

## **PONGAKAWA STRATEGIC PLAN 2024 - 2027**

### **VISION STATEMENT**

While enhancing the culture of Pongakawa School every student will have opportunities to develop the life skills necessary to make positive choices and follow their dreams and aspirations in a changing world.

### **MISSION STATEMENT**

Within our second home all will be nurtured, motivated and challenged to engage in purposeful learning for ongoing success.

### **WHO WE ARE**

Pongakawa School was opened in February 1892 and has served its community since that time. It is a NZ State Full Primary School meaning it provides high quality learning opportunities from five years old (the start of school to thirteen years ( the last year before High School). As well as having excellent academic results across all year groups we also offer a wide range of opportunities in many areas including sports, cultural endeavours, music and outdoor education. At a senior level (year seven and eight) we offer an extensive technology programme and a Pongakawa Designed specialist programme called AWOL - another way of learning. This is an application based specialist learning programme focussing on education outside the classroom and includes the William Pike Challenge which is a nationally recognised award. The school has facilities most schools only dream of including a heated competition swimming pool, an internationally rated Action Centre (gymnasium), glass backed squash court, huge fields, bike track and bikes and a large adjacent bush area and small lake. A soon to be built outdoor classroom will add to the campus in 2024.

Students attending Pongakawa experience success and have a lot of fun along the way. Parents make lifelong friends and it is really a second home for everyone connected with the school.

## OUR BELIEVE LEARNER STATEMENT

**B** - BE THE BEST YOU CAN BE - pride, excellence, perseverance, resilience, tenacity

**E**- ENJOY THE JOURNEY - be proactive, opt in, be organised, make a plan

**L** - LOVE/AROHA - care and respect - yourself, everyone, everything. Create win/win opportunities

**I** - INFORMATION - inquiry, creativity, curiosity, innovation. Information technologies, tools to lead our learning

**E** - ENVIRONMENTAL FOOTSTEPS - looking after tomorrow today for myself, my family, my community and beyond

**V** - VALUES - time honoured; past, present, future

**E** - EVERYONE TOGETHER - kotahitanga, home, school, community, our second home

## Strategic Goals





1. AKO / LEARNING	2. HAUORA/WELL BEING	3. WHAKAWHANAUNGATANGA / PARTNERSHIPS	4. WHENUA / WHARE KURA
<i>A future focus on teaching and learning</i>	<i>Having an inclusive culture of care and equity</i>	<i>Build partnerships and community</i>	<i>Create learning and teaching environments that reflect our commitment to our second home philosophy.</i>
1.1 Continue to design and develop an inclusive local curriculum that identifies, accelerates and extends the learning capability of learners. 1.2 Continue to develop and maintain culturally responsive	2.1 Nurturing resilience and wellbeing for success. 2.2 Maximising the environment to support students, staff and community wellbeing. 2.3 Providing for a healthy and strong environmentally sustainable	3.1 Engage and work alongside Whanau to continue to strengthen learning partnerships. 3.2 partner with Tangata Whenua and our community to better understand our people and our place.	4.1 Work with the Education Ministry to mitigate weathertightness concerns. 4.2 Complete modernisation works in line with the Ten Year Property Plan 4.3 Continue to seek out

<p>teaching practice across the school including teacher understanding of learners'/akonga contexts. These include languages spoken at home, histories, stories and cultural values to provide culturally responsive teaching.</p> <p>1.3 Strengthen and continue to grow the pedagogical knowledge and capability of staff to enable all to be highly effective practitioners.</p>	<p>future.</p>	<p>3.3 Actively engage and participate in our <b>Kahui Ako</b> achievement plan.</p>	<p>opportunities to partner with community groups, trusts etc for property development work not possible through Education Ministry funding.</p> <p>4.4 Utilising all the above to create learning spaces and other buildings that enable the very best of learning and teaching opportunities set in attractive and inviting grounds.</p>
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**Note: Pongakawa School Board of Trustees acknowledges and works to comply with Section 127 of the Education and Training Act 2020.**

