

# Pinehill School Strategic Plan for 2022-2024



*Who we are*



*What we want*



*What we want for our future*



*What is important to us*

## Strategic Goals




<p><b>1 AKO / LEARNING</b>  <b>A future focus in teaching and learning</b></p> <p>1.1 Design and deliver an inclusive local curriculum that identifies, accelerates and extends the learning capacity of all learners.          1.2 Develop a culturally responsive teaching practice across the school- teacher understanding of learners/ ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching          1.3 Strengthen the capability of staff to be highly effective practitioners</p>	<p><b>2 HAUORA / WELLBEING</b>  <b>Having an inclusive culture of care and equity</b></p> <p>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</p>	<p><b>3 WHAKAWHANAUNGATANGA/ PARTNERSHIPS</b>  <b>Build partnerships and community</b></p> <p>3.1 Inform and engage Whanau to strengthen learning partnerships.          3.2 Partner with tangata whenua and our community to understand our people and our place.          3.3 Actively engage and participate in our <b>Kahui Ako</b> achievement plan.</p>
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**Goal 1 - AKO / LEARNING**  
A future focus in teaching and learning

## Goal 1 - Ako / Learning

<b>GOAL 1</b>	<b>AKO / LEARNING</b> <b>A future focus in teaching and learning</b> 1.1 Design and deliver an inclusive local curriculum that identifies, accelerates and extends the learning capacity of all learners. 1.2 Develop a culturally responsive teaching practice across the school- teacher understanding of learners/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 1.3 Strengthen the capability of staff to be highly effective practitioners						
<b>NELPS</b>	<b>Learners at the Centre:</b> Learners and their whanau are at the centre of our school / Have aspirations for every learner <b>Quality Teaching and Leadership:</b> Develop staff to strengthen teaching, leadership and learning support capability <b>Barrier Free Access:</b> Opportunities and outcomes for every learner: Ensure every learner gains sound foundation skills						
<b>Baseline data / Why is this important?</b> Student voice - Te Tiriti o Waitangi teaching and learning 2023 writing data link - Writing Baseline Years 1-3 and Years 4-6 Writers Toolbox (T1 week 2) Better start literacy Reading data progress link - Year 0/1 (KB sharing graphs)							
<b>Progress will be indicated on this plan using the following colour coding system:</b>  No progress to date  Initiated/Progressing  Completed							
<b>Strategic Initiative</b> (Roadmap)	<b>Actions</b>	<b>Measures / Indicators of Progress</b>	<b>Who</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
1.1 Design and implement an inclusive local curriculum that identifies, accelerates and extends the learning capacity of all learners.	Develop Pinehill local curriculum as part of NZ curriculum refresh - as per the timeline  Teach, review and refine the Aotearoa Histories Curriculum  Refer PLD plan Collaborative team planning, teaching and learning is based on Te Tiriti o Waitangi - Visible learning progressions from Y1-Y 6	Have a solid understanding of the Local Curriculum at Pinehill that is responsive to the needs, identities, cultures and aspirations of our learners and families.  Our local curriculum is reflective of Te Tiriti o Waitangi.	Team Leaders  Teachers				
1.2 Develop a culturally responsive teaching practice across the	Engage in Professional Development via Maori Achievement Collaborative to develop our Culturally Responsive Practice that will support the <u>local</u>	A common understanding of what culturally responsive teaching practice looks like. Being aware of bias.	KB and BM Teachers NM				

