PUNI SCHOOL
Effort Brings Reward

School Charter /

Puni School (1455)

2020-2022 (2021 update)

School Organisation and Structures 2021

School Vision

"Our Tamariki will be confident, connected, actively involved learners who demonstrate effort brings reward"

School Motto
"Effort Brings Reward"

School Organisation and Structures

The School is made up of 11 classrooms across three syndicates, which includes; Te Awa Years 0-2 (five classes), Maunga Years 3-4 (Three classes) and Rangi years 5-6(three classes). This year the classes will continue to use their Maori name rather than a number to further support our syndicate names and the respective journey through the school.

Our Senior Management Team is made up of a syndicate leader, 2 x D.P (also a syndicate leader) and a fully released Principal.
Alongside this we have a reading recovery and release teacher, three teacher aides an administrator and a caretaker.
The school is supported by a strong PTA and proactive BOT

Our School is part of the Pukekohe Kahui Ako and when possible aligns their goals with the Kahui Ako (as long as the they are identified in our strategic and annual planning)

Review of Charter and Consultation

Our charter is reviewed annually in term 4 and term 1 with community consultation through newsletters, our website and meetings.

In 2019 a range of surveys were sent home to seek feedback on the areas as outlined in our charter, as well as an opportunity to feedback on any areas the respondent feels is important. This has seen comprehensive input from staff, BOT and community as well as student voice. This feedback will be undertaken again in 2021 with a community survey and a Health Education Survey completed by the end of term3 to help with 2022-2024 planning

Puni School will lodge a copy of the Charter with the MOE each year after the BOT meeting by March 1 each year along with a report of variance and a commentary of academic performance from the previous year as part of the analysis of variance

How will Puni meet its requirements:

The School will ensure that all the reporting and planning requirements are met each year with consultation and feedback back to the BOT through the Principal and staff.

It is also important to highlight the following points from the expectations:

-Report to students and their parents on the student's progress and achievement in relation to the New Zealand Curriculum levels

-Reporting to parents in plain language in writing must be at least twice a year;

-Report in the board's annual report on:

    i.   the numbers and proportions of students at, above, below or well below the expected Curriculum level, with a focus on our targeted students and overall cohorts

    ii.   how students are progressing against the expected curriculum as well as how they are achieving.

Each year the board of trustees will complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

Each board of trustees will provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education

Māori dimensions and Cultural Diversity

We acknowledge NZ's cultural diversity and the unique position of Mäori culture and will endeavour to provide Tikanga and Te Reo Mäori as appropriate and when requested. Otherwise we will continue to focus on Mäori concepts, tikanga and language within our own classroom environments.

Puni School will take all reasonable steps to incorporate tikanga Maori and Maori culture into the school curriculum, which includes:

• A school wide programme of Te Reo for all students (implemented in 2018) with a specific goal linked to Te Reo

• EOTC programmes which include cultural activities. If a whanau requests a higher level of tikanga and/or te reo that is presently being offered, the Board of Trustees, Staff and family will discuss the following options, depending on appropriateness, cost, effectiveness and feasibility:

• Further extend existing programmes
• Provide a Te Reo programme in the school for all students
• Consider what support the local iwi can provide within the school's programmes and organisational structures to address expectations

The school also has a strong Kapa Haka group and the students are exposed and participate in appropriate performance opportunities, tutoring, powhiri and tikanga. When appropriate we will separate the Mäori students from collected data to see trends and identify needs and support systems. Within the special needs register we will identify Maori students with special needs, talents and abilities and provide opportunities within our existing framework.

Kahui Ako

We are part of the Pukekohe Kahui Ako and have aligned ourselves with the work streams that incorporate Culturally Responsive Pedagogy and Whanau engagement

Our school is also part of the Pukekohe and Franklin Schools promoting educational, cultural, academic and sporting initiatives from ECC to High School

Strategic Planning for the future
2020-2022

Break down of goals and timelines / actions 2021 update

Vision and mission statement
"Puni School Tamariki will be confident, connected, actively involved learners who demonstrate that EFFORT BRINGS REWARD"

Puni School Strategic Plan: 2020-2022 (Current year 2021)

Strategic Outcomes Focus 1	Strategic Goals	Key Initiatives 2020	Actions	Measures of Success	Timeframe
We value our tamariki *Our school supports the holistic development of all tamariki*	Key competencies are taught in a consistent manner	School wide Inquiry focussed on Key Competencies of managing self Participating and Contributing.	-Students and staff are able to show that they understand the Key Competencies and provide examples. -The staff and students develop a bank of resources to illustrate the Key Competencies in different areas of the school. These will be developed from our PB4L Matrices.	During our call back days in early 2020 as a staff we will unpack the Key Competencies and our understanding of them. From here we have aligned our current practices and identifying where we need to develop more understanding. Included as a genuine part of reporting to whanau and this feedback is seen as valid. This forms part of the discussions at parent interviews and other face to face meetings.	By end of 2020 Part of staff meeting agenda (or at least 3 times a term) Feedback to BOT in term 4
	Clear expectations and values drive student behaviour at Puni School	PB4L is strengthened across the school	Review policies, procedures, rewards and teacher pedagogy (how PB4L is taught),	All resources and policies are up to date, Information is shared with regularity to our community,	Each newsletter BOT update on PB4L in first half of the year
	Targeted learners make accelerated progress	Develop consistent definition of 'accelerated progress',	In 2019 we agreed on a definition for accelerated progress In 2020 we will review and align with our progress and other national norms.	Targeted students are making accelerated progress and this is communicated to students and whānau.	Formally required to be updated at the end of term 1,3 and 4. Monitored (through agenda) at syndicate and senior staff level.
		Streamline reporting	Report on progress in May, September and December to align with reporting to parents	Reports go home and reflect the progress of the students. Whānau feedback that they understand the progress of their child and any next steps /ways to help.	Term 1: meet the teacher and welcome back reports go home Term 2: Time 1 reports go home and interviews to follow up Term 3: Interview Term 4: Time 2 reporting For targeted students all staff expected to have additional face to face communication. In each half of the year an additional information meeting opportunity is provided.
			Update reporting format for the board, to focus on effective teaching strategies and actions	The report format meets the needs of the BOT so they can understand the needs of the school, students and staff who can gain the information to support initiatives at a strategic level.	Each BOT meeting has set agenda items (link below) Puni School Triennial review programme – 2020 – 2022
	All learners make progress in relation to their curriculum areas	Continue with key target students but also looking at cohorts across the school and within syndicates	Continue to review what is presented to whānau, how it is presented. Ensure that as part of the syndicate meetings all students progress is being looked at and see what lessons learned from target students can be applied. This can be linked to actions from the past initiatives.	Reports go home and reflect the progress of the students. Whānau feedback that they understand the progress of their child and any next steps /ways to help.	Term 1: meet the teacher and welcome back reports go home Term 2: Time 1 reports go home and interviews to follow up Term 3: Interview Term 4: Time 2 reporting For targeted students all staff expected to have additional face to face communication. In each half of the year an additional information meeting opportunity is provided.

