

2024 -2026
School Strategic Plan

2024 Annual Plan



Ake Hōpapa



2024 School Achievement Goals

Writing

For 85% of our Māori students to be achieving at the expected level in writing by the end of 2024. (At the end of 2023, 56% of our Māori students were achieving at the expected level in writing).

Writing

For 85% of our Year 4 students to be achieving at the expected level in writing by the end of 2024. (At the end of 2023, 59% of our Year 3 students were achieving at the expected level in writing).

Mathematics

For 85% of our Year 6 students to be achieving at the expected level in mathematics by the end of 2024. (At the end of 2023, 65% of our Year 5 students were achieving at the expected level in mathematics).

At Pillans Point School relationships are at our core. Teaching and learning is inclusive, interactive and meets the developmental needs and stages of all children.

Our Values

Our commitment as a school is based around the key articles of **Te Tiriti o Waitangi** which are;

- Partnership
- Protection
- Participation
- The right of all citizens to hold and express their unique faith

We acknowledge all cultures who are represented within our school community respecting, valuing and celebrating cultural differences as and when appropriate throughout the year.

Ko Au (See Me, Know Me)

PPS understands the importance of seeing our learners as individuals who bring past experiences, culture and history to school. We are committed to creating a sense of inclusion, so that all children can participate to their full potential.

Akomanga Whakaakoranga (Understand Me, Teach Me)

PPS are committed to current, relevant and up to date research and pedagogy that supports the development of a coherent curriculum that promotes both learning to learn and academic progress.

Our Curriculum

Our Learner Competencies

We believe the Pillans Point Learner Competencies - an adaptation of the NZ Curriculum Key Competencies - are both social and academic dispositions which are learned alongside and through the traditional subject areas.



Our Beliefs

Evidence Based Learning

It is important that we, as educators keep referring to what we know is best practice based on how the brain functions. PPS understands the importance of mixing educational theories and educational neuroscience.

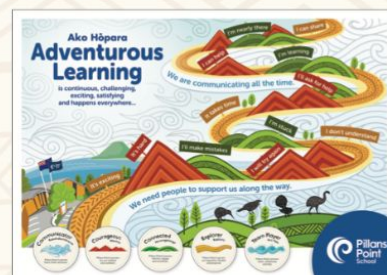
At PPS we recognise recent research regarding brain development and learning according to the four parts of the brain; brain stem, cerebellum (mid brain), limbic system and frontal cortex.

Therefore, we place high importance on:

- Building positive relationships
- Teaching and learning through play
- Fine and gross motor skills development
- Developing the PPS Learner Competencies
- Making learning engaging
- Mindfulness

Our Learner Model

Research highlights that, a dual focus on academics and developing life skills (grit, resilience, determination) are critical for children's success. Therefore, the PPS Adventurous Learning pathway is essential for children to develop the necessary skills for thriving in the 21st century.



Our Commitment

- Quality programmes with sequential teaching.
- Developmentally based teaching and learning experiences appropriate for year levels.
- Experiences that connect us with our community, our country, culture and peers.
- Internationalisation through celebrating cultural diversity and hosting of international students

Assessment & Reporting

- At PPS we believe that assessment is the bridge between teaching and learning.
- Assessment aligns with reporting to parents. It is both formative and summative.
- Formative assessment practices provide clarity for learners.
- Teachers 'notice, recognise and respond' to support learning

