

Pinehill School Strategic Plan for 2020-2022



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

Inspire - Learn -Lead

Strategic Aims

<p style="text-align: center;">1</p> <p style="text-align: center;"><i>Raised Student Achievement</i> <i>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;"><i>Enhance Wellbeing</i> <i>Investigate and develop sustainable practices that contribute to our wellbeing and the wellbeing of our Maori and all our students.</i></p>	<p style="text-align: center;">3</p> <p style="text-align: center;"><i>Increased Community Engagement</i> <i>Whanau and schools work together as partners to improve student outcomes and celebrate similarities and differences.</i></p>
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PINEHILL SCHOOL ANNUAL PLAN

2021

Strategic Aim One - Raised Student Achievement

Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.

Annual Objective - For all learners to achieve or exceed age appropriate curriculum level expectations (Writing, reading, maths).

Writing - Achievement:

- Increase the percentage of students achieving at or above their appropriate curriculum level in writing
- All Maori and Pasifika students achieving at or above their appropriate curriculum level in writing
- Set and meet high annual achievement targets

STRATEGIC INTENTIONS	ACTIONS
<p>1.1 Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.</p>	<ul style="list-style-type: none">● End of 2020 data analysed and target/priority learners identified.● School targets set and shared with staff.● Knowledge of target/priority learners shared with teachers, goals set and interventions put in place.● Budgets to resource interventions.● Team leaders, Building Active Learner leaders or identified teachers with writing teaching expertise released as needed to support teachers and pursue inquiries to effect improvement in teaching practice.● Team meetings to focus on priority learners' progress.● Students not on track are part of a target group and tracked and monitored by the teacher and leader.● Observations by team leader or senco for students not shifting● Tracking and monitoring students achievement including regular monitoring against the writing progressions and rubrics.● Develop IEP's for Senco registered students including individualised writing goal and target.

<p>1.2 On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.</p>	<ul style="list-style-type: none"> ● Assessment guidelines reviewed and shared with staff in the hub. ● Curriculum Timetable Expectations reviewed, shared and reflected in classroom timetables ● Professional learning in administering and analysing easTTle testing ● Moderation professional learning for whole school consistency ● PAT testing will take place in Term 1 for Years 3-6. ● Improve teacher practice in writing through assessment for learning. ● Learning Progressions in writing to be unpacked over the year. ● Observations and discussions with teachers will focus on how student achievement information and student voice is being used to inform teaching and learning.
<p>1.3 Sharing expertise and best practice through participation in Assessment for Learning pedagogy</p>	<ul style="list-style-type: none"> ● Leadership Team to work with Building Active Learners inhouse facilitator to implement and sustain 2021 PLD learning plan. ● Teachers will participate in Assessment for Learning Professional Learning with Building Active Learners and put learning into practice ● Pinehill School curriculum developed and finalised for whole school consistency of teaching and learning ● Collaborative staff meetings timetabled in to share best practice (modelled on vocab staff meeting in 2020)
<p>1.4 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing adaptive capability)</p>	<ul style="list-style-type: none"> ● Student voice used to inform teaching and learning.

Strategic Aim Two- Enhanced Wellbeing
Investigate and develop sustainable practices that contribute to our wellbeing and the wellbeing of others
Annual Objective - We will provide an environment that is physically and emotionally safe and supports the wellbeing of our Maori and therefore all our students.

Enhanced Wellbeing:

- Having necessary skills for building and maintaining positive relationships with others and ourselves.

STRATEGIC INTENTIONS	ACTIONS
<p>2.1 To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are within their cultural contexts. This is incorporated into teaching and learning programmes.</p>	<ul style="list-style-type: none"> ● Opportunities will be provided for all students, whanau, staff and community to participate in creative and cultural activities and develop a sense of belonging through participation and action. ● Teachers are maintaining professional learning of Te Reo in deliberate acts of Te Reo teaching. ● Pinehill School reflects biculturalism and a school in Aotearoa
<p>2.2 Investigate ways to measure and evaluate wellbeing at Pinehill School.</p>	<ul style="list-style-type: none"> ● Analysis of end of 2020 Well Being at School staff and student surveys to be shared with staff. Plan for actions and next steps. ● The Resilience Project Teaching and learning sessions timetabled in Y0-Y6 to support wellbeing of students and staff ● Resilience Project leaders appointed to lead and support staff, students and families with The Resilience Project
<p>2.3 To provide programmes and teach strategies that reduce anxiety and frustrations and allow students to self manage and develop hauora</p>	<ul style="list-style-type: none"> ● New Teachers will be inducted in Pause, Breathe, Smile professional learning programme to gain an overview and understanding of why and how to teach strategies to students. ● Pause Breathe, Smile programmes sustained in teaching and learning programmes. ● Improve staff wellbeing to in turn support student wellbeing.
<p>2.4 To develop a local curriculum that incorporates Tikanga at Pinehill School, takes our learners needs, identity, language and culture into teaching and learning programmes,</p>	<ul style="list-style-type: none"> ● Build knowledge on the Treaty of Waitangi and NZ history ● Develop our local curriculum

collaborates with whanau and wider community and gives learners the skills they need to succeed in education and life.

Strategic Aim Three Increased Community Engagement

Families and schools work together as partners to improve student outcomes and celebrate similarities and differences

Annual Objective - Teachers and learners, within schools and across schools, work collaboratively to put into practice new ideas and embrace new understandings.

- Develop a shared understanding of partnership
- Relationships continue to be strengthened in school, across our local cluster of schools and through our kahui Ako

STRATEGIC INTENTIONS	ACTIONS
<p>3.1 Relationships will be developed that focus on shared aspirations and high expectations for all students' learning and well-being.</p> <p>Be creative about how we connect with members of our school community so that we are all working together</p>	<ul style="list-style-type: none"> ● PLD TOD 'Knowing our Learners Inside Out' ● Differentiation for transition and feeling safe at school ● Parent questionnaire for whanau to complete on their child for Term 1 2021, strengthening 'Getting to know Your child' profile ● Provide multiple opportunities for members of our school community to connect and add value for our learners e.g. 'Hot Topic' meetings, parent information evenings, Whanau, Fono and Asian Huis ● Collect more specific data from our enrolment forms around where they come from, what parents do. ● Agencies will be used as needed to support students well-being and learning. ● Increased attendance at 3 way conferences. Goal is 100%. ● Principal will have check in meetings/phone calls with new students and their families 4-5 weeks after their start to school to check in on start to Pinehill School. ● Increase parent engagement and attendance at consultations and meet and greets through multiple forms of communication used prior to the event.

<p>3.2 To develop a local curriculum that is responsible to the school values and needs of the local community and mana whenua</p> <p>Implementation of collaborative Kahui Ako work streams within and across schools</p>	<ul style="list-style-type: none"> ● Consulting our community ● SLT and ISL involved in each of the Kahui Ako work streams (DC, Transition, Local CUrriculum, Tikanga, Senco)
<p>3.3 Schools will learn from each other on how to increase community engagement in house and for out of school events.</p>	<ul style="list-style-type: none"> ● In-school teachers' participation in Kahui Ako meetings to learn from each other ● Participation in PLG's.
<p>3.4 Community voice will be used for review and consultation on relevant matters.</p>	<ul style="list-style-type: none"> ● Continue to survey parent opinion on school performance and community views