



# Pukehou School

**2016**

**School  
Handbook**

## SCHOOL ORGANISATION 2016

**PRINCIPAL:** Anthony (AJ) Eaglestone

**DEPUTY PRINCIPAL:** Rachael Strong

### **TEACHING STAFF**

Kāhu	Yr 7/8	Rachael Strong
Pīwakawaka	Yr 5/6	Judith Anderson
Ruru	Yr 3/4	<i>New Teacher in 2017</i>
Takahē	Yr 1/2	Vanessa Osborne
Kererū	NE / Yr 1	Jo Smith
Reading Recovery		Sarah Hemi

**Support Staff:** Meg Brown (TA)

**Office:** Jacqui Gilbertson

**Cleaner:** Natascha Rodrigues

## School Description

### **Geographical Location:**

- Pukehou School is situated along State Highway 2, half way between Hastings and Waipukurau.

### **The School Make-up:**

- At the end of 2016 the school roll is 109
- Pukehou is a decile 6 school
- The school's population is currently 60% European and 40% Maori
- There is a Ministry of Education imposed enrolment zone on Pukehou School

### **Facilities and Uniqueness:**

- The school land is developed into:
  - An administration block
  - Five classrooms
  - A school hall & library
  - Grass playing areas and an established planted Peace Path
  - Adventure playground
  - A concrete area containing one netball court
  - A sandpit
  - A swimming pool
- A specialist teacher is employed in Reading Recovery

## Celebration of Cultural Diversity

Pukehou School embraces the core values that are contained within the vision “Confident learners who accept social responsibility and live sustainably.” These values are supported through the broad principles of:

- Excellence
- Learning to Learn
- Cultural Heritage
- Equity
- Connections
- Coherence

All students at Pukehou School experience a curriculum that reflects New Zealand’s bi-cultural heritage and its multi-cultural society.

All students at Pukehou School have equal opportunities to learn. Their diverse identities, cultures, languages, talents and needs are recognised and affirmed.

Self-esteem is the value a person places upon him or herself. In the school setting, it has a major effect on a student’s empowerment to learn, achieve and seek personal excellence.

Pukehou School aims to improve student achievement by providing a culturally relevant education through the following areas:

- Developing positive relationships between groups within the school community.
- Valuing Te Reo and Tikanga Maori to promote pride, confidence and a positive self-image.
- Providing learning and teaching opportunities that promote self-worth and an expectation of achievement.

# The Pukehou Day

Every day at Pukehou School every child and every member of staff should feel special and leave at the end of each day looking forward to returning the next. The challenge for all of us is to ensure that it happens. Greet people, smile, show interest, meet expectations and above all communicate your feelings.

Ideally, any given day should look something like this: ...

**7.45am** Principal arrives and unlocks. Some teachers are known to arrive before this time but that is their choice. Some people are early birds and some are night owls. Some people do the bulk of their preparation at school – others do it at home. The important thing is that it is done and one still maintains their sanity and that of their partners.

**8.00am** The first bus arrives

**8.30am** Administration staff arrives and the office is open.

**8.40am** By this time teachers need to be in their rooms waiting to greet children as they enter with a big smile and be prepared to share some quality time with those children who need it.

**9.00am** Bell goes, children are inside and the core tasks of collecting money, marking attendance registers and checking notices are all achieved. Children enjoy discussing the plan for the day, what is expected of them and what they are going to achieve. Quality is always created by the foundation. The rest of the time before the first interval is probably the most important learning time of all. Don't waste it. Literacy and Numeracy both need quality learning time.

**10.00am-ish** Brain Food Break. This is a short 5min or so break for the children to have some brain food, water, fresh air, go to the toilet and do fitness as a class. It is Pukehou School's philosophy that a brain food break is necessary at this time as it helps students focus and learn more efficiently for the second hour before interval.

**11.00am** Interval in the staffroom. Make any visitors feel very welcome, try talking to someone different about anything else but school. Take an interest in them as a person. Have a good laugh. Show that you care.

**11.20am-12.30pm** More quality learning time. Make certain your class gets the full eighty minutes and it is not shortened by you running late.

**12.30-1.35pm** Lunchtime: If you are on duty, make certain you arrive out there on time at the beginning so that children are aware of your presence. Always make certain that you find at least 30 minutes of down-time for you to relax.