Our Opportunities

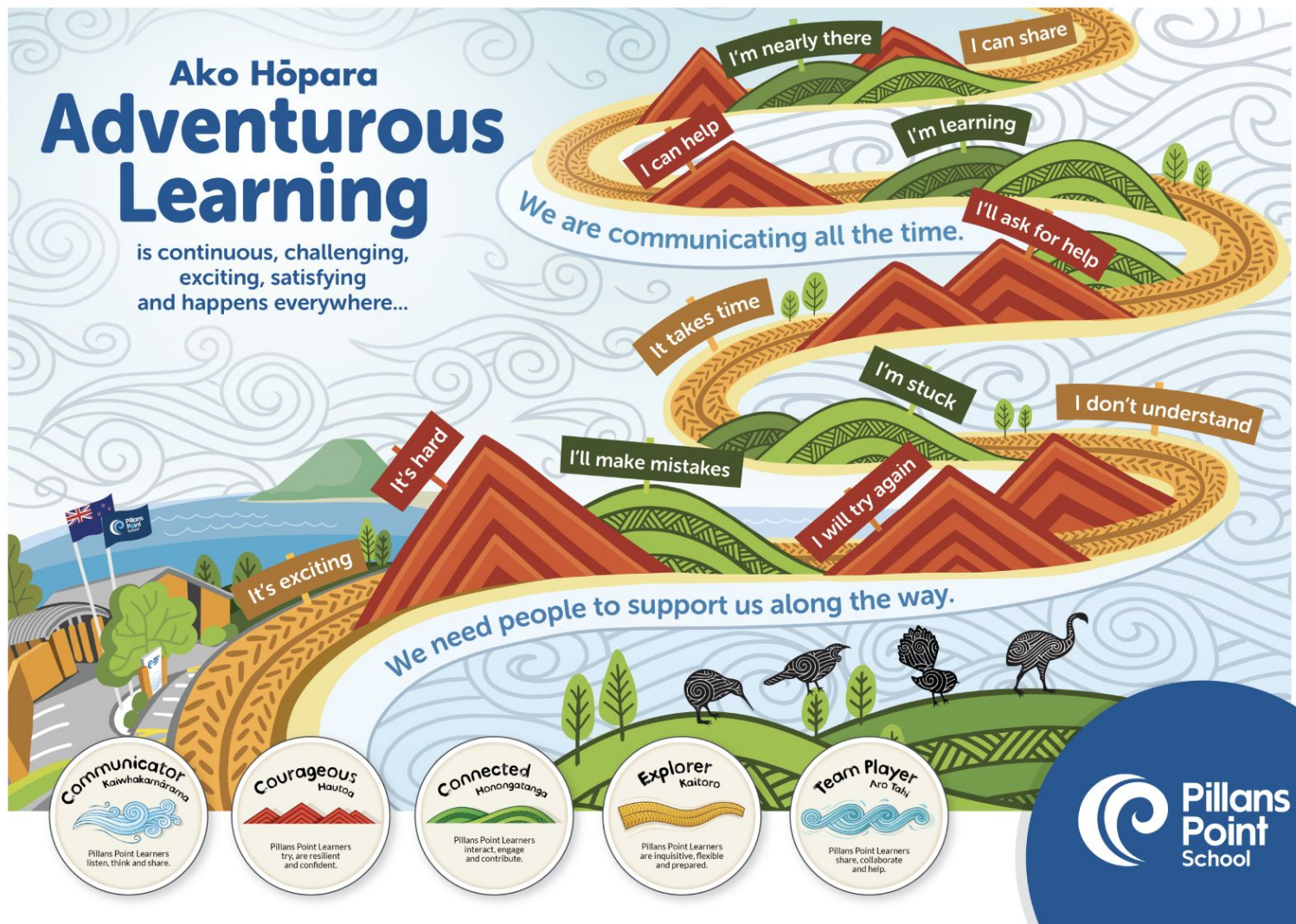
Opportunities for children include but are not limited to...

- Visual Arts, Performing Arts, Kapahaka, Music, Choir
- Sports, Cross Country, Athletics, Swimming, School Houses
- Adventure Time, Giving Back to the Community, Camps, Digital Tools for Learning



Ako Hōpara Adventurous Learning

is continuous, challenging,
exciting, satisfying
and happens everywhere...