Strategic Outcomes Focus 2	Strategic Goals	Key Initiatives 2020	Actions	Measures of Success	Timeframe
We value our educators Our teachers are empowered to be excellent	Teachers use and embrace the pedagogy that supports the Tapasa Framework.	Through implementation of the Tapasa Action Plan	Turu 1 Identities, Language & Culture Turu 2 Collaborative & Respectful Relationships and Professional Behaviour Turu 3 Effective Pacific Pedagogies Tapasa Action Plan Puni School	Teachers understand and are using the key pedagogies in their planning, teaching and interactions.	At least 2 staff meetings per term with this as part of the agenda Feedback to the BOT on progress through principal report at least once per term with full feedback and update in term 4 (at the latest)
	Upskill our teachers in relation to Digital Technologies through implementing Digital Technologies Action Plan.	Continue to develop our resources and understanding of our key actions planning. The key is that we focus on our students becoming creators not just users. Digital Tech @ Puni Puni Digital Curriculum Plan Draft Teaching and Learning Outcomes	All teachers trial digital technology strategies in classroom	Teachers understand and are using the key pedagogies in their planning, teaching and interactions. Develop and share exemplars of digital technology examples from classroom practice All teachers contribute to further development of DTAP.	Digital Technologies will be a focus of Staff meetings for at least 2 staff meetings per term. Feedback to the BOT on progress through principal report at least once per term with full feedback and update in term 4 (at the latest).
	Through the Kāhui Ako Coherent pathway worksteam, continue to develop resources and key pedagogy that supports the key attributes across the curriculum	Work alongside the Kahui Ako Leaders and support the development of the website and key actions around the understanding of the relevant attributes. The key focus will be year 0-3 then look to make progress across the school.	Unpack the coherent pathway tool and see connections with what is already being done in classrooms. Gather examples of work to show what the statements look like in a NE-Year 3/4 classroom.	One syndicate to include the coherent pathway tool in their Term planning to show the connection between what is taught and these essential skills. Then moving towards all teams including the tool in their planning.	Working with the Kahui Ako Across School teacher at least twice a term and the planned action in place in readiness for year 4-6 planning in 2021.
	Through the Kahui Ako and TLRI workstream (Data coaching and Literacy) continue to develop understanding of the role of data coaching and the shifts it can make on pedagogy to support student achievement.	We have two staff members and the Principal taking part in the work stream and relevant workshops.	Outline of the TLRI focus link Outline of the program and engagement with University of Waikato Zooming out and zooming in on student mathematics data: Developing teacher data literacy to enhance teaching and learning	Teachers are using data better to support student outcomes especially with our target students. Assessment practices and the use of the relevant tools is about how it can be developing teacher pedagogy and students achievement, not just measuring where they are at. The focus is on so what and now what with the data.	Term 1all syndicates have a target group that support a specific area in maths. Term 1 all staff will feedback on their mini inquiry around the students in their class and the impacts that they have made. TLRiI staff meet at least twice a term. Attendance at Data Champions conference term Mr Brill in 2020 and all in 2021 to feedback on the findings. Feedback at each staff meeting in term 1 and then at least twice in each term from then on. Feedback to the BOT at the conclusion of the project (end of 2020 or early 2021)
	Our appraisal process empowers teacher to support targeted learners	Appraisal process focus on strategic goals and accelerated progress for targeted learners	Update appraisal documentation to refer to strategic plan, with specific reference to targeted learners, and inquiry relating to targeted learners.	Target students, annual goals and other relevant strategic goals included in the appraisals. Reflections against the goals are evident and checked with relevant feedback followed up and actioned. Students in target groups are meeting their potential.	All through 2020. Observations twice in a year Reflections monitored and feedback given via the syndicate leader and principal. Meeting with all teaching staff in term 4, with the Principal to review 2020 in readiness for 2021.
	Spaces in our school support teaching and learning	Property improvements provide safe outdoor teaching and learning spaces	Investigate improvements to Maunga deck and roofing over deck, to improve outdoor learning space. Investigate outdoor learning space for Te Awa. Investigate shelter and shade options funded through grants. Work in with the PTA to support any funding and or related to projects.. Ensuring the 5ya and new property money reflects our strategic goals.	Updated 5ya plan is in place so that these goals align with any budgeting and planning of the new property funding. Community, staff and students are involved in the planning process and understanding of the key pedagogy and philosophy behind this. Our kura reflects our students needs. Our kura reflects our teacher goals and needs. Our kura reflects our community. Our kura is a relevant learning space and place where all feel safe.	Reviewed at each PTA and BOT meeting as appropriate Meeting with MOE advisor at least once a year. Continue to meet with our project manager to ensure we are up to date with any MOE requirements and timelines (at least once a month)

