


# Pinehaven School Charter Documentation 2019

	Our Vision: Nurturing and developing future leaders he manukura mō apōpō			
	Our values: resilience manawaroa	respect whakaute	courage māia	Integrity pono
	Students with a healthy mindset who are planners, collaborators, innovators and go-getters!  A community who: <ul style="list-style-type: none"> <li>★ recognises that leaders are individuals who strive to reach their full potential, work effectively with others and take steps to make the future happen</li> <li>★ inspires children to develop the imagination and courage to believe in themselves and their future</li> <li>★ inspires children to work with others and develop the capability to create a better world</li> <li>★ inspires staff to be leaders in education</li> </ul>			
Strategic Goals	Learning: Grow our capability as learners	Engagement: Create an exciting place to learn	Places & Spaces: Maximise our environment to enhance learning	
Definition	Students and staff understand what they need to learn and why, as well as what individual and team strengths are, and what we need to work on next. It is important we instil a growth mindset in our learners.	Everyone’s passions and interests are at heart when planning learning programmes. Learners have choices in what, how, where and with whom they learn. Taking action with our learning is a key part of creating excitement and meaningful learning.	Students can work in spaces that allow for collaboration and individual work. Spaces allow for students to find ‘flow’ in thinking and to make use of the environment best to support their learning. Students should have input into how these places are used and developed.	
Rationale	Students and staff should focus on continuous improvement – <i>better never stops</i> and we aim to create a culture where stretch and challenge are the norm.	Deep learning occurs when you are highly engaged in learning activities and when learning is used to create new knowledge and/or take action around learning.	Our environment offers plenty of scope for developing spaces to in and out of the classroom that enhance learning and allow for choice in where and how we work.	
Outcome	All members of the school community focus on, and support each other, to demonstrate a growth mindset and become more independent in learning.	Learning is powerful, retained, and impacts positively on ours and the lives of others	Our environment creates greater agency for learners and collaborative approaches to learning.	
Core Practices	Quality Teaching      Quality Leadership      Effective Partnerships      Progress & Achievement for all			

## Strategic Road Map

Goal	2019				2020				2021	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4		
<b>Learning:</b> Grow our capability as learners	Develop a school wide Growth Mindset approach									
	Growth Mindset induction for new parents				Growth Mindset approaches for/with parents					
	Finalise and trial Learner Profile				<i>Review</i>					
	<i>Teachers in sandpit – Strength based learning approaches</i>				Develop school wide approaches to strength based learning				Embed strength based approaches	
<b>Engagement:</b> Create an exciting place to learn	Provide authentic opportunities for students to take action in their learning									
		Deep Learning Professional Learning for Leadership Team			Deep Learning Professional Learning for Teachers and development of what Deep Learning looks like here				Deep Learning work with students and parents	
<b>Places &amp; Spaces:</b> Maximise our environment to enhance learning	Project Kereru – design and development of 5 classrooms using pedagogy for learning driving decisions				Implementation and review of approaches to teaching and learning in new space					
	PLAY Team purpose developed and priorities set		Students involved in decision making and development of creative use of physical spaces to promote play and learning				Further development of physical spaces based on student plans			

## Annual Plan 2019

Grow our capability as learners

3 year success measures:

- 100% of 2021 Year 4-6 students can talk about what a growth mindset, their strengths and how this impacts on their learning.
- Learner profile in full use for reporting with parents, student self-assessment and goal setting for all students.
- Increased numbers of students at the top level of the learner licence – specific target to be set each year based on current situation.