Growing Adventurous Learners for Life

2024-2026

Strategic Plan

	Pedagogy	People	Partnerships
Strategic Aim	Provide an adventurous localised curriculum honouring Te Tiriti and establish a shared understanding of effective pedagogy.	Accelerate teacher capability by building a shared understanding of highly responsive learning programmes that promote excellence.	Build genuine, collaborative partnerships that are positive and inclusive.
Initiatives	<p>Assessment for Learning practices</p> <p>Embed revised local curriculum</p> <p>Unpack and embed Te Tai Whanake</p> <p>Implement with fidelity:</p> <ul style="list-style-type: none"> • Writer's Toolbox • Structured Literacy • Maths: The Learner First (TLF) <p>Embed common codes of pedagogy in Reading, Writing and Maths</p> <p>PPS language of learning is evident visually and used in all learning sequences</p> <p>Embed The Learner First mathematical professional learning (Kahui Ako)</p>	<p>Embed a robust Professional Growth Cycle promoting reflective and responsive teacher practice</p> <p>Build a positive, open and trusting school culture promoting equity and excellence for all</p> <p>Leading by learning professional learning</p> <p>Establish culturally responsive pedagogies</p> <p>Embrace tikanga in Te ao Māori</p> <p>Embed principles of the North East school (profile)</p> <p>Develop collaborative practice across the school utilising learning spaces to support learning and co-teaching</p> <p>Develop a culture of shared responsibility for learners</p> <p>Commitment to Te Reo</p>	<p>Continue to foster genuine partnerships with Manu Whenua</p> <p>Nurture strong connections with Iwi</p> <p>Embed Kahui Ako professional learning: transition to school, writing and maths</p> <p>Transparency of learning between home and school</p> <p>Use of digital tools to share learning and connect with whānau</p> <p>Establish a Whānau Rōpu group</p> <p>Use the school site to visually tell the cultural narrative of the school: <i>Tapuerau</i></p> <p>Termly collection of whānau voice supporting internal evaluation</p>
Our Success	<p>Consistent teaching practice across the school in core areas of reading, writing and maths</p> <p>Classroom observations reflect the common code of pedagogy in Literacy and mathematics</p> <p>Consistency in classroom practice across teams</p> <p>Learners articulate what they are learning, why and where to next</p> <p>Achievement data demonstrates improved student outcomes</p>	<p>Learning conversations are reflective and teacher practices are adaptive to needs: <i>Professional Learning Communities</i></p> <p>Open and honest conversations about learning</p> <p>All teachers have high expectations for learners and data demonstrates learning progress</p> <p>Moderation and professional learning communities regularly unpack assessment data (formative and summative)</p> <p>Coherence across teams: Common understanding of excellence in practice</p>	<p>Positive connections between home and school</p> <p>Cultures are embraced and this is evident in school celebrations</p> <p>HERO is used to share and celebrate learning in core learning areas</p> <p>HERO is used to report progress and achievement</p> <p>Clear systems for communication</p>



New Zealand Educational Purpose

Young people who will be confident, connected, actively involved, lifelong learners.

Pillans Point School Vision

Growing Adventurous Learners for Life

Mission

At Pillans Point School relationships are at our core. Teaching and learning is inclusive, interactive, and meets the developmental needs and stages of all children.



Strategic Goals 2024-2026

Strategic Goal Pedagogy

1.

Provide an adventurous localised curriculum honouring Te Tiriti and establish a shared understanding of effective pedagogy.

Annual Target

We will build awareness of Te Mātaiaho, embedding our new PPS localised curriculum with kaiako and whānau.

NELP: Objective 1

Strategic Goal People

2.

Accelerate teacher capability by building a shared understanding of highly responsive learning programmes that promote excellence.

Annual Target

We will embed with fidelity, our common codes of pedagogy, in Writing, Reading and Mathematics.

