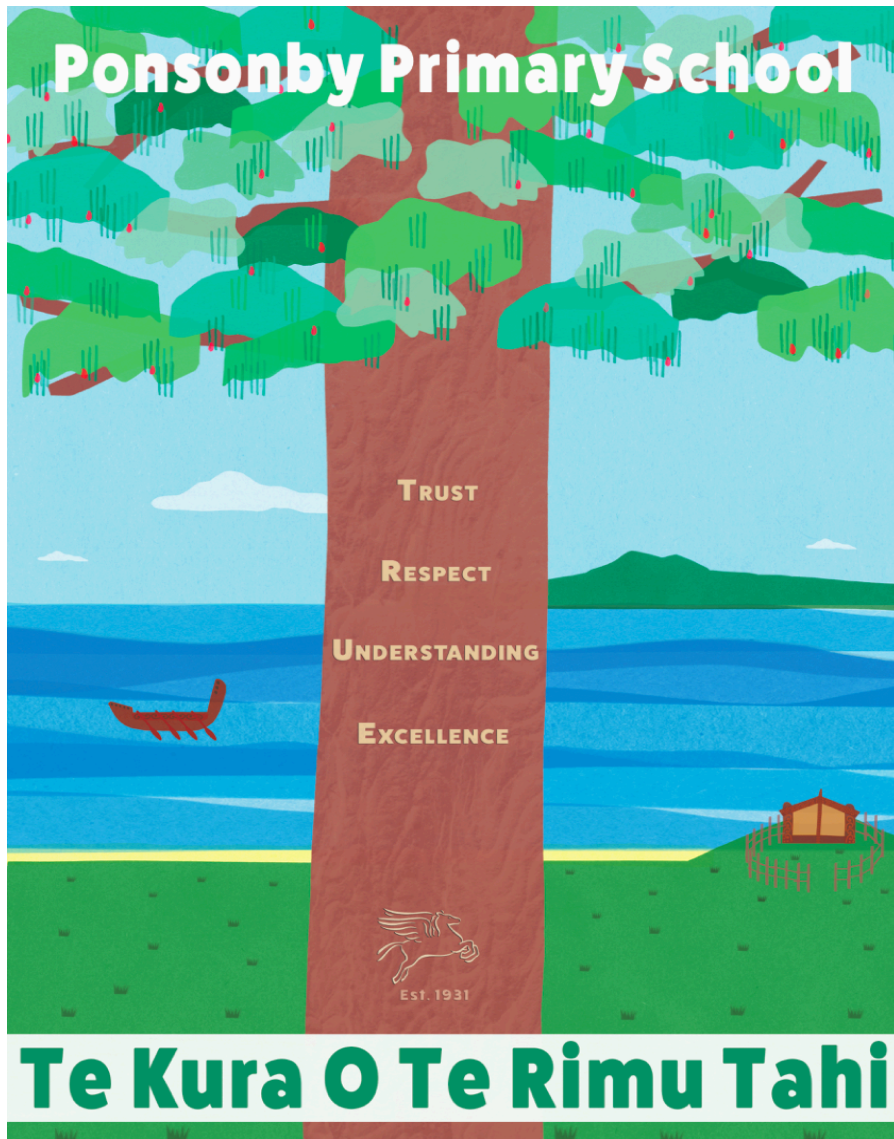


Ponsonby Primary Students Trust, Respect, Understand and strive for personal Excellence
Nga Ākonga o te Kura o te Rimu Tahī ka whakawhirinaki, ka whakaute, ka mōhiohio, ka ngāna ki te angitu whaiaro



Trust: The importance of doing what I say I believe in and following through on commitments made. Integrity and honesty is demonstrated throughout my time at Ponsonby Primary School.

Respect: For yourself and others' cultures, property and the environment. Respect is being kind to myself and my peers, respect is feeling good about myself, respect is listening to others and their ideas, respect is treating others nicely, respect is treating my surroundings and objects nicely and taking care of them.

Understanding and empathy towards others: Putting myself in the shoes of others, to understand how they feel and who they are. I understand and accept differences through an empathetic approach.