**The afternoon:** Be active, be creative, be fun, be inspiring, be organised, be observant.

**2.50pm** In your classroom setting up for the next day with your class ensuring that what needs to go home gets home: notices, homework, reading and so on. Communicate with parents: remember it is not the time to be sounding off at your class. It is the time to be congratulating and praising them for all of their achievements for the day.

**3.00pm** Bell rings, class leaves. Share something with a colleague. Look after each-other's welfare.

By **5.00pm** everyone should have left, locked your door and the school should be in the hands of the cleaning staff.

The key to the success of Pukehou School goes something like this:

Quality teachers, Supportive parents, High quality resources.

Eager children who are keen to learn and it is our task to nurture this.

Colleagues sharing quality skills and resources with each other.

A school that takes advantage of any professional development that is on offer.

Specialist programmes that are unique to Pukehou.

Staff being prepared to offer new ideas or questioning the existing ones.

The most important thing of all is the pupils who attend Pukehou School and it is the task of each and every one to ensure that they all get the very best possible deal. Pukehou School is a place of learning for us all.

## The Big Picture ~ Curriculum

The goal title is a communicative “banner” which becomes widely known in the school community as an area for special and priority development.

**Goals** are statements which focus on a small number of selected area for special or priority attention. In turn, targets specifying the particular aspects of those goals to receive attention in any given year will be shown in **Annual Plans**.

Conceivably there can be a multitude of activities and projects a school will want to undertake in any given year. For the purposes of this plan, special discipline is exercised in selecting a small number of goals for each year (2) which are directly related to student achievement. Other activities may be detailed in an annual supplementary schedule.

Goals may be valid for one or more years depending on sensible decisions about attainability and sustainability. It is often unrealistic to have tightly defined annual targets for areas of learning that take time to advance to the point where genuine gains are achieved with some degree of permanence. This applies particularly to higher level learning.

### **Long Term Goal:**

Develop our own ‘Pukehou Curriculum’ including

- Pukehou’s Habits of Mind
- Pukehou’s Inquiry Learning Tool
- Ensuring that Education for Sustainability is paramount in all that we do
- AND that we embrace technology and use it to enhance learning opportunities.

### **2016 Goal :**

- Become proficient Inquiring Teachers
- Help our children to become self-directed learners who use Assessment for Learning strategies at each stage of their learning
- Construct a ‘Sustainable Hot House’ from re-cycled plastic bottles

# Rationale for Curriculum Delivery

## **What does Integration mean at Pukehou School?**

“It is not simply about doing some things differently,  
It is about doing something really different”.

### **The ‘*what*’ of integrated learning:**

An approach learners use to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers.

### **The ‘*how*’ of integrated learning:**

The use of strategies and activities that promote thinking, problem solving, inquiry and application.

## **Features of Curriculum Integration at Pukehou School**

- Formative assessment approaches are clear. The four basic elements are:
  - Shared and purposeful learning intentions
  - Effective questioning
  - Self and peer assessment through reflective thought and action
  - Effective feedback
- Literacy and Numeracy are Foundation Learning Areas and should be taught during the optimum learning times of the school day. Separate planning is required for these areas although links and connections should be made where possible to the “Big Ideas” that have been designed for Pukehou School.
- The development of Key Competencies should be at the heart of all learning. They encompass all the resources available to learners in terms of knowledge, skills, attitudes and values. At Pukehou School our philosophy is the basis for this teaching, through the Habits of Mind.
- Integrated Programmes contain ideas that are substantial, sustainable and significant. They should excite students and teachers alike. Programme duration and structure is negotiable but should meet the rational criteria of the Pukehou School Curriculum and show a balanced coverage of the learning areas.
- Integrated Programmes are based around authentic problems and issues that are of personal and social importance to students, and linked to Education for Sustainability.
- An Action Learning/Inquiry Model *may* be used that gives a planning, learning and teaching structure for the learning community at Pukehou School.
- Within the appropriate stages of the inquiry, students will *present* their ideas in a range of ways and to a range of audiences.
- The “Habits of Mind” will be accessed when developing ideas, skills, values and processes.
- ICT should be considered when planning units of work allowing students to select appropriate tools to extend and apply ideas, and open up new and different ways of learning.