<p>school</p>	<p><u>curriculum</u></p> <p>Explore resources e.g He Meka, He Meka, National Library</p> <p>Te Reo is continued to be developed by teachers and children throughout the day and developed with parents/whānau</p> <p>School environment will reflect bicultural NZ.</p> <p>Board complete Governance training on Hautū: Cultural Responsiveness Self Review tool for Boards of Trustees.</p>	<p>CRP is alive, taught and visible within the classroom programme (student and teacher voice)</p> <p>Teacher understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p> <p>Te Reo is more integrated across the curriculum and the school</p> <p>The principles of culturally responsive practice are visible at board meetings.</p>	<p>KB Teachers Leaders</p> <p>KB Leaders Teachers</p> <p>BM</p>				
<p>1.3 Strengthen the capability of staff to be highly effective practitioners.</p>	<p><u>Better Start Reading</u> Y1 and Y2 PD &amp; initial implementation including parent education meeting</p> <p>Provide a professional development programme for Year 1 teachers</p> <p>Gather baseline data and 10 week data</p> <p>Review the reading curriculum level benchmarking system to inform reporting</p> <p>Engage and educate parents around the programme and reporting process</p>	<p>Increased student achievement in reading</p> <p>Effective reading programmes implemented across Year 1, Year 2 and Year 3</p> <p>Staff have a deep understanding of literacy practice and can differentiate their practice to meet the emerging needs of learners (inclusive and diverse).</p> <p>Increased parent understanding of new reading practices and students' progress.</p>	<p>SC Y1, Y2, Y3 teachers</p> <p>WTE facilitator Team leaders Teachers</p> <p>KB</p>				

	<p><u>Writers Toolbox</u> Invest in Professional Development sessions to identify and remedy gaps in teaching and student writer progress.</p> <p>Review and strengthen how we report to parents on progress and achievement in literacy.</p> <p>Review how we moderate and strengthen consistent overall teacher judgements of student progress and achievement.</p>	<p>Increased student engagement and achievement in writing</p> <p>Effective writing programmes implemented across all year levels.</p> <p>Staff have a deep understanding of writing practice and can differentiate their practice to meet the emerging needs of learners (inclusive and diverse).</p> <p>Increased parent understanding of literacy progressions and students progress (focus group of parents).</p> <p>Staggered Implementation for sections of the WTB writing progressions to support OTJs to complement the workshops and coaching.</p>	<p>WC WTE facilitator Teachers</p> <p>Team leaders Teachers</p>				
	<p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from ELLs specialist</p> <p>Introduce and embed ELLs Progression Pathways framework for each year group</p>	<p>ELLs Curriculum documents / Progression Pathways framework completed and used to inform teaching practice . There is shared understanding and improved outcomes</p> <p>Increased teacher understanding of literacy progressions and students progress</p>	<p>NM</p> <p>WC</p>				

**Progress Updates**

Hyperlink to progress measures  
ELLs framework



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**Goal 2 - HAUORA / WELLBEING**  
Having an inclusive culture of  
care and equity

## Goal 2 - Hauora / Wellbeing

<b>GOAL 2</b>	<b>HAUORA / WELLBEING</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>Objective 1:</b> Priority 1: Ensure our school is safe, inclusive and free from racism, discrimination and bullying

**Baseline data / Why is this important?**  
 The Resilience Project data showed areas for improvement - Data link  
 Parent and staff consultation on wellbeing [Pages 48-54](#)  
 Parent consultation 'Health and Safety' survey

**Progress will be indicated on this plan using the following colour coding system:**

● No progress to date    
 ● Initiated/Progressing    
 ● Completed

<b>Strategic Initiative</b> (Roadmap)	<b>Actions</b> We will do and see	<b>Measures / Progress Indicators</b> So that....	<b>Who</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>
2.1 Nurturing resilience for wellbeing and success	Further develop Well Being through staff ongoing development including induction  Develop student resilience strategies using <u>The Resilience Project</u> teaching and learning. Analysis of The Resilience Project survey in Years 3-6 Our students connect the <u>Pinehill Way</u> values and use them as a guide for their own wellbeing and that of others.  Consistent behaviour management in response to Wellbeing Survey next steps. Implement the reviewed Pinehill <u>Behaviour Management</u> plan. Use processes to promptly	Wellbeing curriculum team to support wellbeing goals in teams and across year levels  Teachers and students are using TRP language and actions everyday.  Improved data from survey overtime (Gratitude, Empathy, Mindfulness and Emotional Literacy)  Improved statistics from behavioural tracking incidents	MM And Wellbeing Team  All Teachers  Staff Students  Teachers				