**Goal 1 - Ako / Learning**

<p><b>GOAL 1</b></p>	<p><b>AKO / LEARNING</b></p> <p><b>A future focus on teaching and learning</b></p> <p>1.1 Continue to design and develop an inclusive local curriculum that identifies, accelerates and extends the learning capability of learners.</p> <p>1.2 Continue to develop and maintain culturally responsive teaching practice across the school including teacher understanding of learners'/akonga contexts. These include languages spoken at home, histories, stories and cultural values to provide culturally responsive teaching.</p> <p>1.3 Strengthen and continue to grow the pedagogical knowledge and capability of staff to enable all to be highly effective practitioners.</p>
<p><b>NELPS</b></p>	<p><b>Learners at the Centre:</b> Learners and their whanau are at the centre of our school.</p>





	<p><b>Quality Teaching and Leadership:</b> Continue to grow staff to strengthen their teaching practice. Leadership is reflective, distributive, collaborative while working to provide strong and clear direction.</p> <p><b>Barrier Free Access:</b> Great education opportunities and outcomes are within reach for every learner</p> <p><b>Future of Learning and Work:</b> learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>		
<b>BASELINE DATA / Why is this important?</b>	<p>Reading results December 2023</p> <p>Writing Results December 2023</p> <p>Mathematics Results December 2023</p>		
<b>Progress will be indicated for this goal using the following colour coding system</b>			
 <b>No progress to date</b>	 <b>Initiated / Progressing</b>	 <b>Completed</b>	 <b>On hold 2024 - revisit ...</b>

Strategic Initiative (Roadmap)	Actions	Measures / Indicators of Progress	Who	T1	T2	T3	T4
<b>1.1</b> Continue to design and develop an inclusive local curriculum that identifies, accelerates and extends the learning capability of learners.	Develop Pongakawa local curriculum as part of the NZ curriculum refresh - aligned to timeline Investigate The Aotearoa Histories Curriculum and as above align ours to this.	Have a sound understanding of the local Curriculum at Pongakawa. Ensuring our local curriculum is responsive to the needs, cultures and aspirations of our learners and their whanau.	CH MJ KJ Teachers				

	Refer PLD plan for current foci and that of our Kahui Ako	Our local curriculum reflects the relevance of Te Tiriti				
<p><b>1.2</b></p> <p>Continue to develop and maintain culturally responsive teaching practice across the school including teacher understanding of learners'/akonga contexts. These include languages spoken at home, histories, stories and cultural values to provide culturally responsive teaching.</p>	<p>Engage with Te Puke Kahui Ako to continues to develop our culturally responsive practice to support our curriculum alongside teacher pedagogy and practice.</p> <p>Te Reo integration continues to grow across the school. Our school environment will reflect our commitment to a bi-cultural Aotearoa.</p> <p>Board completes Governance training on Hautu. Cultural Responsiveness Self review tool for Board of Trustees</p>	<p>Have a common understanding of culturally responsive teaching practice at Pongakawa. Having awareness of bias. CRP is embedded and visible within the classroom programme (teacher and student voice) Teachers have a strong understanding of learners/akonga contexts including home languages, histories, stories and cultural values to provide culturally responsive teaching. Te Reo is further integrated across the curriculum and school</p> <p>The principles of CRRP are visible at board meetings and in their actions.</p>	<p>CH MJ KJ CD Teachers Kahui Ako Others (PLD)</p> <p>LM CH CD</p>			
<p><b>1.3</b></p> <p>Strengthen and continue to grow the pedagogical knowledge and capability of staff to enable all to be highly effective practitioners.</p>	<p>Undertake ongoing PLD around NZ Histories with the aim of completing our own local curriculum document. Work with staff on other aspects of Te Mahau as they come to fruition.</p> <p>Explore the Better Start Literacy Programme and how it may positively impact our schools current literacy programme</p>	<p>Staff understanding of Te Mataiaho particularly Aotearoa Histories is increased and this is evidenced through class programmes and student learning and the results there of.</p> <p>Continue to increase our results in reading and writing across all year groups. Staff will see ways to incorporate</p>	<p>CH MJ KJ CD Teachers Kahui Ako Others (PLD)</p> <p>KJ</p>			

	particularly around spelling and decoding	BSL into our current literacy model.					
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**Goal 2 - Hauora / Well being**

