

Our BOT sought feedback from our community at the end of 2021 and term 1 2023 to help us with the planning of our future next steps. We have collated this, along with student voice from across a range of year levels across Puni. The staff have also been able to feed into the process. We used this information to develop a draft strategic plan and sought additional feedback at our school open day and the wider community at the annual Country Day.

We will also share our draft with our Manawhenua Ngati Tamaoho as we will be using the Education Action Plan they have developed to support us as we move forward. Our stories and history will be embedded into our local curriculum.

The school is also part of the Pukekohe Kahui Ako and will incorporate the key focus areas and workstreams to ensure our students, staff and community are all on the same pathway for success.

Our goals reflect who we are, where we are from and will support us as we focus on the future steps for Puni, its community, staff and students.

The BOT agreed that these current goals are still relevant for our community but will review again at the end of 2025, which aligns with the original consultation period that helped guide the original 2024-2025 strategic planning

Any and all actions and outcomes will be the underlying principles of Ti Te Tiriti o Waitangi and the Treaty of Waitangi and the education plans and values of our Manawhenua Ngati Tamaoho. The key outcome here is that we have been able to engage with our Manawhenua and they can be satisfied that our school reflects this and there has been genuine engagement

From ERO- July 2024

The agreed next steps for the school are to:

- embed and monitor targeted approaches to raising achievement in reading and writing, in line with positive mathematics progress
- continue to strengthen teachers' ability to manage change that benefits their practice and student outcomes
- further develop teachers' evaluation capability and practice to guide continuous improvement.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within three months:

- develop and implement a tailored, purposeful evaluation cycle to support continuous improvement

Every six months:

- monitor and evaluate progress towards raising achievement outcomes in reading and writing
- plan and implement professional learning opportunities to extend teachers' growth mindsets to effectively manage beneficial change in education
- review the impact of strengthening evaluation capability at leadership, syndicate and teacher levels for increasing student success

School Evaluation Report July 2024

Annually:

- evaluate and analyse the effectiveness of the literacy focus, comparing these outcomes with achievement data in mathematics
- review the impact of the implemented evaluation cycle to monitor effectiveness of targeted actions to improve outcomes for all learners
- provide evidence-based reporting to the board in relation to schoolwide consistency of practice and responses to change management, and the impact of these on teaching and learner outcomes.

Actions taken against these next steps are expected to result in:

- increased student outcomes in literacy that are comparable with mathematics achievement data
- the implementation of a tailored, schoolwide evaluation framework that sharpens decision-making for the benefit of all students and groups of learners.

Goal 1 Our People Opportunities and experiences empower our tamariki. We inspire our students to thrive and succeed - to find confidence in their learning journey and empower our staff to deliver the very best learning outcomes for all.			
Actions	Resources targeted for New Zealand curriculum development and Curriculum refresh 1) Students have exposure and access to opportunities to meet expectations and extend their skills. 2) Students who have additional needs have support and the ability to access the curriculum. 3) Education outside the classroom; trips, sport, outside agencies, camp, Cultural Festival. Foster The Arts through performance and exposure to outside groups and facilitators 4) Use of outside agencies such as ERO (Education Review Office), CLM (Community Sport Facilitators), MOE (Ministry of Education), Kahui Ako and Manawhenua. 5) The Well-being of teachers and students is prioritised.		
Outcomes	2025 ☐ All initiatives focus on the implementation and key outcomes of our localised curriculum and curriculum refresh ☐ Puni School has no barriers to learning for ALL of our students and our grounds reflect our community. ☐ Resourcing of SENCo, Support Staff, Learning Assistants and accredited outside agencies ☐ Syndicate trips align with topic studies. Wearable Arts, Matariki Noho, Kapa Haka Competition, Nikau Caves trip ☐ Engage in local Kaahui Ako workstreams and National Priorities. ☐ Well-being is considered in all budgeting and strategic planning	2026 ☐ Build and refine initiatives that focus on the implementation and key outcomes of our localised curriculum and curriculum refresh ☐ Barriers to learning are removed for all students, and our grounds that reflect our community. ☐ Continued resourcing of SENCo, Support Staff, Learning Assistants and accredited outside agencies ☐ Continue with syndicate trips aligned with topic studies. Wearable Arts, Matariki Noho, Kapa Haka Competition, Nikau Caves trip. Ensure EOTC review process has been used for improvements and sustainability ☐ Deepen involvement in Engage Kaahui Ako workstreams and National Priorities. ☐ Well-being is prioritised in all budgeting and strategic planning	2027 ☐ All initiatives are embedded, reflecting a consistent and sustainable approach to our localised curriculum and Refreshed Curriculum outcomes ☐ Student's thrive without barriers, supported by grounds that reflect our community. ☐ Sustained resourcing of SENCo, Support Staff, Learning Assistants and accredited outside agencies ☐ Continue with syndicate trips aligned with topic studies. Wearable Arts, Matariki Noho, Kapa Haka Competition, Nikau Caves trip. Use the EOTC review process to ensure sustainability and improvements. ☐ Lead initiatives within Kaahui Ako workstreams and National Priorities. ☐ Well-being is integrated into the foundation of all planning and budgetary processes.

