a</u> Students develop an awareness of the conservation and preservation of our native flora and fauna | | | |
| Change to be Sought | Pukeatua School students are to have a sound understanding of their local birds, trees and mountain by fostering a reciprocal relationship with the Maungatautari Bird Sanctuary Trust. | | | |
| Collaborating Groups | Principal, Board, Staff, Students and Maungatautari Trust, Save the Kiwi | Leader: Principal | | |
| <p>What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.)</p> | | | | |
| Actions Detail the key actions you'll take this year to reach your annual target listed above | Who is responsible | Timeframe | Resources and Support | How will we measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> |
| Continue to develop our already positive relationship with Maungatautari Bird Sanctuary Trust, where we work together to protect our local bird population. | Principal, Staff, Students and Maungatautari Sanctuary | Ongoing | Time and commitment from staff and students | Students will have a sound knowledge about their local bird life, how they can best be protected, etc. |
| Regularly visit Maungatautari Bird Sanctuary, utilising the experts to tie new learning into our classroom practice. | Staff and Students | Ongoing | Planning and integration into classroom practice | Students will regularly go up to the Sanctuary to further their learning in class and will be able to share their learning |
| In conjunction with Save the Kiwi, Maungatautari Bird Sanctuary and MoE establish a Kiwi Conservation Centre on the school site where students can work to be the Kaitiaki o Kiwi for the North Island | Principal, Staff, Students, Maungatautari Sanctuary Mountain and Save the Kiwi | Term 1, 2024 | Support from all organisations involved, both financially and time-wise | Students will be working with Kiwi and Save the Kiwi, where their knowledge of Kiwi and their knowledge around conservation of Kiwi and our other native birdlife will increase. |
| Work with Trees for Survival and Maungatautari Trust to develop the students' knowledge around our local Flora (trees, etc.) as they relate to our school | Principal, Staff, Students, Trees for Survival, Maungatautari Sanctuary Mountain | Ongoing | Planning and integration into classroom practice | Students will develop their knowledge of our native trees and bushes, as well as the conservation of them. |
| Work with Trees for Survival, and Save the Kiwi to build relationships with Maungatautari Trust and local farmers by | Principal, Staff, Students, Trees for | Ongoing | Planning and integration into | Students will start to understand the reciprocal relationship between farmers, Maungatautari Trust and |

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| planting trees and native plants in the “Maungatautari to Pirongia Corridor” to help native birdlife move between the two mountains | Survival, Maungatautari Sanctuary Mountain | | classroom practice | the School by planting trees and working together to look after native birds. |
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| Strategic Goal (as per plan) | Develop, implement, and embed a local school curriculum that utilises our local resources, allowing students to access the New Zealand curriculum and Te Mataiaho without prejudice and in conjunction with our community, whanai, and local Iwi. | | | |
| Focus Area | 3b An inclusive education program where Te Reo Maori and Te Ao Maori are celebrated and recognised | | | |
| Change to be Sought | To further incorporate Te Ao Maori, Te Reo Maori and the New Zealand Histories curriculum into our classroom practice. | | | |
| Collaborating Groups | Principal, Board, Staff, Students and Ngati Korokii | Leader: Principal | | |
| What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.) | | | | |
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| Develop our increasing reciprocal relationship with Ngati Korokii and Pohara Marae through visits and support them with what we can. | Principal, Staff and Ngati Korokii | Ongoing | Support and commitment from staff and students | Students will understand the relationship with Pohara and Ngati Korokii and some of the history relating to them |
| Continue to develop our Kapa Haka Ropu, where our group can perform and share their learning. | Principal, Staff and Students | Ongoing | Potentially, financial support to continue with our tutor | Students will be able to perform at the Kapa Haka Festival at the end of 2024, and they will be bale to share their learning at our end of year assembly. |
| Greater use of Te Reo Maori throughout the school by slowly integrating it into classroom practice. | Principal, Staff and Students | 2026 | Support from classroom, MAC | Students will use more Te Reo Maori in class, and they will be more confident in sharing things Maori. |

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| Strategic Goal (as per plan) | Develop, implement, and embed a local school curriculum that utilises our local resources, allowing students to access the New Zealand curriculum and Te Mataiaho without prejudice and in conjunction with our community, whanai, and local Iwi. | | | |
| Focus Area | <u>3c</u> Integration of our local farming community into our Local School curriculum | | | |
| Change to be Sought | To encourage our students to “branch out” from their agricultural backgrounds to look at other areas and opportunities within our local community | | | |
| Collaborating Groups | Principal, Board, Staff, Students, Local Community | Leader: Principal | | |
| What do we expect to see by the end of the year (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full three years.) | | | | |
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| Engage with local farmers in our wider community to discuss whether they would welcome groups onto their farms to see how different farms work | Principal and Board | 2024 | Time commitments | Farmers and other areas of agriculture are happy to engage with the school to look at the different areas of farming |
| Have classroom visits to farms to see how different farms work, and to provide some variety for students | Principal and Staff | 2024-2025 | Incorporated into our planning and classroom practice | Students will be able to see what happens on a variety of different farms and why they operate as they do |

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