<b>GOAL 2</b>	<b>HAUORA / WELL BEING</b> <b>Having an inclusive culture of care and equity</b> 2.1 Nurturing resilience and wellbeing for success. 2.2 Maximising the environment to support students, staff and community wellbeing. 2.3 Providing for a healthy and strong environmentally sustainable future.		
<b>NELPS</b>	<b>Learners at the Centre:</b> Learners and their whanau are at the centre of our school. <b>Quality Teaching and Leadership:</b> Continue to grow staff to strengthen their teaching practice. Leadership is reflective, distributive, collaborative while working to provide strong and clear direction. <b>Barrier Free Access:</b> Great education opportunities and outcomes are within reach for every learner. <b>Future of Learning and Work:</b> learning that is relevant to the lives of New Zealanders today and throughout their lives.		
<b>BASELINE DATA / Why is this important?</b>	Resiliency Survey Data 2022, 2023.		
<b>Progress will be indicated for this goal using the following colour coding system</b>			
 No progress to date	 Initiated / Progressing	 Completed	 On hold 2024 - revisit ...





Strategic Initiative (Roadmap)	Actions	Measures / Indicators of Progress	Who	T1	T2	T3	T4
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<p><b>2.1</b> Nurturing resilience and wellbeing for success.</p>	<p>Further unpack the Resilience Project results through staff meetings, discussion and follow up. Develop student resilience using The Resilience Project teaching and learning Analysis of the Resilience Project survey in Years 4 - 8. Our students (and staff) are able to link our learner statement - Believe and use them Consistent behaviour management in response to the possible Wellbeing next steps. Review the Pongakawa Behaviour Management Plan to ensure consistency of delivery by teachers and that it reflects accurately our second home philosophy. Professional development in teaching coaching in relation to student well being.</p>	<p>Teachers are able to speak and act on the results and our collective understandings  Students will make shifts in the areas noted in the Resiliency Survey from a lower to higher result in the respective measure groups. Obvious links are seen between our Believe learner statements and the results of the Resiliency survey.  Student voice and teacher practice shows alignment to our behavioural policies, Believe learner Statement and other areas making up our second home philosophy.  Teachers feel confident to support and coach emotional and behavioural change in students and that this is visible in our school.</p>	<p>CH MJ KJ Staff  Students  CH MJ KJ Staff  CH MJ KJ Staff Students  CH MJ KJ Staff</p>				
<p><b>2.2</b> Maximising the environment to support students, staff and</p>	<p>Address any concerns and ongoing improvement to playground environments including outdoor education</p>	<p>Playgrounds and other recreational spaces will be safe,exciting and vibrant. Establishment of a friendship</p>	<p>Board of Trustees Staff Students Whanau</p>				