NELP: Objective 2

Strategic Goal Partnerships

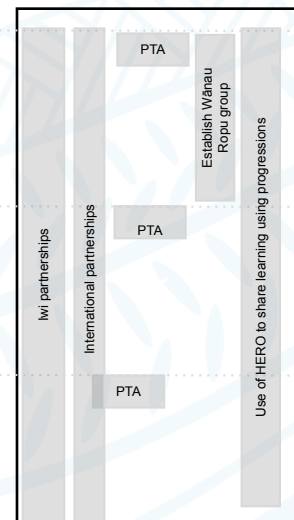
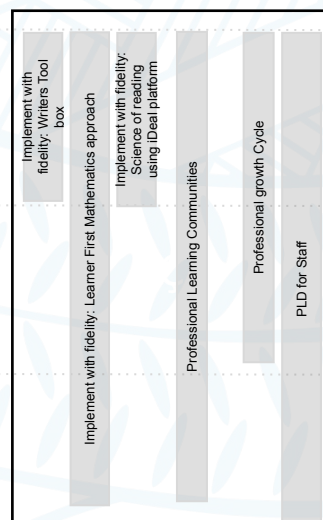
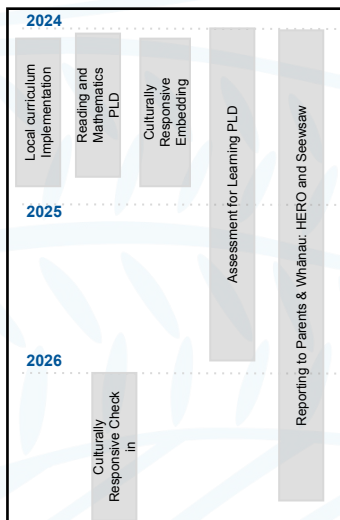
3.

Build genuine, collaborative community partnerships that are positive and inclusive.

Annual Target

We will focus on internal review, seeking voice from all stakeholders and use digital tools to promote partnerships between school and home.

NELP: Objective 1,2 &3



Success Measures

PEDAGOGY

- Balance the tension between developmental and academic needs of children.
- Deliver on the curriculum exposure sequential plan.
- Be able to share the developments of cultural connections and responsiveness that have improved throughout the year.
- Clearly show progress and achievement of learning in the core curriculum areas.

PEOPLE

- Professional learning Communities are established.
- School culture is collaborative and strengths of individuals is harnessed.
- Consistency in teacher practice.
- Clarity about 'what' to teach and 'when'.
- Formative assessment practices are observable.
- Achievement data has improved.

PARTNERSHIPS

- Implementation of HERO SMS for staff, students and community.
- Appointment of staff across all domains of the school.
- Professional development has a measure impact on the specific areas.
- Establish Whānau Rōpu group
- Whānau feedback reflects community involvement
- Clear communication systems
- Positive feedback regarding community

Meets the developmental & cognitive needs of all children.

- Continue to develop teaching skill, strategies & resources that compliment & align with educational neuroscience in regards to reading, writing and maths.
- Promote and Implement a 'Learning through play' philosophy in Kea, Kiwi and Tūi.
- Implement with fidelity, our Common Codes of Pedagogy.

Is culturally responsive, respectful & inclusive.

- Continue to develop & support teachers with providing authentic Māori worldview contexts and resources.
- Provide teaching & learning that is inclusive and affirming of children's identities, languages, abilities and talents via various curriculum opportunities
- Identify and track 'Priority learners'.

Uses formative assessment practice for teaching & learning.

- Develop the capacity of teachers with the use of HERO
- Develop HERO reporting features to align with the Curriculum Refresh and progression based reporting
- Implement reporting and assessment overview valuing formative assessment practices and progression based reporting

Reports effectively and efficiently to MOE, BoT and community

- Develop reporting systems that track student progress - accelerated progress, expected progress, and limited progress
- Throughout 2024 develop and implement reporting that utilises the Hero capabilities ie. progression based reporting.

Sequenced to ensure exposure to a wide curriculum experience

- A relentless focus on implementing CCOP. Implement curriculum overview efficiently and effectively
- Continue to build teacher knowledge & capacity in learning areas. Implement PPS local curriculum to align with Curriculum refresh.

Core Workstreams

Developmentally Appropriate

- Provide staff with PLD, research, coaching & mentoring sessions for formative assessment practices.
- Reflect & provide opportunities to evaluate programmes
- Provide PLD for learning through play

Culturally Responsive

- Work alongside LSC to ensure staff are supported with differentiating curriculum for identified Tier 1 & 2 learners
- Seek advice & guidance from Across School Kāhui Ako Teacher re: authentic Māori worldview within learning context

Assessment & Reporting

- Embed assessment practices & understanding with spelling/reading, writing & maths
- Align practice & understanding with best use of HERO
- Embed formative assessment practices linked with PLD