	<p>address and resolve concerns about behaviour.</p> <p>Professional development in coaching.</p>	<p>Induction of new staff to coaching</p> <p>Staff using coaching to support conversations including above the line conversations - Strengths Based</p>	Staff				
<p>2.2 Maximising the environment to support students, staff and community wellbeing</p>	<p>Address concerns and improve playground environment including shade</p> <p>Student voice collection for new top playground.</p>	<p>New playground and shade areas will be in place.</p>	<p>BoT</p> <p>Student Leaders</p> <p>SLT</p>				
<p>2.3 Providing for a healthy and strong environmentally sustainable future</p>	<p>Review current in school food options (Nag 5) offered to students with a focus on nutrition</p> <p><a href="#">Food safety for Schools and Kura (Food Act 2014);</a></p> <p>Consult with FOPs (Friends of Pinehill School)</p> <p><a href="#">Schools - What does the Food Act mean for me? (external link)</a></p> <p>Ensure that the school board is aware of the new food safety laws which require schools to ensure that food they sell or serve is safe and suitable to eat?</p> <p>Teaching nutrition and health.</p>	<p>Healthier food options available and improved nutrition - In school food options meet Nag 5</p> <p>Assurances on in school food programmes</p> <p>Students are aware of the importance of healthy nutrition.</p> <p>Lunch boxes reflect some changes.</p>	<p>SLT</p> <p>SLT</p> <p>FOPS</p> <p>Principal</p> <p>Students</p> <p>Teachers</p> <p>Whanau</p>				
<p><b>Progress Updates</b></p>							





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**Goal 3 - WHAKAWHANAUNGATANGA /  
PARTNERSHIPS**  
Build partnerships and community

## Goal 3 - Whakawhanaungatanga / Partnerships

<b>GOAL 3</b>	<b>WHAKAWHANAUNGATANGA / PARTNERSHIPS</b> <b>Build partnerships and community</b> 3.1 Inform and engage Whanau to strengthen learning partnerships. 3.2 Partner with tangata whenua and our community to understand our people and our place. 3.3 Actively engage and participate in our <b>Kahui Ako</b> achievement plan.
<b>NELPS</b>	<b>Objective 1: Learners at the Centre</b> Priority 2: Have high aspirations for every learner and support these by partnering with their whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures. <b>Objective 2: Barrier Free Access</b> Priority 3: Reduce barriers to education for all including for Maori and Pacific learners /akonga / disabled learners and those with learning support needs.

### Baseline data / Why is this important?

Consultation survey data - whanau hui

Attendance at school events

Staff developing & sharing their pepeha

School grounds growing cultural representation (G&T grounds art project)

### Progress will be indicated on this plan using the following colour coding system:

 No progress to date    
  Initiated/Progressing    
  Completed    
  On hold for 2023 - revisit 2024

Strategic Initiative (Roadmap)	Actions	Measures / Indicators of Progress	Who	T1	T2	T3	T4
3.1 Inform and engage Whanau to strengthen learning partnerships.	Create connections with a communication system that addresses the needs of culturally diverse families  Team termly overviews of learning  Maori whanau Hui	Effective communication and responses from all. - attend events / return forms/ etc  Parents better informed about curriculum to support children e.g. preloading vocab (Focus Group)  Hui's attendance and voice strengthened. Stronger partnership and next steps or areas of improvement,	Team Leaders and teachers  Lead Teacher SLT  BM, SLT Teachers BoT SLT				

	Home learning review	Parents understand the purpose of home learning & differentiation	Teachers				
3.2 Partner with tangata whenua and our community to understand our people and our place.	<p>Celebrate and share the cultures of all students.</p> <p>Expectation that Te Reo becomes part of daily practice in all classrooms and settings within school Participation in MAC</p> <p>Our multilingual learners are fully supported to actively learn English and maintain their 1st language across the curriculum</p> <p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p>	<p>Pinehill School ethnicities &amp; cultures are visible in the school grounds and classrooms. Student names are pronounced correctly/ students have a strong sense of belonging.</p> <p>Increased student engagement Te Reo is heard everyday.</p> <p>Teachers and students are using an increased Te Reo vocabulary Increased whanau value of Te Reo/Tikanga</p> <p>Increased progress and engagement</p> <p>Increased attendance at school events. Increased parent/whanau volunteers Welcomed and part of the community</p> <p>Increased understanding of unconscious bias by all staff and a deeper understanding of our people. How staff talk about students. Values diversity.</p>	<p>All</p> <p>All</p> <p>All</p> <p>All NM</p> <p>All</p>				
3.2 Actively engage and participate in our <b>Kāhui Ako</b> achievement plan.	Explore different ways of building connections and involving local iwi and whanau	Relationships are beginning with tangata whenua	ISL ASL Principal SLT				

