

2026-2029 Pinehill School

Strategic Vision, Goals, Plan and Roadmap

Pinehill School's Strategic Vision

Integrity
Te Ngakau
Tapatahi

Why?

Inspire active learners and leaders who make a difference

Ka whanagaia, ka tupu, ka puawai
That which is nurtured, blossoms and grows

Excellence
Te Hiranga

How

We will do this through:

Active Learner Pedagogy
Achieving Excellence Within a Wholistic Curriculum
Accessible and Equitable for All

Resilience
Te Maia

Learning/ Ako

Effectively implement the NZ curriculum that identifies, accelerates and extends all learners.

Wellbeing/Hauora

Nurturing resilience and wellbeing for success.

Partnerships/Whakaw hanaungatanga

Inform and engage whānau to strengthen learning partnerships.

Responsibility
Te Takohanga

Enable and empower high quality professional learning and development opportunities for all teachers and support teams.

Embed wellbeing into daily teaching so learners feel supported in all aspect of their growth.

Partner with tangata whenua and our community to understand our people and our place.

Respect
Te Manaaki

Ensure a culturally responsive pedagogy with a focus on learning-based relationships and assessment for learning.

Empower all our learners to have a strong sense of identity and belonging (mana)

Strengthen systems and expectations that support regular student attendance.

Success looks like:

Students that have skills and values that will enable them to thrive as high performing independent learners.

Success looks like:

Learners who feel supported, connected and empowered to flourish individually and together

Success looks like:

All tamariki, whānau and ākonga feel a strong sense of belonging and engagement with the school

Pinehill School Strategic Plan for 2026-2028



Who we are

Our Motto

Inspire-Learn-Lead

What we want

Our Vision

*Inspire active
learners and
leaders who make
a difference*

What we want for our future

Our Values

The Pinehill Way

*Respect
Responsibility
Resilience
Excellence
Integrity*

What is important to us

Strategic Goals

1 AKO / LEARNING A future focus in teaching and learning 1.1 Effectively implement the NZ curriculum that identifies, accelerates and extends all learners. 1.2 Enable and empower high quality professional learning and development opportunities for all teachers and support teams. 1.3 Ensure a culturally responsive pedagogy with a focus on learning-based relationships and assessment for learning.	2 HAUORA / WELLBEING Having an inclusive culture of care and equity 2.1 Nurturing resilience and wellbeing for success. 2.2 Embed wellbeing into daily teaching so learners feel supported in all aspect of their growth. 2.3 Empower all our learners to have a strong sense of identity and belonging (mana)	3 WHAKAWHANAUNGATANGA/ PARTNERSHIPS Build partnerships and community 3.1 Inform and engage whānau to strengthen learning partnerships. 3.2 Partner with tangata whenua and our community to understand our people and our place. 3.3 Lift student attendance and reduce persistent absence in alignment with government priorities.
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Pinehill School
Inspire - Learn - Lead

Goal 1 - AKO / LEARNING
A future focus in teaching and learning

Goal 1 - Ako / Learning

GOAL 1	AKO / LEARNING A future focus in teaching and learning 1.1 Effectively implement the NZ curriculum that identifies, accelerates and extends all learners. 1.2 Enable and empower high quality professional learning and development opportunities for all teachers and support teams. 1.3 Ensure a culturally responsive pedagogy with a focus on learning-based relationships and assessment for learning.
Baseline data / Why is this important? 2025 Student Achievement Across the Curriculum <u>Reading</u> Students engaged in Better Start Literacy Approach have shown strong gains, with 75% of early learners now reading at or above their expected curriculum level, compared to 60% at the start of the year. Senior students have also demonstrated growth, with 82% achieving at or above expectations. Targeted interventions for students needing additional support have proven successful, and we will continue these efforts in the year ahead. <u>Writing</u> Writing continues to be a key focus, with structured literacy approaches supporting improved sentence structure, vocabulary use, and overall written communication. At the start of the year, 58% of students were writing at the expected level, and by year-end, this had increased to 70%. We will maintain momentum by further embedding structured writing practices across all year levels. <u>Mathematics</u> By the end of the year, 78% of students were achieving at or above their expected level, up from 65% at the beginning of the year. Our focus for the coming year will be refining how we use the Oxford programme to support problem-solving and mathematical reasoning skills. <u>Supporting Diverse Learners</u> Our ESOL (English for Speakers of Other Languages) student population has continued to grow, with students at a foundation level of English proficiency. We have strengthened our language support programmes to ensure that these students receive targeted interventions to support their learning journey. The inclusive strategies implemented by our teaching staff ensure all learners feel valued and supported in their education. NELI and BSLA will be implemented in our ESOL programmes in 2025 <u>Targets</u> Reading Target: 85% of all students will achieve "Proficient" or "Exceeding" in Reading Writing Acceleration Target: Reduce the number of students achieving "Below" expectations by 15%. Math target: 82% of students will be "Proficient" or "Exceeding" in Mathematics by the end of 2026. Intervention Target: All Year 1-3 ESOL students identified as "at risk" will participate in the Better Start Literacy Approach (BSLA) or NELI (Oral Language) interventions, with 70% reaching their age-equivalent reading milestone by Term 4.	
Progress will be indicated on this plan using the following colour coding system:  No progress to date  Initiated/Progressing  Completed  On hold for 2026 - revisit 2027	