Excellence: Being the best that I can be, through an ongoing commitment to learn, grow, and strive for excellence in everything I do. Self-reflection and an earnest desire to continually improve is an integral component.

The Rimu in the foreground represents growth, strength and resilience. The red berries on the tree show it is still growing and giving new life. The grass behind the tree represents the school field, a place where the children come together (a place of belonging). The moana is the Waitemata Harbour with the waka, Māhuhu-ki-te-rangi, navigating its way through, representing the journey we are on together towards implementing our localised curriculum. Te Koraenga (our headland) is in the background signifying the Māori Pā, Te Okā. Along with Rangitoto, a visual icon of Auckland and a place that is special to all our students.

Strategic Goal one:

The 21st Century Learner: Collaboration, Creativity, Critical Thinking & Communication

He akonga arotahi a meake nei

To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.

How:

- By providing student centered, creative learning opportunities that develop: problem solving, critical thinking, collaborative, communication and creativity.
- By ensuring that STEAM is an integral part of our literacy programme (We have called this Literacy & STEAM).
- By providing our kaiako with professional development opportunities to help nurture and advance their skills in 21st Century Learning with a collaborative and integrated approach. Collaborative planning is an important component ensuring that tasks are rich and purposeful.
- By ensuring that our planning and our strategic plan is regularly reflected on to ensure that Holistic education: mental & emotional (taha hinengaro), family & social (taha whānau), land & roots (whenua), physical (taha tinana), spiritual (taha wairua) are underpinning our delivery of our local curriculum. This is based on Mason Duries model around Te Whare Tapa Whā.
- Professional Learning - continue to build capacity of learners: working with Lucie Cheeseman regarding effective Maths teaching practices and with Morgan Jurisich and Debbie Fox, developing an integrated STEAM/design thinking programme into our curriculum. Through this we are giving our students real depth in developing 21st century skills.
- By maintaining our reporting system and providing regular conferences.
- Ensuring parents are familiar with childrens goals and their learning journey.
- Providing opportunities for our ākonga to share their creations and solutions to problems that affect their lives. These sharing afternoons are open to all parents and whānau to attend. For instance our Class Treaties, Visual Pepeha, STEAM and writers festival afternoons.
- Key competencies and school values are consistently evident in the actions of our students throughout their time at PPS.
- By opening a Makerspace room within our kura for all students and teachers to access throughout the school week.

Strategic Goal 1 : To grow student achievement by providing quality teaching, where all learners are engaged, inspired and achieving to their potential in a 21st century learning environment.

Strategic Initiative	Actions	Measures	RA (Responsible/Accountable)	When/Timeframe
<p>Continue to develop a Future Focussed Curriculum</p> <p>Continue developing 21st Century learning skills to prepare students for the future through a curriculum that allows our students to develop skills around curiosity, critical thinking, collaboration, Innovation, communication.</p>	<p>SLT alongside Deb will continue to lead with our staff through developing a local curriculum through staff meetings and also in collaboration.</p> <p>Continue to focus on School Values, 21st Century learning capabilities with STEAM integrated into the learning of Inquiry through John Spencer's design thinking/inquiry model called "The Launch Cycle".</p> <p>Continue to upskill new staff and provide PD sessions on new 21st century practices and developments to our Local Curriculum. Deb and Morgan will do an induction for all new</p> <p>Opening a whole school Makerspace and launching a STEAM week in Term 4, 2024.</p>	<p>21st century skills and values embed in all areas of the curriculum (Integrated approach) not taught in SILO.</p> <p>Survey at the begging of the year around how students can assess where they are with their 21st learning skills and then also undertake the same survey in Term 4 Data can be used to inform future learning needs</p>	<p>SLT/WST/AST</p> <p>Deb</p> <p>SLT and Deb</p> <p>Morgan and SLT</p>	<p>2024. 2025</p> <p>Survey Term 1</p> <p>Survey Term 2</p>