**Progress Updates**

Hyperlink to progress measures



# Pinehill School STRATEGIC ROADMAP 2022-2024

OBJECTIVES	2022				2023				2024				How we do things around here
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	Our enablers / drivers
<b>AKO / LEARNING</b> <ul style="list-style-type: none"> <li>1.1 Design and implement an inclusive local curriculum that identifies, accelerates and extends the learning capacity of all learners</li> <li>1.2 Develop a culturally responsive practice across the school</li> <li>1.3 Strengthen the capability of staff to be highly effective practitioners.</li> </ul>	Better Start Reading Y1 PD & initial implementation				Better Start Reading Y1 PD & full implementation PD & initial implementation Y2				Better Start Reading Y1 PD review BSL Reading Y0,Y1, Y2 full implementation PD & initial implementation Y3				-Active learners -Academic excellence -holistic learners -collaborative design and practice -students at the centre
	Write That Essay PD & implementation				Further develop Write that Essay (coaching & workshops & leadership PD to develop our common practice model)				Review writing data and moderation processes for coherence across the school				
	ESOL ISL leading & supporting best practice for ELLs learners (Y4-6)				Embedding best practice for ELLs (whole school)				Reviewing ELLs progress & teacher capability				
	Pinehill Local Curriculum PD & collaborative design ISL				Implement key aspects of the local Curriculum Develop culturally responsive practice				Refine and further develop to make connections with the new Curriculum Refresh				
	'Curriculum Refresh' Reviewing the Pinehill Learner Traits				'Refresh' NZ history 2023 Update reporting framework as per refreshed curriculum guidelines and progressions.				'Refresh' Maths, English, Science 2024				

	Review reporting to parents about school achievement	Refine and further develop reporting to parents as per refresh changes, about school and student achievement	Refine and Further develop reporting to parents about school and student achievement	
<b>HAUORA / WELLBEING</b> <ul style="list-style-type: none"> <li>2.1 Nurturing resilience and wellbeing for success.</li> <li>2.2 Maximising the environment to support students, staff and community wellbeing</li> <li>2.3 Providing for a healthy and strong environmentally sustainable future</li> </ul>	Further develop The Resilience Project	Repeat The Resilience Project survey to measure shift and next steps Induction of TRP to new staff	Student and teacher review of TRP and next steps for whole School Wellbeing	-wellbeing and resilience -The Pinehill Way
	Implement the Pinehill Behaviour Plan	Repeat Wellbeing survey to measure shift	Review Behaviour Plan & next steps from survey	- Pinehill Behaviour Plan
	Address concerns and improve buildings and playground environment	Develop improvements to buildings and playground environment		- The Resilience Project and 'The Educators' Guide to Whole-School Wellbeing'
	Review current food order options for students with a focus on nutrition	Education students on nutrition	Review food options and changes	
<b>WHAKAWHANAUNGATANGA / PARTNERSHIPS</b> <ul style="list-style-type: none"> <li>3.1 Inform and engage Whānau to strengthen learning partnerships.</li> <li>3.2 Partner with tangata whenua and our community to understand our people and our place.</li> <li>3.3 Actively engage and participate in our <b>Kahui Ako</b> achievement plan.</li> </ul>	Create connections with a communication system that addresses the needs of culturally diverse families	Embed and review communication system that addresses the needs of culturally diverse families	Whanau and the community are welcomed and feel comfortable to approach the school.	Learning partnerships -whanau -iwi - tangata whenua -Kahui Ako -Maori Achievement Collaborative (MAC)
	Nurture our diverse learners sense of belonging and identity by enhancing our culturally responsive teaching and learning	Plan and develop environments that reflect our culturally responsiveness	Review our culturally responsive practices	-bicultural understanding including Te Tiriti o Waitangi
	Expectation that Te Reo becomes part of daily	Te Reo is embedded in daily practice and		

	practice in all classrooms and settings within school	settings within the school		
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