Goal 2: Our Place We are Community. Diversity is our strength. We celebrate our community and recognise the distinct cultural and historical composition of our rural learning environment. We are proud of our school and its image			
Actions	1. Property projects, funding and resources focus on how this reflects our local context. 2. Governance decisions around policy support the principles, reflect our community and the needs of our students 3. Facilitate a range of opportunities for our community and whanau to engage and communicate 4. Reporting and communicating with parents formal and informal 5. Refresh of Logo 6. More budget around ensuring the grounds reflect our values		
Outcomes	2025 ☐ Our budgeting and spending ensures that first and foremost we plan to go back to this key strategic goal when making all decisions. ☐ Board of Trustees agendas address the needs as identified in the Strategic Plan to make informed decisions ☐ Newsletters, Facebook, Assemblies and Prize-givings, Grandparents Day, Sports days, trips, Country Day Language weeks Celebrated including Te Wiki o te reo Maori. ☐ Reports, Parent interviews, Open Days, Parent Workshops, Meet the teacher- Goal setting, Student conferences	2026 ☐ Budgeting and governance decisions actively support inclusivity and cultural responsiveness. ☐ Clear and consistent communication pathways established (e.g., newsletters, SeeSaw, Skool Loop). ☐ Annual celebrations like Grandparents Day and Te Wiki o te Reo Māori strengthened as core events ☐ Expand community participation in school initiatives by introducing collaborative projects (e.g., designing inclusive play areas). ☐ Refine policies to adopt to evolving community feedback and demographic shifts	2027 ☐ Showcase the school as a model for rural community collaboration through completed infrastructure projects that reflect community input. ☐ Sustain engagement through regular reviews and updates to communication strategies.

Goal 3: Our Journey Excellence through leadership and innovation. We provide our students with a relevant and engaging curriculum. We continually evolve to deliver better outcomes for our tamariki.			
Actions	1. Implement the development of a localised curriculum with support from Manawhenua and Kahui Ako. 2. Review current curriculum plans to align with curriculum reviews and guidelines 3. Staff have full access to resources and professional development 4. Use formative and summative assessment tools to better inform our teaching and learning 5. Develop our Reflective practice and leadership opportunities		
Outcomes	2025 ☐ Full engagement in structured literacy and numeracy PLD, with initial implementation across classrooms ☐ Engage in local Kahui Ako Professional Groups and utilise the learning to implement change across the school ☐ Review how we measure, share and report on individual and school wide trends based on assessments ☐ Curriculum Refresh principles integrated into teacher planning and delivery ☐ Leadership programmes extended to students and staff, including new professional growth opportunities, Young leaders day, PLD for Leadership Team, Staff led PLD, Teacher's Professional Growth Cycle	2026 ☐ Deepen understanding of curriculum changes by sharing best practices across syndicates and schools. ☐ Refine leadership programmes to target innovation in teaching strategies.	2027 ☐ Sustain and celebrate curriculum and leadership successes by showcasing innovative teaching practices and student outcomes. ☐ Build on professional networks, using Curriculum Refresh progress to guide new initiatives.

Annual Plan 2025

Goal 1 Our People
Opportunities and experiences empower our tamariki.
We inspire our students to thrive and succeed - to find confidence in their learning journey and empower our staff to deliver the very best learning outcomes for all.