Initiative	12 month milestone	Key actions	Responsible	Timeframe
1a Develop a school wide growth mindset approach	<ul style="list-style-type: none"> <li>• Agreed Growth Mindset school expectations in place in every class</li> <li>• Teacher toolkit resources developed</li> <li>• Teachers all feel confident in teaching growth mindset</li> <li>• Parents support material developed and rolled out</li> </ul>	<ul style="list-style-type: none"> <li>• TOD Growth Mindset recap and agreement on expectations for teachers/classrooms</li> <li>• Survey all staff around their capability and practice</li> <li>• 2 x goal setting for teachers on developing practice</li> <li>• Curate an agreed resource kit for teachers to use in classrooms</li> <li>• Growth Mindset snippets and sharing at Admin meetings</li> <li>• Regular growth mindset updates in the newsletter</li> <li>• Induction for new parents around Growth Mindset</li> <li>• Room Tours around growth mindset development</li> </ul>	Principal & Teachers DP Hub Leaders DP DP Principal AP Teachers	Jan  Feb, July, Dec Feb & July Term 4 2 x per term Monthly Terms 1 & 3 Term 1
1b Trial use of Learner Profile to improve learning	<ul style="list-style-type: none"> <li>• Systems developed for Individual LP goal setting for students</li> <li>• Learner profile used within reports</li> <li>• Review carried out using student, parent, teacher and BOT voice</li> <li>• Students self-assess strengths and 'work ons' using Learner Profile</li> </ul>	<ul style="list-style-type: none"> <li>• Use learner profile for self-assessment and goal setting for each student</li> <li>• Self-assessment by students in relation to the Learner Profile</li> <li>• Review reporting format for communicating with parents</li> <li>• Seek parent, teacher and student feedback about the use of the Learner Profile and if needed, make any adjustments</li> <li>• Sabbatical project looking at how Learner Profiles are used to support learning in other schools and what we can learn</li> </ul>	Teachers (Hub Leaders) Teachers Principal/DP/AP Principal  Principal	February & Termly review Termly Term 2 Term 4  Term 3
1c Develop strength based learning approaches	<ul style="list-style-type: none"> <li>• Students increasing their capability as learners</li> <li>• Teachers share practice and develop systems for identifying strengths and work ons and using these within teaching approaches</li> <li>• Students can talk about their strengths and work ons as a learner (including subject specific)</li> <li>• Teacher strengths and work ons identified and used for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Target set to improve student learner licence placements</li> <li>• Strengths survey developed and baseline data collected</li> <li>• Repeat of strengths survey</li> <li>• Termly data around placement on learner licence systems</li> <li>• Discussions with students around strengths/work ons as a learner</li> <li>• Teachers trial systems for using strengths &amp; work ons in different learning areas and share practice</li> <li>• Room Tours around strengths and work on sharing</li> <li>• Use of mixed ability grouping and tuakana/teina</li> <li>• Room Tours mixed ability/tuakana/teina</li> <li>• Use of strengths and work ons for teacher appraisal process/action research</li> </ul>	Principal DP DP DP Teachers  DP/AP & Hub Leaders Teachers Teachers Teachers  Principal	February Term 1 Term 4 Termly Ongoing  Ongoing Term 2 Ongoing Term 3  Term 1 planned

\*\* Action Research to be carried out in relation to an aspect of strategic goal 1 – grow capability as learners with specific measures identified Teachers 2 x per year

Create an exciting place to learn

3 year success measures:

- 100% of students across the school can talk about their real life learning where they have 'taken action' of some kind each term
- All teachers have a shared understanding of deep learning and what it looks like at Pinehaven School

Initiative	12 month milestone	Key actions	Responsible	Timeframe
Provide authentic opportunities for learning	<ul style="list-style-type: none"> <li>• Students can talk about real life learning taken place in 2019</li> <li>• Opportunities for real life learning in each class termly</li> <li>• Clear plan co-constructed by staff and parents about Matariki</li> </ul>	<ul style="list-style-type: none"> <li>• Collect baseline information about current practice in real life learning – how many opportunities did we offer per term?</li> <li>• Shared teacher brainstorm about integrated topic, identifying real life learning opportunities</li> <li>• Plan at least 1 real life learning opportunity each term and have students talk about it – explicit teaching around taking action</li> <li>• Co-construct plans for Matariki with students and whanau</li> <li>• Passion learning projects</li> </ul>	DP Leadership Teachers (Hub Leaders) Māori Lead Teachers	Termly Termly Termly Term 1 Ongoing
Develop understanding of Deep Learning	<ul style="list-style-type: none"> <li>• Leadership Team have a shared understanding of Deep Learning</li> <li>• Full participation in NPDL PD by key staff</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team professional reading around Deep Learning</li> <li>• Share key points of professional reading learning with Hubs</li> <li>• Participate in New Pedagogies for Deep Learning PD with CORE</li> <li>• Develop professional development plan for 2020 and beyond</li> </ul>	Leadership Hub Leaders TBC Principal/AP/DP	Terms 1 & 2 Terms 1 & 2 All year Term 4

Maximise our environment to enhance learning

3 year success measures:

- Improvement in playground survey data with regards to students having plenty to play with and access to everything
- Increased numbers of opportunities for student decision making/development coming to fruition

Initiative	12 month milestone	Key actions	Responsible	Timeframe
Project Kereru – design and development of 5 classrooms using pedagogy for learning driving decisions	<ul style="list-style-type: none"> <li>• Pedagogy for learning driving decisions for learning space development</li> <li>• Newly developed learning spaces that are flexible and modern</li> <li>• Collaborative teaching spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Finalise architectural designs, tender with teacher input</li> <li>• Student input into plans in terms of colour choices</li> <li>• Rehouse classes to allow for refurbishment</li> <li>• Teachers plan use of spaces and changes to the programmes, ready for implementation</li> </ul>	Principal/BOT Principal Principal AP & Teachers	Term 1 Term 1 TBC Term 2
Play Team Priorities set & student input	<ul style="list-style-type: none"> <li>• Play Plan with student, board and teacher voice</li> <li>• Play Policy document</li> <li>• New spaces created</li> <li>• Greater student input into the use of our spaces to play and learn</li> </ul>	<ul style="list-style-type: none"> <li>• Play team priorities set for the year including student input</li> <li>• Action plan developed for the year ahead</li> <li>• Plan implemented to improve use of spaces for learning and play</li> <li>• Playground survey carried out</li> <li>• Analysis of involvement of students in decision making</li> <li>• Continue with Play.Sport PD</li> </ul>	Lead TBC Lead TBC Lead TBC  Principal Principal Lead P.Sport	Term 1 Term 1 All year  Term 3 Term 1 & 4 Ongoing