<p>To promote high quality and teaching practices in mathematics and writing</p> <p>The initiative is to enhance mathematical and writing planning so that it is accessible and sustainable. Allowing Ponsonby to have a cohesive approach to the delivery of Maths and Writing. We will use the Literacy and Steam contract as a model dovetailed with our Local Curriculum</p>	<p>Morgan & Deb work with Olivia around setting up a sustainable system for mathematics e.g. creating a progression of learning for children from Years 1-6 and this also developed in writing and planning template, constructed with staff. Olivia will continue to work with Lucie Cheesemen</p> <p>Creating a survey for teachers around current practices in mathematics</p> <p>Morgan Jurisich, Deb and curriculum team to provide professional development around The Launch Cycle (Our schools inquiry & design thinking model). Lucie continues to work with teachers to introduce and develop their mathematical capabilities and pedagogical approaches. Support teachers to develop authentic contexts for learning for students.</p>	<p>Seeing a 5% increase for children who are setting within and moving them to above in Maths, Reading and Writing</p> <p>Team leaders ensuring that is evident in teachers planning</p> <p>Survey around Mathematics</p> <p>Students survey to measure if our students become more self directed, purposeful, and in control of their learning.</p>	<p>SLT Team to look at data</p> <p>Team Leaders</p> <p>Olivia</p>	<p>Ongoing</p> <p>Ongoing</p>
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<p>The Initiative is that our teachers are familiar with knowledge of the local curriculum and the refreshed curriculum and have the competence to intergate the curriculum Knowing your past before you know your future</p>	<p>Our teachers have the opportunity through professional development to gain a better understanding of the curriculum and understand that our local curriculum reflects the history of the local area with a focus around the past and present.</p>	<p>This integrated into all curriculum areas; Maths, Reading, Writing, STEAM Localised/NZ Histories curriculum that reflects the past, present and future</p>	<p>Morgan, SLT and Teachers</p>	<p>Ongoing</p>
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Strategic Goal 2: (Collaboration and Wellbeing)

To provide and promote educational relationships and partnerships **with our ākonga, whānau and community.**

Ensuring that our parents, whānau and community are an important component of our children's learning journey. To empower our children to have a strong and healthy mental wellbeing where our children will have the tools to display resilience and awareness strategies to fulfil the potential they may have.

How: We will continue to build and maintain positive relationships and partnerships between school, home and the wider community to enhance teaching and learning and the community perception of Ponsonby Primary (Te Rimu Tahī)

- To Provide clear communication to the school community around aspects of our learning e.g. Student learning showcases e.g Visual Pepeha & Writers Festival, Curriculum evenings, Term overviews, the school website through interactive workshops and the school portal.
- Inviting family voice (Surveys, Hui and Fono), Curriculum evenings and having website that provides interactive workshops
- Continue to strengthen our partnership with local iwi - Ngāti Whātua Ōrakei and extended hapū by liaising with Malcolm Paterson.
- By ensuring that our Fundraising Committee is inclusive and welcoming. Our Parent liaisons are an intergral opportunity to gather family voice.
- To maintain our induction evenings (termly for New Entrants) At the beginning of the year for other syndicates.
- To promote the health and wellbeing of all our students through the introduction of robust systems to monitor, support and improve their hauora, now and into the future. This will be achieved through Mitey and a whole school approach around the Zones of Regulation also with the role of the SENCO and SLT around pastoral care.
- Create a healthy, safe and happy environment that fosters our holistic well-being (Mason Durie - Te whare tapa whā/Hauora).
- Promoting and building resilience and personal well being.
- All children at Ponsonby Primary School will feel valued by their teachers and peers.
- All children will experience personal success and are happy to be at school.
- Self identity (valuing, celebrating each student as a learner)
- Learner agency when our students link content to their passions and interests, they have a greater stake in what they are doing. This is done through our broad curriculum.