community wellbeing.	<p>spaces Continue to encourage parent/caregiver interaction with the school post covid.</p> <p>School anxiety dog continues training to support students, staff in times of need</p>	<p>chair to support lonely students Look for ways to involve parents in projects etc to encourage wider community friendships and bonding.</p> <p>Dog is present onsite and students, staff etc feel a positive connection with his presence</p>	<p>Wider Community</p> <p>Gibson CH Staff Students</p>				
<p><b>2.3</b> Providing for a healthy and strong environmentally sustainable future.</p>	<p>Continue the development of our Pataka kai as a means of reaching the community through our students. Redevelopment of the school vegetable gardens and re-vitalise the garden to plate ethos in senior food tech.</p> <p>Pursue the school inclusion in the kai Ora Ministry programme.</p>	<p>Pataka Kai is full and replenished on an ongoing basis. Families and the community are utilising the food. School receives or sees positive affirmation and feedback.</p> <p>AWOL group work with Waikokopu to plan, develop and establish a raised garden bed, Tunnel house and garden planted and maintained according to the Maori Calendar.</p> <p>School is included in the Kai Ora programme. AC kitchen will have full commercial status. School based lunch programme including the employment of a chef, menu and lunch programme established. Possible school dining room and cafe.</p>	<p>AWOL Staff Board Students Whanau Wider Community</p> <p>CH,MJ,KJ Board Staff Education Ministry Local MP's</p>				



**Goal 3 - Whakawhanaunga / Partnerships**





<p><b>GOAL 3</b></p>	<p><b>WHAKAWHANAUNGATANGA / PARTNERSHIPS</b>  <b>Build partnerships and community</b>            3.1 Engage and work alongside Whanau to continue to strengthen learning partnerships.            3.2 Partner with Tangata Whenua and our community to better understand our people and our place.            3.3 Actively engage and participate in our <b>Kahui Ako</b> achievement plan</p>		
<p><b>NELPS</b>   <i>To be clarified</i></p>	<p><b>Learners at the Centre:</b> Learners and their whanau are at the centre of our school.  <b>Quality Teaching and Leadership:</b> Continue to grow staff to strengthen their teaching practice. Leadership is reflective, distributive, collaborative while working to provide strong and clear direction.  <b>Barrier Free Access:</b> Great education opportunities and outcomes are within reach for every learner  <b>Future of Learning and Work:</b> learning that is relevant to the lives of New Zealanders today and throughout their lives.</p>		
<p><b>BASELINE DATA / Why is this important?</b></p>			
<p align="center"><b>Progress will be indicated for this goal using the following colour coding system</b></p>			
<p> <b>No progress to date</b></p>	<p> <b>Initiated / Progressing</b></p>	<p> <b>Completed</b></p>	<p> <b>On hold 2024 - revisit ...</b></p>

Strategic Initiative (Roadmap)	Actions	Measures / Indicators of Progress	Who	T1	T2	T3	T4
<p><b>3.1</b> Engage and work alongside Whanau to continue to strengthen learning partnerships.</p>	<p>Continue to create connections with all whanau groups and look for new ways to engage families. Ensure termly overviews are sent home by all teaching teams Ongoing Maori Whanau Hui Community Hui around various aspects of school life and learning</p> <p>New website is alive and regularly updated</p>	<p>Increased numbers of parents at events, volunteering, coaching, managing sports teams etc and as visible people around the school. Families in all teaching teams feel well informed about activities for their children. Greater numbers of parents of Maori ethnicity are taking on increased roles and responsibilities at Pongakawa and feel comfortable in the environment. Feedback from the website traffic is positive and is seen as a positive communication tool and reflection of the school.</p>	<p>CH MJ KJ Staff</p> <p>CH MJ KJ Staff BOT - D N</p> <p>MJ and staff</p>				
<p><b>3.2</b> Partner with Tangata Whenua and our community to better understand our people and our place.</p>	<p>Ongoing visits, hui with local Iwi and other ethnicities in our area. Revitalise and grow the use of Te Reo in classrooms and about the school</p> <p>Work more deliberately with family and whanau to equip every learner/akonga to build and realise their aspirations</p>	<p>Ngati Whakahemo and the school have a strong partnership. Students and staff use te reo as an embedded part of daily life. Signage etc around the school reflects our commitment. Families and the school illustrate visibly the partnership commitment. Students feel they are empowered to realise their hopes and dreams and have a</p>	<p>CH, BOT - DN Staff Whanau</p> <p>All staff Students</p> <p>CH MJ KJ Staff BOT</p>				