Strategic Outcomes Focus 3	Strategic Goals	Key Initiatives 2020	Actions	Measures of Success	Timeframe
We value our community Our schools connect, and we connect with our community	Strong and reciprocal relationships with whānau	Community liaison teacher available as community contact person	-Continue the focus on Reading together and looking at other options and times to engage. -Having Mrs Moloney induct new students and be available for whānau into our school kaupapa in term 1. -PB4L information sharing via the BOT and students. -Scavenger hunt in term 1 and then ensuring following up to make sure all are up to date with school and their child's next steps. -Align the Kahui Ako work around reciprocal whanau engagement and review our own processes. -The key is having a designated person to follow up with all our engagement opportunities. Although all staff are part of the solution. -Powhiri opportunities continue, but have staff available and released on these days to support the induction of student and whānau. -Reviewing our processes and reflecting upon feedback from the survey.	-PB4L and the key values are shared and communicated with all our students. -PB4L and the key values are shared and communicated with all our students.	Continuous through the year as well as the key transition points of the start of the term and end of term for our leavers.
	Effective two way communication between the school and whānau	Puni 'essence' project to develop visual resources around the school, improve the use of social media and images to promote what we value at Puni Kura and who we are.	Photos of students on walls in hall Social media strategy developed and implemented Yearbook developed and available to purchase with the possibility of other key events such as production and End of Year Leavers' Dinner/ dance, The Production.	Feedback that everyone is up to date informed and they know who we are and what we as Puni Kura value Key actions from the survey processes are shared and how we are progressing is updated.	Mid term 4 a plan is developed by the key staff involved. All key events are included throughout the year Ongoing and regular updates as the year progresses.
	Whānau can support the school in ways that are meaningful to whānau	Consistent induction process for all whānau regardless of start date of tamariki	Day 1 meeting with whānau of new entrants and other new students / whaanu to support the induction process. This continues as all school visits/ inductions of new students occurs throughout the year	All whānau feel valued welcomed and feedback is consistent with this. All whānau know who to engage with and how to seek help. They also feel safe to do so.	From day one and at key events throughout the year as well as entry and exit to school and terms.
	Improved education pathways for learners coming to and leaving Puni school	Participate in and support the Pukekohe Kahui Ako's focus on reciprocal whānau engagement Participate in and support the Pukekohe Kahui Ako's focus on coherent pathways engagement. This aligns with the work with our ECE aligned with our Kahui Ako (21 but many more ready to join)	At all relevant engagement and induction opportunities, all staff ensure that the whānau are up to date. Teachers ensure that their best practice is to keep students up to date and focus their thinking on their next steps.	All students and whānau across the school are supported to ensure they are up to date with all key actions, initiatives and requirements when entering or exiting the school on their journey thro ugh education	From day one and at key events through the year as well as entry and exit to school and terms
Strategic Outcomes Focus 4	**Strategic Goals**	**Key Initiatives 2020**	**Actions**	**Measures of Success**	**Timeframe**

We value our diversity	Puni tamariki know the history and stories from our local area	Launch 'our journey: nga haerenga'	Introduce 'our journey' to whānau. 'Our journey' is visible about the school. Syndicate plans updated to include 'Our Journey'. Tamariki learn about 'Our Journey' through deliberate acts of teaching.	All students by the time they have had one full year at school can articulate the journey in their own words	Launch mid term 1 then sharing and teaching over the year. Resource to support the teaching is in draft form early term 1, seeking staff feedback by end of week 2 then finalized no later than end of term 1
Our school reflects our diverse community	Our school is a place where Māori can be successful as Māori	Refresh Māori Implementation plan Te Reo Māori overview 2019 Review MOE initiatives regarding Te Reo Māori	Review of current plan and actions to date Plan is updated and formally adopted by the board	Our Kura is a place where the staff can articulate and share what these goals mean and looks like for our whānau and Tamariki. This will form feedback as part of the staff as a whole and teachers individual reflections	Reviewed at least twice each term via staff meetings and review completed by the end of the year.
	Our school is a place where Pasifika can be successful as Pasifika	Continue to implement the action planning around the Tapasa document	Follow through with our action plan and seek feedback from our community. Include this process as part of the appraisal process no later than 2021	Our Kura is a place where the staff can articulate and share what these goals mean and looks like for our students and their families. This will form feedback as part of the staff as a whole and teachers individual reflections.	Reviewed at least twice each term via staff meetings and review completed by the end of the year.
	Our curriculum and school processes reflect our local mana whenua history and tikanga	Curriculum review to integrate te reo Māori, te ao Māori and mana whenua history and tikanga	Investigate the knowledge and history of the area. This could look like understanding key landmarks, historical areas of interest as well as Marae.	All planning to include te reo Māori, te ao Māori, tikanga and mana whenua context (where appropriate)	On going with all units and planning during the year

Key property goals (Property plans and cyclical maintenance)

-School painted no later than 2022-2023 (Summer break) however we may look to break this up over 2021-2022
-School hall roof replaced in the 2024/2025 (Summer break)
-New 5ya in place for 2024/2025 implementation