	DP - SC has action plan of support for year 4/6 teachers in BSLA so that this is consistent and teachers feel confident in teaching the programme. LA (CR) Tier 2 (groups) is up and running BSLA with junior children and Tier 3 support (1-1) with senior students up and running Sarah and Wendy also running their tier 3 (1-1) 20 and 40 week phonic testing ongoing - DP has set up a spreadsheet to track and monitor when students are due their testing. DP (SC) to begin work on rubric in Term 2. AFL observations took place in week 5-6. Staff have had two AFL PDs, one was sharing collaborative practice in building learning focused relationships. Jo Knox has 2 scheduled TODS. One on 10 June and one of 12 Sep. (Term 2 and 3) Embedding new curriculum - ongoing. ISL attending meetings with math steering group and keeping staff updates through PLD. ESOL teacher led a staff meeting in term 1 on 'Supporting ELLS students in mainstream classes'. Second staff PD scheduled in T2 (Termly staff meetings on this).
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Pinehill School
Inspire - Learn - Lead

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

Goal 2 - Hauora / Wellbeing

GOAL 2	HAUORA / WELLBEING Having an inclusive culture of care and equity 2.1 Nurturing resilience and wellbeing for success. 2.2 Embed wellbeing into daily teaching so learners feel supported in all aspect of their growth. 2.3 Empower all our learners to have a strong sense of identity and belonging (mana)						
Baseline data / Why is this important? The Wellbeing survey							
Progress will be indicated on this plan using the following colour coding system: No progress to date Initiated/Progressing Completed On hold for 2026 - revisit 2027							
Strategic Initiative (Roadmap)	Actions We will do and see	Measures / Progress Indicators So that.....	Who	T1	T2	T3	T4
2.1 Nurturing resilience and wellbeing for success.	Deliver explicit Mitey units that teach mental health literacy and coping strategies . Use the Mana Model to help students identify their personal strengths and internal resources	80% of students can identify at least three resilience strategies from the Mitey "toolbox" to use when facing challenges. Mitey Review Tool shows growth in students' ability to name and manage emotions.	Teachers / Mitey facilitator				

2.2 Embed wellbeing into daily teaching so learners feel supported in all aspect of their growth.	Integrate Mitey language and "Mana-enhancing" check-ins into daily morning routines and across curriculum areas . Professional development for staff on using the Mana Model as a lens for all student interactions.	100% of Classrooms have visible wellbeing prompts (e.g., Pinehill Way/Mana Model displays). Staff feel confident in addressing emotional needs through a mana-full approach.					
2.3 Empower all our learners to have a strong sense of identity and belonging (mana)	Implement 'Identity Projects' within Mitey units to celebrate the diverse cultures and backgrounds of Pinehill students . Increase visibility of all cultures Share best practice of this	Student Voice surveys show 90% of learners feel their identity is respected and they belong at Pinehill. Having class cultures represented in classrooms (greetings, flags, world map)		 			

Progress Updates

Term 1

MITEY PD scheduled termly and teacher are implementing Mitey lessons in classrooms. This is ongoing.

Mana model has been unpacked with staff - starting to weave into classrooms - ongoing.

Mana model checkins ongoing - some staff staff using visual such as lego men for younger students to articulate how they are feeling.

Classrooms unpacking 'where I am from' - highlighted in Culture Week - Week 5 and Culture parade and shared lunch. Parents came in to share their culture.

