

Pinehill School Charter 2023



Inspire - Learn - Lead

Our Motto

'Inspire, Learn, Lead'

Our Vision

'Inspire active learners and leaders who make a difference'

The Pinehill Way - Our Values



Pinehill Learners

Inspire active learners and leaders who make a difference



ACTIVE LEARNERS

- Know where I am at with my learning and where I should be
- Know what I am learning and why
- Use success criteria to support my learning
- Recognise when I have or haven't been successful and why
- Seek and act on feedback from a peer or teacher
- Know my next learning steps



RISK TAKERS

- Try new things
- Know that new learning can be challenging



INQUIRERS

- Critical and creative thinkers
- Problem Solvers
- Ask questions and are curious



CONFIDENT

- Pride/mana
- Share learning in front of others
- Stand up for my beliefs



COLLABORATORS

- Work cooperatively with others
- Contribute to group learning
- Value each others' skills



LEADERS

- Inspire and support others
- Demonstrate the Pinehill Way
- Share my talents



COMMUNICATORS

- Share ideas with others
- Explain my thinking/learning

Our Community

Pinehill School has a culturally diverse roll including a high number of Korean and Chinese children, for many of whom English is an additional language. Small numbers of Māori and Pasifika students are also represented on the roll.

Staff members ensure that students from all cultures are treated with respect and dignity, and actively work towards high standards of achievement for all children, irrespective of cultural backgrounds.

English language learning programmes for English Language Learners are very well managed. Trained ESOL staff work closely with international students and those needing additional English language support.

We reflect the diversity of our community through our classroom learning programmes by valuing and making use of the cultural capital of our children and their families.

Our student ethnic composition is as follows:

Chinese	45.72%
NZ European	14.43%
Korean	12.22%
Indian	4.65%
Middle Eastern	4.16%
Other European	3.67%
African	3.67%
Filipino	2.69%
NZ Maori	2.20%
Khmer/ Cambodian	0.98%
Other Asian	0.98%
Sri Lankan	0.73%
Australian	0.73%
Tongan	0.49%
Japanese	0.49%
South Slav	0.49%
Other	0.49%
Samoan	0.49%
British/Irish	0.24%
Vietnamese	0.24%
Latin American	0.24%

The Unique Position of the Maori Culture

Pinehill School continues to develop an awareness of Te Mana o Aotearoa and provide the means of fostering better cultural understanding, consistent with the Treaty of Waitangi.

Our staff continue to upskill, grow and increase their own use of Tikanga Maori in the classroom and in teaching and learning programmes. Study topics include components of Tikanga Maori as appropriate to the topic and the class level and progressions are consistently used within our school and Kahui Ako. Our staff and children are involved in Te Reo lessons and tikanga throughout the year in timetabled professional learning and with a specialist teacher who has Maori as her first language. These programmes support consistent exposure to Maori language and customs and provide professional growth for staff.

Te Reo is integrated across the curriculum. We model the correct pronunciation of Maori place names and personal names. Opportunities are provided for all students to join the Kapa Haka group, with students having opportunities to perform both in the school and for the wider community.

Kapa Haka holds a privileged position in our formal occasions and celebrations.

Pinehill School builds relationships and communicates with the Maori community through an annual hui, one on one meetings, student led conferences, school events, newsletters and our updated school website. In addition we report to our Maori parents on the achievement of their children through twice yearly 3-way conferences and written reports.

Inclusive Education

Learners with special education needs are a key priority group. Pinehill School welcomes children with all learning dispositions and provides appropriate support to ensure they reach their learning potential. Students with high needs participate in all areas of academic, cultural, sporting and social life at Pinehill School.

We have two SENCO's to monitor and coordinate support programmes. Pastoral care is strong due to the fact that the SENCO follows the child/ren through during their time at school.

Links with professional agencies are maintained and extended to support students, their whanau and their teachers. Learning Assistants provide in class support or specific targeted withdrawal programmes when required. Attention is paid to transitioning high needs students into Pinehill School and onto intermediate schools.