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Vision and mission statement
"Puni School Tamariki will be confident, connected, actively involved learners who demonstrate that EFFORT BRINGS REWARD"

Puni School Strategic Plan: 2020-2022 (Current year 2021)

Strategic Outcomes Focus 1	Strategic Goals	Key Initiatives 2021	Actions	Measures of Success	Timeframe
We value our tamariki *Our school supports the holistic development of all tamariki*	Key competencies are taught in a consistent manner	School wide Inquiry focussed on Key Competencies of managing self Participating and Contributing. With the work completed in 2020 the staff will decide on which of the KC will be added into the next round of inquiry. Based on the lessons learned in 2020 we will add learners into a variety of aspects across our school. This will feature mostly in our start of year focus and the distance learning pacts / resources	-Students and staff are able to show that they understand the Key Competencies and provide examples. -The staff and students continue to develop a bank of resources to illustrate the Key Competencies in different areas of the school. These will be developed from our PB4L Matrices. -This will be added to by the inclusion of a third KC.	During our call back days in early 2020 as a staff we will unpack the Key Competencies and our understanding of them. From here we have aligned our current practices and identifying where we need to develop more understanding. Included as a genuine part of reporting to whanau and this feedback is seen as valid. This forms part of the discussions at parent interviews and other face to face meetings.	By end of 2021 There will further advice and resources from the MOE Part of staff meeting agenda (or at least 3 times a term) Feedback to BOT in term 4
	Clear expectations and values drive student behaviour at Puni School	PB4L is strengthened across the school	Review policies, procedures, rewards and teacher pedagogy (how PB4L is taught),	All resources and policies are up to date, Information is shared with regularity to our community,	Each newsletter BOT update on PB4L by end of year
	Targeted learners make accelerated progress	Accelerated progress and ensuring that all staff understand the schools focus in this area.	In 2019 we agreed on a definition for accelerated progress In 2021 we will review and align with our progress and other national norms. This is in relation to the work within the Kahui Ako	Targeted students are making accelerated progress and this is communicated to students and whānau.	Formally required to be updated at the end of term 1,3 and 4. Monitored (through agenda) at syndicate and senior staff level.
		Streamline reporting. This will be as a result of feedback from the BOT about what they would like to see more information on. There may be some feedback from the ERO visit.	Report on progress in May, September and December to align with reporting to parents	Reports go home and reflect the progress of the students. Whānau feedback that they understand the progress of their child and any next steps /ways to help.	Term 1: meet the teacher and welcome back reports go home Term 2: Time 1 reports go home and interviews to follow up Term 3: Interview Term 4: Time 2 reporting For targeted students all staff expected to have additional face to face communication. In each half of the year an additional information meeting opportunity is provided.
			Update reporting format for the board, to focus on effective teaching strategies and actions	The report format meets the needs of the BOT so they can understand the needs of the school, students and staff who can gain the information to support initiatives at a strategic level.	Each BOT meeting has set agenda items (link below) Puni School Triennial review programme – 2020 – 2022 this will be updated to include 2023
	All learners make progress in relation to their curriculum areas	Continue with key target students but also looking at cohorts across the school and within syndicates For all the key initiatives and actions from 2020 we will review and reflect and integrate any of the key actions that worked across our targeted students.	Continue to review what is presented to whānau, how it is presented. Ensure that as part of the syndicate meetings all students progress is being looked at and see what lessons learned from target students can be applied. This can be linked to actions from the past initiatives.	Reports go home and reflect the progress of the students. Whānau feedback that they understand the progress of their child and any next steps /ways to help.	Term 1: meet the teacher and welcome back reports go home Term 2: Time 1 reports go home and interviews to follow up Term 3: Interview Term 4: Time 2 reporting For targeted students all staff expected to have additional face to face communication. In each half of the year an additional information meeting opportunity is provided.
How can we support Distance learning within this strategic focus?	All learners know how to access resources, engage, plan and continue their learning during any periods of distance learning.	Teach students how to access home learning: Students with internet access and devices at home are able to find set tasks eg: find allocated Seesaw activities, websites relevant to learning, videos etc	Know our students and their needs. Create hard parks at different levels for children to be able to access work.	Students are in regular contact with their teachers via SeeSaw ,Email, Google drive.	Each term there will be a plan available in the occurrence of a lockdown.
Strategic Outcomes Focus 2	**Strategic Goals**	**Key Initiatives 2021**	**Actions**	**Measures of Success**	**Timeframe**
	Teachers use and embrace the pedagogy that supports the Tapasa Framework.	Through implementation of the Tapasa Action Plan which will updated over 2020 and be established as a key guiding document over 2021-2022	Turu 1 Identities, Language & Culture Turu 2 Collaborative & Respectful Relationships and Professional Behaviour Turu 3 Effective Pacific Pedagogies	Teachers understand and are using the key pedagogies in their planning, teaching and interactions.	At least 2 staff meetings per term with this as part of the agenda Feedback to the BOT on progress through principal