Key planned actions for Goal 1

Implement structured literacy across all year levels and integrate "Maths No Problem" to strengthen numeracy and literacy outcomes.
Engage students in diverse, inclusive learning opportunities, such as cultural festivals, sports, and syndicate-aligned trips.
Prioritise well-being by actively supporting teacher and student mental health through structured programs and community resources.
Develop staff expertise through professional development in the Curriculum Refresh and targeted interventions.
Collaborate with outside agencies, including Kahui Ako, to address student needs and extend learning opportunities.

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps	May update 2025	August Update 2025	End of Year 2025
☐ Start implementation of structured literacy and "Maths No Problem" approaches.	Engage in professional development Resourcing of Maths no Problem and equipment to support	CRT Team Math Lead Teacher Staff- implementing in the classroom and sharing good practice.	Each Term, allocation of staff meetings. Relevant Staff to lead meetings Term planning session Allocated time in meetings			
☐ Apply for funding for Structured Literacy in Years 4-6 (Liz Kane) ☐ Support Years 0-3 with a structured approach to literacy	Professional Development - Apply in Term 1 Cohort opens 10 Feb In school support through classroom teacher and leadership Resourcing to support implementation of 'A Structured Approach to Literacy'	Haydon/SMT Rangi Teachers Maunga Team CRT team AST	Term 2 check in.			
☐ Review assessment to The Refreshed Curriculum	Be mindful of changes and updates from the Govt regarding changes to assessment practices	CRT team and staff	Staff meetings Team meetings Senior staff meetings			
☐ Clear learning pathways for tamariki with additional needs; no barriers to	Accessibility/ improvements to play areas have a focus on inclusion	Principal, CLM team, BOT, PTA, Parents Support staff e.g. outside	Term 1 meeting with students/ parents Apply for funding			

access the curriculum.	Support staff with identified children to access and participate Purchasing equipment that allows inclusion in activities Ongoing resourcing of SENCO, Learning Assistants Accredited outside agencies to provide expert advice/guidance and resources Learning environments set up for optimal learning e.g. temperature/layout/culturally inclusive/	agencies/Learning assistants Principal/SMT/Parents SENCO Learning Assistants Outreach, STAND, RTD (resource teacher of the deaf), RTLB, Speech and Language, SWIS (social worker in school) RTLB, Oranga Tāmaki, Moderate Needs, Ministry of Education, SWISS Classroom teacher/principal/caretaker/BOT	Termly check-in to evaluate effectiveness/timings Ongoing, Allocated times at staff meetings ESOL Returns - 1 March, 1 July ongoing /as necessary Initial layout (Term 1) Ongoing as needed/seasonal changes			
☐ Syndicate trips reflect refreshed curriculum priorities	Topic study outline aligns with trips and camps Use of Donation Scheme and PTA funding for trips	Team leaders/staff	Syndicate Meetings			
☐ Engage in local Kaahui Ako workstreams and National Priorities.	Engage with Kahui Ako Workstreams *Refreshed Curriculum (Corrina and Kate) *Transition (Lesley) *Digital Technology (Al) (Julie) *Technology (as needed) *Manawhenua (Ange/Kim)	Across school/In School Teachers/Curriculum Refresh Team	Each Term, allocation of 2 staff meetings. Relevant Staff to lead meetings.			
☐ Well-being initiatives embedded in daily practice.	EAP services funded by BOT Compliance with the Education Act	Principal SMT BOT Staff	Annually Or as needed			

Annual Plan 2025

Goal 2 Our Place
We are Community. Diversity is our strength.
We celebrate our community and recognise the distinct cultural and historical composition of our rural learning environment.

Key planned actions for Goal 2

Align property development projects with local cultural and environmental values, including accessibility improvements.
Foster regular and meaningful engagement with whānau through workshops, open days, and reporting mechanisms.
Reporting and communicating with parents formal and informal
Review and adopt governance policies to reflect community needs and uphold Ti Te Tiriti o Waitangi principles.