Strategic Initiative	Actions	measures	RA (Responsible/Accountable)	When/Timeframe
<p>The initiative is to improve the connection between home and school.</p>	<p>To effectively communicate all learning to all key stakeholders involved by Curriculum work shops eg evenings, website and termly overviews. New updated school website to reflect and communicate all learning areas to all stakeholders</p> <p>To ensure our wider school understands how we as a school incorporate real life contexts through our STEAM initiative/Inquiry learning/ Developmental/ Student Agency.</p>	<p>Gather voice: Surveys that are sent out reflect our strategic goals that can be done by surveys and feedback.</p> <p>Feedback from the evenings and surveys, participation rate for Visual Pepeha, Class treaties, writing festival sharing afternoon, STEAM innovation sharing afternoon</p> <p>STEAM Week Term 4</p>	<p>SLT and curriculum leaders</p> <p>SLT</p>	<p>Ongoing throughout the year</p>
	<p>For example inviting our parents to observe the completion of our Visual pepeha</p> <p>Having sharing</p>	<p>Evidence in teachers planning that our localised curriculum is being</p>	<p>Across School Teacher and SLT Team</p>	<p>By the end of the year all Akonga will be able to articulate the underpinning values of Rimu Tahi.</p>

	opportunities (open classrooms) celebrating the children learning through the design thinking process (The Launch Cycle).	assessed and is a valuable framework for collaborative planning. This will also be evident on classroom walls		
Grow a shared understanding of the practise of coaching throughout the school	Growth Model Coaching Kids Coaching KIds initiative	Triangulated Model of coaching Evidence in Teacher's portfolio of practise of Coaching conversations that have been conducted.	All Teachers	Ongoing

Strategic Initiative	Actions	Measures	RA (Responsible/ Accountable)	When/Timeframe
Investigate ways to measure and evaluate wellbeing at Ponsonby Primary School.	Continue to research ways in which schools and organisations measure and evaluate wellbeing.	Develop initiatives that target the needs of Ponsonby Primary ākonga and kaiako. NZCER wellbeing survey 2024 Komodo launching 2024 Relaunch student & staff survey again in 2024. Fortnightly Curriculum Team meetings.	SLT	T1 - 4

<p>Implement Wellbeing programmes in the School community.</p>	<p>Continue to embed the Mitey Programme into our local curriculum across all year levels.</p> <p>Staff PD is provided around wellbeing initiatives (external and internal).</p> <ul style="list-style-type: none"> - A bank of resources is developed for staff use. - Wellbeing is explicit within the school vision, values, in the newsletter, messages over the Daily notices etc. 	<p>Mitey is reflected in our collaborative planning throughout each year group.</p> <p>Kaiako and ākonga can use the common language of wellbeing initiatives.</p> <p>Shared Google Drive resources.</p> <p>Continue to communicate aspects of wellbeing to our parents and whānau whenever possible. Align to strategic goals TRUE: Trustworthy, Respectful, Understanding and Excited learners.</p> <p>Student leadership group producing initiatives for their peers in Wellbeing.</p>	<p>Curriculum Team</p> <p>SLT implementing alongside the school values</p>	<p>T1 - 4</p> <p>T1 - 4</p> <p>T1 - 4</p> <p>T1 - 4</p> <p>T2 - 4</p>
<p>Grow a shared understanding of Akonga's different learning styles and an increased focus on children's mental health wellbeing.</p>	<p>Learning Support Register Dyslexic Register</p> <p>Increased awareness of underpinning issues that may affect Akonga well being and learning.</p>	<p>Develop and maintain the Register.</p> <p>Termly staff meetings focused on different learning styles and how best to meet children's differing needs and mental health.</p>	<p>SENCO</p>	

Strategic Goal 3

Cultural Capability and Inclusivity (Te maarama ahurea)

To ensure that all cultures and heritages are represented at our school and feel valued, celebrated and respected.

How:

- By valuing understanding and respecting various perspectives and cultural backgrounds, particularly our own bi-cultural heritage. Creating a localised curriculum that has an emphasis on cultural capability and diversity.
- Refining the Year Five Carnival to an event that has “stalls” that represent each culture. A Cultural Festival.
- Acknowledge the cultural diversity unique to our kura by celebrating the different cultural language weeks throughout the school year that apply to the students' cultures within our kura.
- Embrace the diverse cultures and histories of our community through a local curriculum lens.
- Provide an inclusive learning environment where we celebrate and encourage individual talents and identities.
- All cultures within the school are valued and accepted through active encouragement of an inclusive school culture and ethos. Staff members ensure that students from all cultures are treated with respect and dignity and actively work towards maximising the potential of each student.
- Developing awareness and understanding of the cultures and history around Aotearoa and our local area in our staff.
- Honouring Te Tiriti within our school wide context through our local curriculum (Ngā Kaitaki o Āpōpō) and experiences e.g. Kupu o Te Rā, Visual Pepeha Showcase, Writers Festival, Mihi Whakatau, Matariki, Te Wiki o Te Reo Māori, Kapa Haka, Marae stays
- Using research from Sharratt and Fullans work “Faces to the data” around knowing our students.
- Creating an environment around learner agency- the children are the experts of their culture
- Morgan Jurisich (Deputy Principal) resourcing and providing PD with staff for Te Reo and Te Ao Māori practises through a localised curriculum lens.
- Connecting with our Local iwi.