				A bank of ideas and resources is being built and shared	report at least once per term with full feedback and update in term 4 (at the latest)
We value our educators Our teachers are empowered to be excellent	Continue to upskill our teachers in relation to Digital Technologies through implementingDigital Technologies Action Plan.	Continue to develop our resources and understanding of our key actions planning. The key is that we focus onour students becoming creators not just users. Digital Tech @ Puni Puni Digital Curriculum Plan Draft Teaching and Learning Outcomes	Tapasa Action Plan Puni School All teachers trial digital technology strategies in classroom A bank of ideas and resources is being built and shared	Teachers understand and are using the key pedagogies in their planning, teaching and interactions. Develop and share exemplars of digital technology examples from classroom practice All teachers contribute to further development of DTAP.	Digital Technologies will be a focus of Staff meetings for at least 2 staff meetings per term. Feedback to the BOT on progress through principal report at least once per term with full feedback and update in term 4 (at the latest). Initiatives and ideas for resources shared with the BOT in term 4 to support 2021 budgeting and relevant resourcing.
	Continue to develop understanding of the role of data coaching and the shifts it can make on pedagogy to support student achievement.	Staff members and the Principal take part in the work stream and relevant workshops. These will be self driven in 2021 as the project component with the Uni of Waikato has finished. If there are any further developments or research initiatives we will look to add this to our strategic planning.	Outline of the TLRI focus link Outline of the program and engagement with University of Waikato Zooming out and zooming in on student mathematics data: Developing teacher data literacy to enhance teaching and learning	Review actions and lessons from 2020 and implement key learnings for 2021. Many of these were disrupted due to the different lock downs so will be refreshed again in 2021. Teachers are using data better to support student outcomes especially with our target students. Assessment practices and the use of the relevant tools is about how it can be developing teacher pedagogy and students achievement, not just measuring where they are at. The focus is on so what and now what with the data.	Attendance at Data Champions conference term Mr Brill in 2021 Feedback at each staff meeting in term 1 and then at least twice in each term from then on. Feedback to the BOT at the conclusion of the project (end of 2021)
	Our appraisal process empowers teachers to support targeted learners. A staff wide agreed approach with agreed understanding of the standards as per the updated documents from The Teachers Council Teacher Aid support staff will also have a professional growth model developed with mentoring by our SENCO	Appraisal process focuses on strategic goals and accelerated progress for targeted learners. See how current appraisal process meets the needs to support teachers to meet the professional standards	Update appraisal documentation to refer to strategic plan, with specific reference to targeted learners, and inquiry relating to targeted learners.	Target students, annual goals and other relevant strategic goals included in the appraisals. Reflections against the goals are evident and checked with relevant feedback followed up and actioned. Students in target groups are meeting their potential.	All through 2021. Observations twice in a year Reflections monitored and feedback given via the syndicate leader and principal. Meeting with all teaching staff in term 4, with the Principal to review 2021 in readiness for 2022.
	Spaces in our school support teaching and learning	All projects listed in 2020 are completed or have plans in place to be completed. Te Awa learning space completed (outdoor classroom) Gardening plan and plan of action in place	Work with the PTA to support any funding and or related projects.. Ensuring the 5ya and new property money reflects our strategic goals. Any remaining projects reviewed and ensure all relevant processes and compliance ensure this can be completed.	Updated 5ya plan is in place so that these goals align with any budgeting and planning of the new property funding. Community, staff and students are involved in the planning process and understanding of the key pedagogy and philosophy behind this. Our kura reflects our students' needs. Our kura reflects our teacher goals and needs. Our kura reflects our community. Our kura is a relevant learning space and place where all feel safe.	Reviewed at each PTA and BOT meeting as appropriate Meeting with MOE advisor at least once a year. Continue to meet with our project manager to ensure we are up to date with any MOE requirements and timelines (at least once a month)
How can we support Distance learning within this strategic focus? _Distance Learning MOE updates 2021_	-All staff have access to digital resources during any period of distance learning -An expectation that each syndicate will have action plans and resources available for any periods of distance learning -Staff will support students to enable them to be able to successfully engage during a period of distance learning	-Staff need to communicate with the school if they require additional support, such as extra data. -Staff will be skilled enough to be able to access and utilise the various platforms such as Seesaw, Sunshine online, Mathletics -Discussion around the suitability of the websites and initiatives that are on offer during the Lockdown -Align the learning that is distributed amongst the staff, share the information and ensure that there is a crossover between the syndicates -Consider Geography of our staff- especially with the Lockdowns being based within geographical boundaries -Use of Teacher Aides/ admin staff plan during Lockdowns	-Be prepared with a draft plan/ overview that can be ready for lockdown- distribute roles among the syndicate -Distance Learning- Keep it simple and be accessible to the whanau -Check in with a buddy within the staff -Syndicate based Bubbles- rather than family based bubbles	-Confident connected staff who are able to access and administer Distance Learning -Staff wellness and awareness of workload is a priority	Each term there will be a plan and outline available in the occurrence of a lockdown which can be added to during Distance Learning.
Strategic Outcomes Focus 3	**Strategic Goals**	**Key Initiatives 2021**	**Actions**	**Measures of Success**	**Timeframe**
	Strong and reciprocal relationships with whānau	Community liaison teacher available as community contact person	-Along with the actions below add any key actions that were successful in 2020. -Continue the focus on Reading together and	-PB4L and the key values are shared and communicated with all our students.	Continuous through the year as well as the key transition points of the start of the term and end of term for our leavers.