	Continue to help staff to build their awareness of bias and low expectations, and how these impact learners/akonga staff and whanau.	clear pathway forward. Staff meetings and school documentation along with staff actions illustrate our awareness.	CH MJ KJ Staff				
<b>3.3</b> Actively engage and participate in our <b>Kahui Ako</b> achievement plan	Work as a part of the Kahui Ako to explore new ways to build connections involving local iwi and whanau.	We see strong ongoing relationships with tangata whenua.	CH MJ KJ Staff Kahui Ako reps				

#### **Goal 4: Whenua / Whare Kura**

<b>GOAL 4</b>	<p><b>WHENUA / WHARE KURA</b></p> <p><b>Create learning and teaching environments that reflect our commitment to our second home philosophy.</b></p> <p>4.1 Work with the Education Ministry to mitigate weathertightness concerns.</p> <p>4.2 Complete modernisation works in line with the Ten Year Property Plan</p> <p>4.3 Continue to seek out opportunities to partner with community groups, trusts etc for property development work not possible through Education Ministry funding.</p> <p>4.4 Utilising all the above to create learning spaces and other buildings that enable the very best of learning and teaching opportunities set in attractive and inviting grounds.</p>
<b>NELPS</b>	<p><b>Learners at the Centre:</b> Learners and their whanau are at the centre of our school.</p> <p><b>Quality Teaching and Leadership:</b> Continue to grow staff to strengthen their teaching practice. Leadership is reflective, distributive, collaborative while working to provide strong and clear direction.</p> <p><b>Barrier Free Access:</b> Great education opportunities and outcomes are within reach for every learner</p>
<b>BASELINE DATA / Why is this important?</b>	<p>Pongakawa School 10 Year Property Plan 2022</p> <p>Pongakawa Weathertightness Remediation Reports 2019</p>

Pongakawa SEPE Review Betta Group Pongakawa Condition Assessment 2023 Blue Beez Asbestos Survey and Mitigation Plan. 2019			
<b>Progress will be indicated for this goal using the following colour coding system</b>			
 <b>No progress to date</b>	 <b>Initiated / Progressing</b>	 <b>Completed</b>	 <b>On hold 2024 - revisit ...</b>

Strategic Initiative (Roadmap)	Actions	Measures / Indicators of Progress	Who	T1	T2	T3	T4
<b>4.1</b> Work with the Education Ministry to mitigate weathertightness concerns	The school will work with MOE to ensure the work identified in reports is undertaken and completed to a suitable level. Works will be completed in an agreed timeframe.	Building will be repaired and in a sound state for teaching and learning to take place. Buildings etc will be fresh, weather tight and modernised.	CH and staff BOT				
<b>4.2</b> Complete modernisation works in line with the Ten Year Property Plan	Employment of a project manager to ensure all identified works in the plan are undertaken over the next five years.	Buildings and areas listed in the ten year plan have had the identified work completed. The school continues to be a safe physical environment for all stakeholders.	CH and staff BOT				
<b>4.3</b> Continue to seek out opportunities to partner with community groups, trusts etc for property	Trusts, companies etc will have an ongoing relationship with the school e.g. Hastie Trust, Trinity Lands, Waikokopu, Silver Linings, Lion	Buildings and grounds provide students with opportunities more expansive and exciting than others schools can. Current assets are maintained	CH and staff BOT				

<p>development work not possible through Education Ministry funding</p>	<p>Foundation, WBOPDC etc The Board will continue to seek out other partners etc</p>	<p>and functional</p>					
<p><b>4.4</b> Utilising all the above to create learning spaces and other buildings that enable the very best of learning and teaching opportunities set in attractive and inviting grounds</p>	<p>The school is an exciting campus to learn, teach and work in.</p>	<p>Pongakawa is known as a highly attractive and exciting school with buildings and grounds to match. Families, the community and the wider district identify Pongakawa as a beacon for learning and what is possible in a NZ State School.</p>					