Strategic Goal 4 :

is valuing understanding and respecting various perspectives and cultural backgrounds, particularly our own bi-cultural heritage and other cultures within our school environment.

Strategic Initiative	Actions	measures	RA (Responsible/Accountable)	When/Timeframe
Determine Ponsonby Primary tikanga.	Continue Establish the protocols (kawa) associated with pōwhiri, staff meetings, hui's and whole school assemblies and document them in the Te Reo Māori section of our local curriculum.	Staff are familiar with and follow the protocols set out in the Ponsonby Primary School Curriculum.	SLT	Ongoing
Develop and implement a sustainable Ponsonby Primary Māori Curriculum.	<ul style="list-style-type: none"> - Te Reo is integrated across the curriculum. - Te Reo is used by teachers and children throughout the day as greetings, commands. - Use Ka Hikitia and Tātaiako as a guide for developing our Māori curriculum. - Board complete Hautū: Cultural Responsiveness Self Review tool for Boards of Trustees. 	<ul style="list-style-type: none"> - Te Reo is evident in all areas of planning and programmes are evaluated in the term reflection. - Increased use of Te Reo Māori by all children and teachers and focus sentences or commands are on display. - Complete self review section for: Leadership, Representation, Accountability, Employer Role and implement recommendations. -Developing Te Reo & Pepeha Progressions school wide. 	<ul style="list-style-type: none"> Syndicate leaders twice a year through attestation.. Staff and children Pepha Evidence through Appraisals Morgan, Deb & SLT 	<ul style="list-style-type: none"> Ongoing By Term 4

<p>Teachers will develop use of Te Reo Māori.</p>	<p>Ongoing professional development in Te Reo Māori for all teachers.</p> <p>Expectation that Te Reo becomes part of daily practice in all classrooms and settings within School.</p> <p>All staff (including support staff) have opportunities to learn and use waiata and simple greetings and commands.</p>	<p>Te Reo Club - Morgan to start back up 2024</p> <p>Te Reo/Tikanga sessions in our Friday Focus</p> <p>Teacher resources created and shared in the Te Reo Māori folder in the shared Google drive are used as part of class programmes.</p> <p>All Staff are familiar with our school waiata Te Rimu Tahie</p>	<p>Morgan</p> <p>Morgan/Julia/Annie</p> <p>All teachers</p> <p>SLT</p>	<p>Ongoing</p>
<p>Build strong connections to our Māori Community and other cultures</p>	<p>Continue to Explore different ways of building connections and involving local iwi and whānau in school events.</p> <p>Hold a hui/fono with our Pasifika and maori families to engage in their views on needs for our ākonga. Invite parents from other cultures to attend (more of an inclusive approach)</p>	<p>Engage and contact with a local Kaumatua and local iwi to work with the school for guidance around area protocols.</p> <p>Implement new initiatives with the guidance of our Kaumatua/local iwi.</p>	<p>SLT</p> <p>SLT</p>	<p>T1</p> <p>T1</p>
<p>Celebrate the Cultural diversity at Ponsonby Primary School</p>	<p>Celebrate and share the cultures of all children.</p> <p>Celebrations of various cultural events held throughout the year, led by our Student Cultural Toa</p>	<p>Cultures are represented visually and verbally across our school.</p> <p>Specific cultural events/ language are celebrated throughout the year. Eg. Maori Language week/various language</p>	<p>SLT</p> <p>SLT Student Cultural Toa</p>	<p>T1 - T4</p> <p>T1 - T4</p>

	alongside Staff rep. - Investigate and plan to hold a whole school cultural event.	weeks, matariki, diwali, chinese new year etc. - Host a cultural event where all cultures are celebrated, students are proud, confident and willing to share.	Morgan & Arran	T3
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Ponsonby Primary is committed to the Tiriti O Waitangi
Te Rimu Tahī

We recognise the treaty by incorporating it into all aspects of our school including, governance, structure and practice in an educational context.