Strategic Outcomes Focus 4	Strategic Goals	Key Initiatives 2021	Actions	Measures of Success	Timeframe
We value our community Our schools connect, and we connect with our community			looking at other options and times to engage. -Having Mrs Moloney induct new students and be available for whānau into our school kaupapa in term 1. -PB4L information sharing via the BOT and students. -Meet the teacher in term 1 and information meetings to support new (and more experienced whanau). -Align the Kahui Ako work around reciprocal whanau engagement and review our own processes. -The key is having a designated person to follow up with all our engagement opportunities. Although all staff are part of the solution. -Powhiri opportunities continue, but have staff available and released on these days to support the induction of student and whānau. -Reviewing our processes and reflecting upon feedback from the survey.	-PB4L and the key values are shared and communicated with all our students.	
	Effective two way communication between the school and whānau	Seek feedback from our community with a particular focus asking what works and is the most effective. A bigger focus on more face to face meetings as well as written communication to inform and seek feedback A garden consultation meeting term 1 and ongoing plan being developed. Surveys completed this year (school wide community and Health	Key events are promoted and captured and shared as part of the key celebrations across our school year. The key factor is that we focus on not only sharing the journey, but how it relates to our values. Keeping the focus on celebrating who we are and what is important to Puni Kura.	Feedback that everyone is up to date informed and they know who we are and what we as Puni Kura value Key actions from the survey processes are shared and how we are progressing is updated.	Mid term 4 a plan is developed by the key staff involved. This is reviewed by the BOT to ensure target questions mean the focus is always on ongoing and effective communication. All key events are included throughout the year Ongoing and regular updates as the year progresses.
	Whānau can support the school in ways that are meaningful to whānau 2021 is the start of the journey around NZ History. We have resourced 2 key staff to support us on this journey and develop resources and an action plan to ensure our local stories and history is part of any documentations and lessons. This is primarily in our diversity goal focus, but does need to be mentioned here as our whanau voice is vital.	Consistent induction process for all whānau regardless of start date of tamariki	Day 1 meeting with whānau of new entrants and other new students / whaanu to support the induction process. More face to face opportunities to ask questions and share with them what happens throughout the year and what to expect We will include all senior teachers in this process in 2021 This continues as all school visits/ inductions of new students occurs throughout the year	All whānau feel valued, welcomed and feedback is consistent with this. All whānau know who to engage with and how to seek help. They also feel safe to do so.	From day one and at key events throughout the year as well as entry and exit to school and terms.
	Improved education pathways for learners coming to and leaving Puni school	Participate in and support the Pukekohe Kahui Ako's focus on reciprocal whānau engagement Continue to participate in and support the Pukekohe Kahui Ako's focus on coherent pathways engagement. This aligns with the work with our ECE aligned with our Kahui Ako (21 but many more ready to join)	At all relevant engagement and induction opportunities, all staff ensure that the whānau are up to date. Teachers ensure that their best practice is to keep students up to date and focus their thinking on their next steps.	All students and whānau across the school are supported to ensure they are up to date with all key actions, initiatives and requirements when entering or exiting the school on their journey through education	From day one and at key events through the year as well as entry and exit to school and terms
How can we support Distance learning within this strategic focus? ***Distance Learning MOE updates 2021***	All whanau are aware of how to access distance learning and how to support their children during this time.	Make use of the MOE provided resources as supplied by the MOE around distance learning.	- Levelled hard copies in a similar format with a simple checklist e.g. readers that align with syndicate term overview. -Show link to this on syndicate overview - Supporting activities online e.g sunshine online - regular zoom call opportunities to maintain contact with class/friends	-Whanau checking in via seesaw, checklist - Zoom for personal connection & participation -Post survey, feedback	Each term there will be a plan available in the occurrence of a lockdown.

We value our diversity Our school reflects our diverse community	Puni tamariki know the history and stories from our local area	'Our journey: nga haerenga' Is shared through our students' insights and will be included as part of any whānau engagement. This will be the key aspect of any tours of the school (by staff or students) Two key staff members will research and support staff in their understanding of the history of our area and school. This is supported by the Kahui Ako resourcing (in school) and the NZ history draft curriculum that will be released in 2021	Tamariki learn about 'Our Journey' through deliberate acts of teaching.	All students by the time they have had one full year at school can articulate the journey in their own words	Launch mid term 1 then sharing and teaching over the year. Resource to support the teaching is in draft form early term 1, seeking staff feedback by end of week 2 then finalized no later than end of term 1
	Our school is a place where Maori can be successful as Maori	Refresh Maori Implementation plan. In 2021 we will add the link to the most up to date document. Review MOE initiatives regarding Te Reo Maori	Plan is updated and BOT updated on progress.	Our Kura is a place where the staff can articulate and share what these goals mean and look like for our whānau and Tamariki. This will form continued feedback as part of the staff as a whole and teacher's individual reflections	Reviewed at least once each term via staff meetings and review completed by the end of the year.
	Our school is a place where Pasifika can be successful as Pasifika	Continue to implement the action planning around the Tapasa document	Follow through with our action plan and seek feedback from our community. Include this process as part of the appraisal process no later than 2021	Our Kura is a place where the staff can articulate and share what these goals mean and looks like for our students and their families. This will form feedback as part of the staff as a whole and teacher's individual reflections.	Reviewed at least twice each term via staff meetings and review completed by the end of the year.
	Our curriculum and school processes reflect our local mana whenua history and tikanga All students have the opportunity to participate in powhiri and poroporoaki	Continue our curriculum review to integrate te reo Māori, te ao Māori and mana whenua history and tikanga. A resource or addition to the action plan will be developed by the end of 2021 Two key staff members will research and support staff in their understanding of the history of our area and school. This is supported by the Kahui Ako resourcing (in school) and the NZ history draft curriculum that will be released in 2021 https://www.education.govt.nz/our-work/changes-in-education/aotearoa-new-zealand-histories-in-our-national-curriculum/ https://www.education.govt.nz/assets/Documents/Aotearoa-NZ-histories/W-7805-MIE-Community-Pack-v3.pdf https://www.education.govt.nz/assets/Documents/Aotearoa-NZ-histories/W-7805-MIE-School-Kura-Pack-English-v3.pdf	Develop a more detailed knowledge and history of the area. This could look like understanding key landmarks, historical areas of interest as well as Marae.	All planning to include te reo Māori, te ao Māori, tikanga and mana whenua context (where appropriate)	On-going with all units and planning during the year
How can we support Distance learning within this strategic focus? *Distance Learning MOE updates 2021*	All students have equal access to resources and support. There are no equity issues around access.	Having hard packs and Chromebooks available for collection if time permits Teachers are available to support all who need it	Staff to contact whānau to ensure they have what is required Hard packs to be put together in advance, just in case. Update list of who needs what for access on a regular basis	Students have on time and in time access as required.	Each term there will be a plan available in the occurrence of a lockdown.