Curriculum Delivery

- Support Curriculum Leads to develop a school wide curriculum that aligns with the curriculum refresh
- Develop AP's & teachers ability to plan & teach effectively according to reading/spelling, writing & maths guidelines
- Purchase & create resources that support curriculum delivery

Success Measures

Developmentally Appropriate

- AP's & DP's will observe teachers using specific skills & strategies e.g. modelling spelling fingers in literacy or use of specific materials in maths that reflect understanding of how the brain learns
- Embed transition to school curriculum

Culturally Responsive

- Teachers accessing support & guidance from LSC re: Tier 2 & Tier 3 learners. Then following through with ideas for children to best meet their needs.
- Team and class planning will reflect Māori worldview being taught side by side with PPS curriculum overview

Assessment & Reporting

- Teachers will understand & use HERO to report to parents
- Teachers will use formative assessment practices to triangulate OTJs
- Formative assessment practices are used
- Learners can articulate what they are learning and next steps

Curriculum Delivery

- AP's & teachers will make teaching & learning decisions according to the Curriculum Overview
- Embed CCOP
- Resources being used effectively in classrooms
- Learning experiences will reflect Te Ao Māori worldview
- PPS language of learning is used and observable.

A school culture of equity and excellence.

- The principles of 'leading to the North East' are evident in all leadership teams.
- Equity is understood and a culture of high expectations is implemented.
- Identify additional needs of students, plan and deliver a differentiated, adapted curriculum
- Data is unpacked and used to inform teaching programmes.
- Data is moderated and interrogated and used to improve learning.

Cohesion in learning programmes across the school.

- Assessment, reporting and/or screening of a student with additional learning support needs, aligns to our school vision and beliefs
- Engage in professional learning provided by Ōtūmoetai Kāhui Ako - Transition to school pathway
- Openness to new ideas and a culture of shared ownership for learners is established.
- Te reo is used and a focus for teachers to upskill.

Develop leadership capability to promote achievement and excellence.

- Professional Learning Communities are established and meet regularly each term focusing on teaching and learning.
- Data and observations inform OTJ's as robust and engaging learning programmes.
- Principles of a 'North East School' are embedded in decision making.
- Leaders role model leading by Learning conversations

Create a shared understanding of collaborative practice and co-teaching strategies.

- A culture of trust is established.
- Learners needs are at the forefront and PLC's demonstrate reflective practice.
- Teachers demonstrate high expectations for all students.
- Shared and common understanding of excellence in practice.
- Teaching as Inquiry is a professional way of being.

Core Workstreams

Senior Leadership Team

School evaluation is termly and is used for improvement.
Lead team hui have a professional learning focus.
2024 Achievement inquiry to review procedures, processes and capability of teachers to make OTJ's

Middle Leadership

Embed Leading by learning PD
Relentless focus on achievement in teams.
Presence in the classrooms for all leaders.
Ensuring the implementation of the CCOP.

Teaching teams

Target students are identified and a plan put in place to support learning.
Learning programmes are engaging and good practice is shared.
High expectations for all learners.

Gifted / Neurodiverse

LSC and DP support aware of diverse learners.
Appropriate and timely plan in place.
Resources and Learning Assistants used to support learners with additional needs.

Success Measures

Professional Learning

Professional learning opportunities provided.
Planning is checked regularly.
SLT meet regularly with AP to check on target learners using PD opportunities.
Classrooms have whānau like atmosphere with high expectations for all.

Leadership

SLT present in classrooms daily.
Professional reading shared with teams.
AP's in classrooms fortnightly working alongside teachers to implement CCOP.
Coaching conversations for all leaders with teachers.

Whānau Partnerships

- New families connect through the Ngātahi partnership programme
- Engagement at IEP meetings
- Communication around the additional LS needs for their child is open, honest, and respectful
- Digital tools used to share learning and progress: HERO and Seesaw

Gifted / Neurodiverse

- Learners are identified in PLC's
- External agencies are used to support learners and teachers.
- Personalisation of learning programmes to meet needs.
- Programmes provided to extend and adapt: Equity principles.

Cohesive BoT honouring Te Tiriti o Waitangi.

- Tikanga is valued and evident in BoT processes.
- Legislation, NELP's and Iwi expectations inform decision-making.