## ACHIEVEMENT TARGETS 2019

### Achievement Targets 1 & 2 – Our students as Learners

- By the end of the year, improve the capability of Year 5 and 6 girls in asking questions about learning and challenging ideas. This means increasing the number of questions girls ask and the number of times they challenge ideas.
- By the end of the year, improve the capability of boys in working with others. This means reducing the amount of disputes and conflicts with boys in groups.

#### Background:

In 2018, we developed a revised learner profile, outlining 4 key categories of skills and competencies that we are looking to instil in our students, that set them up as successful learners. We are looking to support students to have a healthy mind-set and be planners, collaborators, innovators and go-getters. At the end of 2018 all children in Years 0-5 completed a self-assessment in relation to the learner profile – what they thought they were good at and a few key things they thought they needed to work on. Classroom teachers then annotated these self-assessments, identifying what they agreed with and if necessary, noting any other areas of higher priority. At the beginning of 2019, teachers looked at what themes were emerging for their class, learning hub and across the school. We have identified 2 key areas that we need to work on as outlined in the targets above. As a staff and Board, we have discussed that this data is not as 'hard' and reliable as we would want, however have a firm belief that for many children, we won't shift their curriculum progress and achievement without working on improving their learning behaviours. For 3 years, teachers have focused on 'learning behaviour target children' alongside curriculum specific target children. For many of these children, we have had greater success in their confidence as learners and academic progress. While we know this is a challenging target to set, with limited ways to measure progress, at this point we believe we need to be courageous and give this a focus. This achievement target is not about doing things as we have always done, but looking to strengthen our students' learning behaviours to academic improve outcomes. It is a starting point in this area and we believe our processes will improve over time, but this can't be left to chance. In 2019, the first action will be to determine a clearer picture about what might need to change in order to achieve our targets.

#### Planned Actions:

- Teachers identify target children who fit within the groups outlined in the achievement targets.
- Survey to be created and conducted around confidence and ability in the area of focus. This survey will be completed by the student, teacher and parent in Term 1. This will also include explicitly sharing with the students and parents the learning behaviours we are trying to improve.
- Collate results of the surveys and use them to focus the conversations around learning behaviour target students. This includes outlining what deliberate acts of teaching need to take place in order to grow the confidence and skills of students.
- Monitor throughout the year, the strategies used and the impact they are having.
- Survey to be repeated in Term 4, to look at what, if any increases there are in the learning behaviours from the perspectives of students, parents and teachers.

### Achievement Targets 3 & 4 – Our students as Writers

- By the end of the year, accelerate the progress of Year 2 students so that 70% are writing at or above the expected level. This means shifting 10/21 students achieving below expectations at the end of 2018.
- By the end of the year, accelerate the progress of Māori boys so that 75% (9/12) of those in the 2018 end of year data are achieving at or above the expected level. This means shifting 3 Māori boys from below to at in writing.

#### Background:

2018 end of year data shows that 52.5% of Year 1 students (2019 Year 2) are achieving below the expected level in writing. School Entry Assessments show that many of these students entered school with lower understandings in relation to concepts about print, letter ID and writing vocabulary. We are unsure if the low achievement in writing is due to readiness (or lack of) and whether or not the achievement will pick up as they progress through Year 2, or if it is due to student ability or programmes that we have had on offer. With a change of programmes in the Junior School, focusing more on a play based approach, there is a need to consider whether or not this has been a contributing factor to the unusual pattern of achievement.

Our Māori boys' writing achievement is not equitable in comparison to non-Māori. End of 2018 data shows that we currently have 50% of Māori boys in Years 2-6 achieving below expectations, compared with 26% of non-Māori boys, so this is a picture of achievement that we need to change.

#### Planned Actions:

There have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for teaching staff. The Leadership Team and teachers have looked further into the data to see who is achieving where and achievement patterns over time, identifying students who have made progress (but are still not achieving) and those who may have plateaued. Specific strategies for individuals and groups of students have been discussed and planned.