'Identity Projects' Mitey units - ongoing



Pinehill School
Inspire - Learn - Lead

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

Goal 3 - Whakawhanaungatanga / Partnerships

GOAL 3	WHAKAWHANAUNGATANGA / PARTNERSHIPS Build partnerships and community 3.1 Inform and engage whānau to strengthen learning partnerships. 3.2 Partner with tangata whenua and our community to understand our people and our place. 3.3 Lift student attendance and reduce persistent absence in alignment with government priorities.						
Progress will be indicated on this plan using the following colour coding system: No progress to date Initiated/Progressing Completed On hold for 2026 - revisit 2027							
Strategic Initiative (Roadmap)	2026 Actions	Measures / Indicators of Progress	Who	T1	T2	T3	T4
3.1 Inform and engage whānau to strengthen learning partnerships.	Create connections with a communication system that addresses the needs of culturally diverse families	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) Stronger partnership and next steps or areas of improvement,	Team Leaders and teachers				
3.2 Partner with tangata whenua and our community to understand our people and our place.	Celebrate and share the cultures of all students. Expectation that Te Reo becomes part of daily practice in all classrooms and settings within school Participation in MAC Our multilingual learners are fully supported to actively learn English and maintain their 1st language across the curriculum Partner with family and whānau to equip every learner/ākonga to build and realise their	Pinehill School ethnicities & cultures are visible in the school grounds and classrooms. Student names are pronounced correctly/ students have a strong sense of belonging. Increased student engagement Te Reo is heard everyday. Teachers and students are using an increased Te Reo vocabulary Increased whanau value of Te Reo/Tikanga Increased progress and engagement	All SLT Teachers Principal All All NM				

Whanau Connect meetings, Pinehill Picnic and Culture Week - created strong connections in Term 1

Hero posts and weekly learning communication sent home from all classes/teams is informing parents on classroom learning programmes and how they can support in partnership at home.

Powhiri/whakatau in Term 1. Number of classes doing morning pae pae is increasing, some staff have scheduled observations in other classrooms to observe morning pae pae and bring this back into their classrooms. Partnership with Maori Achievement Collaborative continues to support us with growth in Te ao Maori.

Attendance Management Plan complete and on the school website. Shared with staff at TOD and community through Hero. Plan trailed and in place. Every Day Matters Report for T1 showed a 2% increase of attendance compared to T1, 2025. Shared with the board.

The biggest area of concern remains - holiday in term time. Continuing to work with families on this.

Trialing modified system in term 2. Teacher to communicate with whanau when a child moves from green zone to yellow, DP when they move from Yellow to Orange and Principal when they move from orange to red zone.



Pinehill School STRATEGIC ROADMAP 2026-2028

OBJECTIVES	2026				2027				2028				How we do things around here
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	Our enablers / drivers
AKO / LEARNING 1.1 Effectively implement the NZ curriculum that identifies, accelerates and extends all learners.	Implementing new Math and English curriculum				Implementing the new Science and Social Sciences curriculum				Implementing new Arts & Technology curriculum				-Active learners -Academic excellence -holistic learners -collaborative design and
	Consistent writing moderation practice in and across teams				Moderation and consistency in using and analysing data with assessment tools in Math				Consistent OTJs in reporting across the curriculum				
	Implementing new												

1.2 Enable and empower high quality professional learning and development opportunities for all teachers and support teams.	assessments	and Literacy		practice
	PD on the new Math and English curriculum PD for teachers to support ELL students in classrooms ISL to support curriculum learning initiatives	PD on new Science and Social Sciences Curriculum PD for teachers to support ELL students in classrooms ISL to support curriculum learning initiatives	PD on new Arts and Technology Curriculum PD for teachers to support ELL students in classrooms ISL to support curriculum learning initiatives	-students at the centre
1.3 Ensure a culturally responsive pedagogy with a focus on learning-based relationships and assessment for learning.	Introduction of Pinehill Playbook	Using the Pinehill Playbook to support and inform best practice	Sustainable practice of Pinehill Playbook	
	Building Active Learners Team for sustaining AfL practice	AfL PL model and/or coaching AfL	AfL sustainability in teaching and learning programmes	
HAUORA / WELLBEING 2.1 Nurturing resilience and wellbeing for success.	Develop wellbeing understanding Create our own Well-being Statement (all stakeholders involved)	PL on Mitey continues	Sustainability of Mitey in what we do and how we do things around here	-wellbeing and resilience
	Mitey PD for all staff Implement Mitey in teaching and learning programmes	Repeat the wellbeing survey to measure shift. DATS on next steps from survey	Mitey engrained in curriculum	-The Pinehill Way

2.3 Empower all our learners to have a strong sense of identity and belonging (mana)	Increase visibility of all cultures	Strong 'learning focused relationships' in all classrooms	Pinehill is a place where I belong (all stakeholders)	- MITEY
WHAKAWHANAUNGATANGA / PARTNERSHIPS 3.1 Inform and engage whānau to strengthen learning partnerships. 3.2 Partner with tangata whenua and our community to understand our people and our place. 3.3 Strengthen systems and expectations that support regular student attendance.	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
	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
	Implement and publish Pinehill School Attendance Management Plan Introduce Stepped Attendance Response (STAR) system	Review effectiveness of AMP	Sustain high expectations culture around regular attendance	