Senior leaders proactive in connecting staff with community

Digital tools embedded and used consistently to share learning and promote connections.

Proactive PTA and community groups connecting the community and raising resources.

Genuine opportunities to build partnerships.

International families and students valued and integrated.

Genuine opportunities to build partnerships. Regular opportunities to connect.

Core Workstreams

Board of Trustees

Emphasis of building connections with staff and the community. Awareness of NELP's and prioritising of these in decision-making. Regular discussion of these. Maintain a positive ERO partnership and use to guide internal review.

School Leadership

HERO is utilised to share progression based reporting. Staff are upskilled to use this capability. Te Mātaiaho implementation packs. Clear systems are communicated with expectations. Leaders role model expectations.

Whānau Partnerships

Opportunities to join the PTA with regular staff attendance.

Whanaungatanga: events to bring the community together.

Establishment of a Whānau Rōpu group. Staff TOD at Huriā Marae.

GLOBAL CITIZENSHIP

- Placing emphasis on developing good relationships
- Giving parents opportunities to be involved ie Cultural Week
- Exposure & cultural exchange
- Participation in local and international recruitment of International students.

Success Measures

Honouring te Tiriti

Regular professional learning. Undertaking NZSTA training.

Personal commitment to honouring te Tiriti by BoT members.

Commitment to internal review: staff, whānau and student feedback.

Karakia used for all hui.

School leadership

Progression based reporting in reading, writing and Maths. Ko wai au?: Meet the teacher to begin the year.

Kahui ako AST time

HERO capabilities investigated and promoted.

Leaders role model learning behaviour and implementation of all professional learning in curriculum and leadership.

Valuing Whānau voice

Termly google forms to the community

Regular opportunities to seek feedback using HERO.

Formal and informal opportunities for whānau to discuss learning.

Termly opportunities to invite community into classrooms.

GLOBAL CITIZENSHIP

International Students & their families feel a sense of belonging in the PPS community and that their diversity is celebrated.

Students are exposed to opportunities that allow them to work towards being global citizens.

Implement opportunities for language learning (Korean)

In 2024 PPS staff, guiding by the Senior Leadership team, is undertaking a review of achievement data and progress for all students in core learning areas. This focus stems from curiosity about achievement data from the past three years and needing to develop an understanding about how learning judgements are made and the connection with this data between professional learning and school systems.

This inquiry will unpack the many variables involved in making teacher judgements about learning and connecting these to teaching practice, Professional Learning Communities as well as the professional growth cycle for teachers. This annual plan has identified areas of focus: to implement common codes of pedagogy in core areas to ensure cohesion and consistency of teacher practice schoolwide. The intent is to shift learner outcomes and leave nothing to chance. Our expectation is that from 2024, achievement data will improve as a measurable outcome of focusing on consistency, coherence and clarity for teachers through reviewing all process and systems. Ultimately, we will reduce disparity and increase student outcomes by focusing on learning and measuring where we have added value.

Resourcing will be provided through BoT funded Learning Assistants to support target learners as well as Assistant Principals and Deputy Principals getting closer to the learning through being present in classrooms working alongside kaiako/teachers.

Actions to give effect to Te Tiriti o Waitangi...

In 2024, the Board of Trustees will give effect to Te Tiriti o Waitangi in a number of ways. We have unpacked through our progress and achievement report a achievement data for Māori and as one of our targets to to address this disparity. We have a strong link to our Iwi, working closely with our kaumata. Listed below are the tangible ways we are honouring Te Tiriti:

- Mihi whakatau to begin each term
- Kapa haka
- Te reo lesson observations
- Attendance at termly Principal hui with local Principals and Iwi
- Refreshing our school curriculum and implementing our new local curriculum
- Implementing Te Tai Whanake
- School leaders: Kahui Ako AST to support embedding of NZ Histories curriculum
- Strategic resourcing to engage with Iwi to tell the cultural narrative of the area in a visual way
- Building names created and visible on buildings & community education
- All hui starting and finishing with karikai and waiata
- An establishment of a Whānau Rōpū parent group
- Building genuine **partnership** with Iwi by being present at important gatherings at the marae and significant local events.