In addition, the following actions are planned:

- We have looked at intervention and extension actions and action research already taken and the effectiveness of these, with teachers incorporating key learning from these into their programmes (e.g. practical hands on, real life and inquiry based experiences to write about, consistency in prompt cards and phonic programmes between levels and classes, etc). Sharing and changing practice based on TAI/Action Research will continue.
- Check in with Murray Gadd around writing programmes – we are a few years beyond intensive PD and have changed to a more play based approach, so would value Murray's perspective on the current organisation of writing programmes, particularly in the Junior end of the school where play based approaches have grown.
- Investigate the use of readiness assessments and criteria for targeted teaching, increasing the use of shared writing for those in the readiness stage, using what we have learnt from Action Research, real life learning tasks, strength focused teaching and the use of play based learning in to support writing.
- Monitor the progress of children across the school, targeting as needed for those who need to accelerate to shift at least 2 sub levels in the year.
- Target student coaching will include a discussion around how successful strategies are/will be used with other students.
- Integration and meaningful contexts for writing for real life audiences.
- Students will be tracked termly by teachers and DP. This includes continued tracking of 2014-2018 target children who are still here.
- Use of gender grouping and mixed ability grouping where appropriate.
- Professional development around learner agency, integration & known strategies for improving Māori enjoying success as Māori
- Year 1 and 2 teachers will continue to ensure regular practise of writing "words I know" and word generation occurs
- Goal sheets very clear to children
- Collaborative teaching to make use of teacher strengths, target teaching and increased frequency
- Use of *Seesaw* for sharing writing with parents and whanau.
- Continued work on targeting learning behaviours that are impacting on achievement.
- Continue to implement effective teaching strategies, including ensuring students get an opportunity to engage in daily writing as authors.

#### Achievement Targets 5 & 6 – Our students as Mathematicians

- By the end of the year, accelerate the progress of Year 4 students so that 83% of those included in the 2018 end of year data are achieving at or above expected levels. This means accelerating the progress of 5 students who were below expectations at the end of 2018.
- To extend the achievement of Māori students so that by the end of the year, the disparity between Māori and non-Māori students in Years 2-6 achieving above expected levels is removed. This means extending the achievement of 3 Māori students achieving at expected levels, as well as maintaining the achievement of those Māori students already above at the end of 2018.

#### Background:

At the end of 2018, data based on overall teacher judgements showed that 27% (13) of Year 3 students (Year 4 2019) were below expectations in mathematics. Of these 13 students, 12 are girls, so it is also a picture of inequity of achievement between boys and girls. This is a significant number of girls and of Year 4s who are not achieving. While the picture of achievement for Māori students in maths looks positive, with 88% of Year 1-5 achieving at or above expectations at the end of 2018 (2019 Year 2-6), only 11.7% of Māori were achieving above expectations (compared with 26.2% of non-Māori). This picture of achievement is inequitable and we need to increase the number of Māori students achieving above. This has been something we have been working on, however our strategies have not been effective. While we moved the achievement of some students in 2018, we had some who were above plateau and not make a fast enough pace of progress to maintain this achievement.

### Planned Actions:

There have been a number of changes in teacher practice, with successful strategies becoming 'business as usual' for teaching staff. The Leadership Team and teachers have looked further into the data to see who is achieving where and achievement patterns over time, identifying students who have made progress (but are still not achieving) and those who may have plateaued. Specific strategies for individuals and groups of students have been discussed and planned. In addition, the following actions are planned:

- We have looked at intervention and extension actions and action research already taken and the effectiveness of these, with teachers incorporating key learning from these into their programmes (e.g. problem solving with carefully chosen contexts and real life problems, rich tasks, mixed ability/strength based groupings, use of talk moves, growth mindset focus, good mathematician qualities, etc).
- The Foundation Learning Team will facilitate further professional development in:
  - using the 'Big Ideas' and 'Qualities of a Good Mathematician' to plan, teach, and assess
  - Rich Maths Tasks
  - The use of social strength based (rather than only ability) grouping
  - developing student collaboration & sense making and tuakana-teina teaching
  - using the '5 Practices' when planning
- We will consider what intervention programmes could be put in place for those students achieving below in Years 4-6 in 2019.
- The use of Māori student voice, and that of girls, with regards to what would make maths more engaging for them.
- Coaching will include a discussion around how successful strategies are/will be used with other students.
- Integration and real life contexts for learning - links between numeracy and strand.
- Professional development around learner agency, cultural responsiveness & known strategies for improving Māori enjoying success as Māori.
- Use the model of 'learn it, practise it, prove it' to provide ownership of learning to students.
- Communication and involvement with parents and whanau recognising the importance of the role they have to play in their child's learning.
- Students will be tracked termly by teachers and DP.
- Move away from plugging gaps that aren't essential.
- Continued tracking of all students, in particular girls, Māori and those 2014-2016 target and intervention children who are still on our roll.
- Continued work on targeting learning behaviours that are impacting on achievement.