We acknowledge the principles of the Treaty of Waitangi, by providing students with opportunities to acquire knowledge of Te Reo Māori me o nga tikanga (The Māori Language and its Customs).

Acronym that represent our values as a school: TRUE is based around “Steadfast and True”
Values for 2024 - 2026

Trust: As a school, the importance of doing what you say you believe in, following through on commitments made, integrity and honesty is demonstrated.

Respect: for self, others/cultures, property and the environment: is being kind to myself and my friends, Respect is feeling good about myself, Respect is listening to others and their ideas, Respect is treating others nicely, Respect is treating my surroundings and objects nicely and taking care of them.

Understanding empathy towards others : To put ourselves in the shoes of others to understand how they feel and who they are . We practice this by being a link to each other.

Excellence: To be the best that we can be, through an ongoing commitment to learn, grow, and strive for excellence in everything we do. Self-reflection and an earnest desire to continually improve is an integral component.

Our Aim is to personify our goal of TRUE: Trust, Respect, Understanding, and Excellence.

TRUE:Key competencies and school values are consistently evident in the actions of our students through out their time at PPS

Goals for Board Review and Governance			
Strategic Initiative	Actions	Measures	RA (Responsible/ Accountable)
School Property	Property: to develop and maintain property as required	Painting the Library, will need to look into chem washing the Kakariki building. Get local artists or the children working on pieces of art to be displayed around the school that reflect our value. Look into replacing the old Puriri playground. Creating a garden area to commemorate 150 years.	BOT (Michelle) / Sanjay/ Project manager (Gilbert Wallace)
Health and Safety	Health and Safety: To provide a safe and physical environment for the school and community	The Health and Safety committee led by Arran will strengthen our reporting and review plans as per the Health and safety in the workplace using Safe 365 - our Health and safety online tool. We measure through Incident reports and hazards registers through the 365 H&S app. Look into working with Harrison and Tew	Sanjay/Morgan/ Arran
Finance	Allocate available funds to meet charter goals.	Continue to seek parent support through donations and our 3 fundraisers. Allocate government funds to curriculum and school day to day needs that will meet the charter goals. Measured through monthly finance reports	BOT (Lisa Crooke, Joe Telford) /Sanjay
Policy review and development	School Docs	As per the School Doc schedule. Linked to the Board review schedule that underpins the work of the Board.	BOT/Sanjay
Legislative needs	As per government legislative requirements		

Annual Plan 2024

Our Key Goal Areas for 2024	Actions and Outcome expectations that are Reviewable	Resourcing/Budget Needs
<p><u>Teaching and Learning Goal</u></p> <p>Continue to develop our Localised curriculum that focussed around developing 21st learning capabilities for our students. Developing these skills through all core curriculum areas through a S.T.E.A.M lens which continues to grow a board curriculum for students. Eg ensuring all children access a broad curriculum.</p> <p>Collaborative planning</p> <p>Continue to Implementing the NZ histories in alignment with our local curriculum.</p> <p>My Time programme Year 6 leadership model School art show development Music workshops and extension Performance choir Whole School sharing of learning around STEAM (Action day) Developmental in juniors with a greater push</p>	<p>1. The SLT team continues to work around developing 21st learning skills.</p> <p>2.Continue shifting the locus of control over time- more to the student. Through an explicit Local curriculum (Whole school) and the Thursday enrichment programmes for year 3 to 6 children. With the focus around It's Not How Smart You Are, It's How You're Smart!</p> <p>This will be achieved through Olivia and Lucie Cheseman who continue to be working with staff I around collaborative learning. Morgan & Deb will be working with the curriculum team with planning around the Local curriculum and NZ histories. Staff meetings and PD will be allocated to allow staff to collaboratively plan.</p> <p>4.Guide the junior students/ākonga to make good choices and look at ways we can grow their voice in the classroom through Mitey and continue to work the zones of regulation (We are looking at a whole school approach for the</p>	<p>Continue to build on resources to meet the requirements to develop a localised curriculum with a focus around 21st learning capabilities through STEAM. Morgan alongside Deb will be leading this area through staff meetings and with the support of curriculum leaders ie Math,English and Health and Wellbeing. 2024 will see the opening of the Rm 12 Makerspace which will be purposely built around developing skills around collaboration, critical thinking, communication and creativity.</p> <p>Lucie Cheesman will continue to work with staff-to further develop problem solving and working on collaborative thinking skills</p>