Key property goals (Property plans and cyclical maintenance)

-School painted no later than 2022-2023 (Summer break) however we may look to break this up over 2021-2022
-School hall roof replaced in the 2024/2025 (Summer break)
-New 5ya in place for 2024/2025 implementation

PUNI SCHOOL
Effort Brings Reward

Vision and mission statement
"Puni School Tamariki will be confident, connected, actively involved learners who demonstrate that ***EFFORT BRINGS REWARD"***

Puni School Strategic Plan: 2020-2022 (2022)

Strategic Outcomes Focus 1	Strategic Goals	Key Initiatives 2022	Actions	Measures of Success	Timeframe
We value our tamariki *Our school supports the holistic development of all tamariki*	Key competencies are taught in a consistent manner	-Existing work around KC is fully embedded and the progress on the remaining KC's follows previous years actions.	-Students and staff are able to show that they understand the Key Competencies and provide examples. -The staff and students develop a bank of resources to illustrate the Key Competencies in different areas of the school. Review of our PB4L Matrices. -All KC developed by end of 2022	During our call back days in early 2020 as a staff we will unpack the Key Competencies and our understanding of them. From here we have aligned our current practices and identifying where we need to develop more understanding. Included as a genuine part of reporting to whanau and this feedback is seen as valid. This forms part of the discussions at parent interviews and other face to face meetings.	By end of 2022 Part of staff meeting agenda (or at least 3 times a term) Feedback to BOT in term 4
	Clear expectations and values drive student behaviour at Puni School	PB4L is strengthened across the school	Review policies, procedures, rewards and teacher pedagogy (how PB4L is taught),	All resources and policies are up to date, Information is shared with regularity to our community,	Each newsletter BOT update on PB4L in first half of the year
	Targeted learners make accelerated progress	Accelerated progress and ensuring that all staff understand the schools focus in this area.	In 2019 we agreed on a definition for accelerated progress In 2020 we will review and aligns with our progress and other national norms. In 2021 continue to review and ensure all key assessment and moderation plans support our understanding of acceleration and progress.	Targeted students are making accelerated progress and this is communicated to students and whānau.	Formally required to be updated at the end of term 1,3 and 4. Monitored (through agenda) at syndicate and senior staff level.
		Streamline reporting. This will be as a result of feedback from the BOT about what they would like to see more information on. There may be some feedback from the ERO visit.	Report on progress in May, September and December to align with reporting to parents	Reports go home and reflect the progress of the students. Whānau feedback that they understand the progress of their child and any next steps /ways to help.	Term 1: meet the teacher and welcome back reports go home Term 2: Time 1 reports go home and interviews to follow up Term 3: Interviews Term 4: Time 2 reporting For targeted students all staff expected to have additional face to face communication. In each half of the year an additional information meeting opportunity is provided.
			Update reporting format for the board, to focus on effective teaching strategies and actions	The report format meets the needs of the BOT so they can understand the needs of the school, students and staff who can gain the information to support initiatives at a strategic level.	Each BOT meeting has set agenda items (link below) Puni School Triennial review programme – 2020 – 2022 this will be updated to include 2023
	All learners make progress in relation to their curriculum areas	Continue with key target students but also looking at cohorts across the school and within syndicates For all the key initiatives and actions from 2021 we will review and reflect and integrate any of the key actions that worked across our targeted students.	Continue to review what is presented to whānau, how it is presented. Ensure that as part of the syndicate meetings all students progress is being looked at and see what lessons learned from target students can be applied. This can be linked to actions from the past initiatives.	Reports go home and reflect the progress of the students. Whānau feedback that they understand the progress of their child and any next steps /ways to help.	Term 1: meet the teacher and welcome back reports go home Term 2: Time 1 reports go home and interviews to follow up Term 3: Interviews Term 4: Time 2 reporting For targeted students all staff expected to have additional face to face communication. In each half of the year an additional information meeting opportunity is provided.