## Pukehou's Assessment Approach

**Assessment FOR Learning** is a way of **informing** and **involving** learners themselves in the process of assessment. At Pukehou School, teachers are refining and clarifying their teaching practice in order to use assessment not just to measure the amount of learning that has happened, but to enable students to learn more effectively through playing an active role.

### What is Formative Assessment?

Assessment becomes formative when the evidence from assessment is used to adapt teaching to improve learning.

### Key Elements of Assessment for Learning at Pukehou School

- Teachers strive to build a positive climate in the classroom so that making mistakes is seen as a way to improve, not as a record of failure.
- Appropriate assessment tools are selected that match the purpose of learning.
- Assessment information is used to inform and improve programmes and practices.
- Teachers engage students in developing clear intentions for learning and criteria for assessing the quality of learning as it proceeds.
- Teachers regularly use of feedback, prompts, and questioning that supports, motivates, and enables student to improve.
- Students are encouraged to routinely reflect on what learning has taken place and how the learning has taken place.
- A school-wide approach to sharing student learning with parents is in place. Pukehou School values the partnership between parents, students and teachers, by celebrating achievements, and reflecting together on how to improve. This "Learning Journey" provides feedback and information to guide and enable students to achieve their next learning steps.
- Teachers are provided with opportunities to engage in reflective dialogue, through examining their own and others practice.
- Teachers are provided with professional reading and evidence-based research that aims to align their own thinking about formative assessment principles.

## Approach to ICT

At Pukehou School we are working on improving students learning in the 'Information Landscape'. The term 'Information Landscape' is used to describe information in all formats (print, electronic and artefact), as well as the tool, systems and expertise that make these resources available to students, and aid them in seeking information and using it.

We are strongly committed to developing our student's information literacy skills. We are doing this by teaching authentic contexts and integrating learning areas. The focus at Pukehou is on student learning rather than on ICT

Things we have in place already:

- Some classroom teachers with ICT skills
- All teachers using integrated approaches to curriculum delivery
- The internet accessible from every classroom
- Class sets of Galaxy Tablets
- A vast array of other ICT's available to students (phone, fax, digital cameras, video etc.)
- The school received a wireless upgrade in 2012
- Pukehou is fully integrated with the MOE enroll programme (National Database)

# Active School

Pukehou School sees the importance of being active. In being an Active School we:

- Ensure there is plenty of child-centred physical activity
- Take ownership to sustain an active environment and programmes to enhance physical activity
- Contribute to an active community

## Pukehou's Active School Vision

In implementing a programme to support the Active School philosophy we aim to achieve the following. There will be:

1. Opportunities for all to be involved in physical activity on a daily basis
2. Optimum use of equipment and the environment
3. Community involvement in physical activity
4. Promotion of a healthy lifestyle

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## Pukehou's Active School Programme

Pukehou's Active School Programme includes the following expectations and elements:

- A PE overview chart for the school is set and reviewed each year.
- Health is implemented through the Habits of Mind, Integrated Units, and a daily Brain Food Break.
- School PE programmes are designed to focus on skill development and Habits of Mind areas, and the Health and PE curricula. Underlying Concepts that promote purposeful learning culminate in a lunch-time sport competition to display skills.
- Junior School PE programme designed to focus on developing the fundamental skills that will allow students to use the skills successfully as they progress through the Pukehou School PE programme. The Key competencies, (Habits of Mind) and Health and PE Underlying Concepts are included in the planning and teaching process.
- Each PE programme will have learning intentions, and co-constructed success criteria so that formative practice can take place.
- Within each PE Unit it is expected that the learning intentions/success criteria be covered through skill drills/game sense/teaching games for understanding/reciprocal teaching, and any other pedagogical approach that has been developed with staff.
- Pukehou offers a wide range of co-curricular activities to cater for a variety of interests. We organise sports, as well as take part in most of the inter-school competitions offered for our students.
- All students participate in some form of EOTC from day trips for juniors to camp for seniors, as well as any other opportunities that arise over the year.
- Parents are invited to be a part of Pukehou School's active approach by attending event, coaching and assisting the staff. The school is very supportive of local, and national sporting events promoting them regularly to students and staff. Particular attention is paid to the events that Pukehou students, staff and/or parents are involved in.