<p>into activities to grow creativity.</p> <p>Learner agency and wellbeing is a key school focus- to include better understanding and valuing student voice in the learning through continued development of staff coaching and the development of student coaching.</p> <p>Continue Assessment for Learning/(AFL) principles further developed with staff and students to enhance even further staff knowing ‘our children/ākonga’.</p> <p>Review how children/ ākonga feel about their learning and wellbeing.</p>	<p>Zones of regulation) Student surveys around their learning.</p> <p>5 .Analysing the data from the Komodo wellbeing survey/ Intervention Register through discussion at syndicate meetings. Also refer to Sharran and Fullans work around Faces to Data, Gavin Bishops work around Teaching to North East</p> <p>Surveys for staff and children at the end of the year around the school strategic goals</p>	<p>Komodo Intervention Register</p>
<p>Wellbeing and Inclusivity</p>	<p>All children’s identity to be celebrated. Continue to learn from the Col’s - Tiriti o Waitangi partnership model.</p> <p>The Yr 6 Cultural Toa leaders will endeavour to celebrate and embrace each culture. As a school we plan, prepare and ensure that there are many opportunities and events throughout the school year for students to take part and learn more about the wonderful array of</p>	<p>SLT team to continue using our local community to embrace our cultural needs. As a school we develop a closer relationship with our local Iwi. Sven with the cultural Toa group will tap into parent resources at our annual Hui and Fono session</p>

<p>Continue at looking at strategies for students to self regulate their emotion and behaviours through Mitey and our schools Values and Komodo</p>	<p>cultures that make up PPS.</p> <p>Continuing with the progress we are making with Mitey. Zones of Regulation for the whole school</p>	<p>Julia, Sanjay to continue working support person from Mitey.</p>
<p>To provide and promote educational relationships and partnerships that enhance student learning and enrich opportunities for students to become confident, connected, empathetic, actively involved, lifelong learners.</p>	<p>In depth data analysis- Looking for trends/ needs/ ways to extend students and support target children based on data. This year our target will be with Yr 6 students, we will be putting progs in place for writing and Maths and these will be run by Arran, Morgan and Julia.</p> <p>Teaching and learning plans informed by assessment data- observable in teaching inquiry goals and knowledge of students- Faces to the Data Boards for teams to reference.</p> <p>Continue to review the relevance/ validity and usefulness of data on etap then continue to grow ETAP capability.</p> <p>Aim to streamline the data collected and collated so that more data is online and more accessible, understood, by staff, students, parents and board.</p>	<p>PAT tests \$ 6000- paper for everyone in term1 and online year 5 & 6 term 3 this amount will cover: PAT/ E-Asttle/ Jam/ Basic facts/ Probes/Writing moderation/Maths moderation</p> <p>Assessment Budget \$10,000</p>

	<p>Consistency shown through moderation of reading, writing and maths. Full school writing moderation.</p> <p>Mathematics in 2024. Olivia and SLT run a session for parents about what maths look like for our students at PPS</p> <p>We will run curriculum evenings throughout the year, focussing on curriculum eg Maths, Reading, Writing. What is a local curriculum, also Cyber Safety evenings..</p> <p>Continue to monitor our fragile students from Yr 2-6 Reading and Maths</p>	<p>Curriculum team with the support of the SLT</p> <p>Julia will pick up Yr 2 fragile learners in readiness for moving into Year 3.</p>
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