Strategic Outcomes Focus 2	Strategic Goals	Key Initiatives 2022	Actions	Measures of Success	Timeframe
We value our educators Our teachers are empowered to be excellent	Teachers use and embrace the pedagogy that supports the Tapasa Framework.	Through implementation of the Tapasa Action Plan which will updated over 2020 and be established as a key guiding document over 2022 This will be fully implemented in 2022	Turu 1 Identities, Language & Culture Turu 2 Collaborative & Respectful Relationships and Professional Behaviour Turu 3 Effective Pacific Pedagogies Tapasa Action Plan Puni School	Teachers understand and are using the key pedagogies in their planning, teaching and interactions. A bank of ideas and resources is being built and shared. This is reviewed at syndicate and full staff level.	At least 2 staff meetings per term with this as part of the agenda Feedback to the BOT on progress through principal report at least once per term with full feedback and update in term 4 (at the latest) Review of the effectiveness of the school wide plan after the first full year of implementation.
	Continue to upskill our teachers in relation to Digital Technologies through implementing Digital Technologies Action Plan.	Continue to develop our resources and understanding of our key actions planning. The key is that we focus on our students becoming creators not just users. Digital Tech @ Puni Puni Digital Curriculum Plan Draft Teaching and Learning Outcomes This will be fully implemented in 2022	All teachers trial digital technology strategies in classroom A bank of ideas and resources is being built and shared	Teachers understand and are using the key pedagogies in their planning, teaching and interactions. Develop and share exemplars of digital technology examples from classroom practice All teachers contribute to further development of DTAP.	Digital Technologies will be a focus of Staff meetings for at least 2 staff meetings per term. Feedback to the BOT on progress through principal report at least once per term with full feedback and update in term 4 (at the latest). Initiatives and ideas for resources shared with the BOT in term 4 to support 2022 budgeting and relevant resourcing. Review of the effectiveness of the school wide plan after the first full year of implementation.
	Our appraisal process empowers teachers to support targeted learners.	Appraisal process focuses on strategic goals and accelerated progress for targeted learners.	Update appraisal documentation to refer to strategic plan, with specific reference to targeted learners, and inquiry relating to targeted learners.	Target students, annual goals and other relevant strategic goals included in the appraisals. Reflections against the goals are evident and checked with relevant feedback followed up and actioned. Students in target groups are meeting their potential.	All through 2022. Observations twice in a year Reflections monitored and feedback given via the syndicate leader and principal. Meeting with all teaching staff in term 4, with the Principal to review 2022 in readiness for 2023.
	Spaces in our school support teaching and learning	All projects listed in 2021 are completed or have plans in place to be completed.	Work with the PTA to support any funding and or related to projects. Ensuring the 5ya and new property money reflects our strategic goals. Any remaining projects reviewed and ensure all relevant processes and compliance ensure this can be completed.	Updated 5ya plan is in place so that these goals align with any budgeting and planning of the new property funding. Community, staff and students are involved in the planning process and understanding of the key pedagogy and philosophy behind this. Our kura reflects our students needs. Our kura reflects our teacher goals and needs. Our kura reflects our community. Our kura is a relevant learning space and place where all feel safe.	Reviewed at each PTA and BOT meeting as appropriate Meeting with MOE advisor at least once a year. Continue to meet with our project manager to ensure we are up to date with any MOE requirements and timelines (at least once a month)

Strategic Outcomes Focus 3	Strategic Goals	Key Initiatives 2022	Actions	Measures of Success	Timeframe
We value our community Our schools connect, and we connect with our community	Strong and reciprocal relationships with whānau	Community liaison teacher available as community contact person In 2020 we will review this role and decide in what capacity it will be resourced at Puni for 2021. The key strategic goals from 2020 and 2021 are moved to measures of success as evidence that we have strong reciprocal whanau engagements.	-Along with the actions below add any key actions that were successful in 2020. -Continue the focus on Reading together and looking at other options and times to engage. -Having key staff to induct new students and be available for whānau into our school kaupapa in term 1. -PB4L information sharing via the BOT and students. -Scavenger hunt/meet the teacher engagement in term 1 and then ensuring following up to make sure all are up to date with school and their child's next steps. -Align the Kahui Ako work around reciprocal whanau engagement and review our own processes. -The key is having a designated person to follow up with all our engagement opportunities. Although all staff are part of the solution. -Powhiri opportunities continue, but have staff available and released on these days to support the induction of student and whānau. -Reviewing our processes and reflecting upon feedback from the survey.	-PB4L and the key values are shared and communicated with all our students. -PB4L and the key values are shared and communicated with all our students. -There is effective two way communication between the school and whānau -There is Whānau support the school in ways that are meaningful to whānau -There continues to be a focus on improved education pathways for learners coming to and leaving Puni school	Continuous through the year as well as the key transition points of the start of the term and end of term for our leavers.

Strategic Outcomes Focus 4	Strategic Goals	Key Initiatives 2022	Actions	Measures of Success	Timeframe
We value our diversity Our school reflects our diverse community	Puni tamariki know the history and stories from our local area. This is something that is revisited each year a s new staff, students and whānau come to our kura.	'Our journey: nga haerenga' (insert link? Is shared through our students insights and will be included as part of any whanau engagement. This will be the key aspect of any tours of the school (by staff or students)	Tamariki learn about 'Our Journey' through deliberate acts of teaching.	All students by the time they have had one full year at school can articulate the journey in their own words	Continue to focus on this over the year and especially as part of the induction process.
	Our school is a place where Māori can be successful as Māori	Review MOE initiatives regarding Te Reo Maori	Plan is updated and BOT updated on progress.	Our Kura is a place where the staff can articulate and share what these goals mean and looks like for our whānau and Tamariki. This will form continued feedback as part of the staff as a whole and teachers individual reflections	Reviewed at least once each term via staff meetings and review completed by the end of the year.
	Our school is a place where Pasifika can be successful as Pasifika	Continue to implement the action planning around the Tapasa document	Follow through with our action plan and seek feedback from our community. Include this process as part of the appraisal process	Our Kura is a place where the staff can articulate and share what these goals mean and looks like for our students and their families. This will form feedback as part of the staff as a whole and teachers individual reflections.	Reviewed at least twice each term via staff meetings and review completed by the end of the year.
	Our curriculum and school processes reflect our local mana whenua history and tikanga	Continue our curriculum review to integrate te reo Māori, te ao Māori and mana whenua history and tikanga. A resource or addition to the action plan will be developed by the end of 2021	Develop a more detailed knowledge and history of the area. This could look like understanding key landmarks, historical areas of interest as well as Marae.	All planning to include te reo Māori, te ao Māori, tikanga and mana whenua context (where appropriate)	On-going with all units and planning during the year