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps	May update 2025	August Update 2025	End of Year 2025
☐ Budgeting and governance decisions actively support inclusivity and cultural responsiveness.	2025 budget reflects the agreed Goals	BOT through Principal	Per Month			
☐ Board of Trustees agenda addresses the needs as identified in the Strategic Plan to make informed decisions	2025 goals are agreed upon by all stakeholders	BOT through Principal	Per Month in readiness for BOT Meeting			
☐ Clear and consistent communication pathways established	Facilitate a range of opportunities for our community and whānau to engage and communicate Newsletters, SeeSaw, Skool Loop	Administrative Officer Principal SMT Teachers	As required, however at the very least fortnightly			

☐ Facilitate a range of opportunities for our community and whānau to engage and communicate	Reports, Parent interviews, Open Days, Parent Workshops, Meet the teacher- Goal setting, Student conferences Annual celebrations like Grandparents Day and Te Wiki o te Reo Māori strengthened as core events.	Teachers Whaanau Students Halo/ CLM	31 Jan 24 - Meet the teacher open classroom afternoon term 1 - Open afternoon/Community engagement Reports home followed by Parent Interviews - Early Term 2 Student facilitated afternoon - Term 4 Term 4 - Time 2 Reports home.			
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Goal 3. Our Journey Excellence through leadership and innovation. We provide our students with a relevant and engaging curriculum. We continually evolve to deliver better outcomes for our tamariki. <u>Key planned actions for Goal 3</u> Embed localised curriculum with guidance from Manawhenua and Kahui Ako, ensuring alignment with refreshed NZ curriculum priorities. Implement formative and summative assessment tools to evaluate and improve teaching efficacy. Strengthen leadership opportunities for staff and students, fostering a culture of continuous improvement. Adapt teaching practices to leverage insights from professional learning and the Curriculum Refresh intensive.						
Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps	May update 2025	August Update 2025	End of Year 2025
☐ Engage in local Kahui Ako Professional Groups and utilise the learning to implement change across the school ☐ Facilitate termly hui with Manawhenua and Kahui Ako representatives to co-design aspects of the localised curriculum. ☐ Ensure cultural narratives, values, and histories are woven into teaching materials and unit plans, with regular review and feedback loops.	Engage with Kahui Ako Workstreams *Refreshed Curriculum (Corrina and Kate) *Transition (Lesley) *Digital Technology (AI) (Julie) *Technology (as needed) *Manawhenua (Ange/Kim)	Across school/In School Teachers/Curriculum Refresh Team	At least two hui per workstream per term			
☐ Develop leadership roles for staff and students, such as curriculum leaders, student ambassadors, and teacher mentors.	☐ Establish a Leadership Development Program: Create and implement a structured program to identify and train staff and students for roles like curriculum leaders, student ambassadors, and teacher mentors. This program could include leadership workshops, peer mentoring opportunities, and role-specific training.	Haydon SMT CRT Staff	Via SLT meetings Via Kahui Ako hui Via Franklin Teacher Only Days Via WHole Franklin PD			

☐ Provide ongoing professional learning opportunities, such as workshops and coaching, to strengthen reflective practice and leadership skills.	☐ Implement Reflective Practice Workshops: Organize regular workshops where staff and student leaders reflect on their experiences, share insights, and receive coaching to improve their leadership and collaborative skills.					
☐ Implement the necessary curriculum refresh changes through our ongoing development of our localised curriculum. We will make use of our support systems internally and across the Kahui Ako ☐ Use a collaborative approach to review and refine planning and delivery, integrating feedback from peer observations and student outcomes.	PLD opportunities for all staff Organise staff meetings dedicated to unpacking insights from the Curriculum Refresh intensive and embedding these into teaching practices.	Classroom Teachers School Management team Curriculum Refresh Team Curriculum Leaders	<i>Staff meetings at least 3 a term</i>			
☐ Measure, share and report on individual and school wide trends based on assessments ☐ Implement a consistent schedule for formative and summative assessments aligned with the refreshed NZ curriculum. ☐ Use assessment data to identify strengths and areas for improvement, guiding targeted interventions and informing teaching practices.	Continue to be able to clearly measure, share and report on individual and school wide trends and progress to ensure our students are meeting their potential Align assessment to Refreshed Curriculum	Teachers Senior Management Team	<i>Termly</i>			