


Pinehaven School Charter Documentation 2020

	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"> ★ recognises that leaders are individuals who strive to reach their full potential, work effectively with others and take steps to make the future happen ★ inspires children to develop the imagination and courage to believe in themselves and their future ★ inspires children to work with others and develop the capability to create a better world ★ inspires staff to be leaders in education 			
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

Current Road Map (2020 & Beyond)

Goal	2020				2021				2022
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Learning: Grow our capability as learners	Learner Profile PD		Use of Learner Profile reviewed and tweaked as needed			Parent engagement with LP			Fully embedded and realised
	Goal setting & sharing with whānau		Parent voice around student goal setting		Fully embedded goal setting around the Learner Profile, shared on Seesaw and reviewed termly				Student voice collected around strengths and work ons
	Te Whare Tapa Wha Model development				<i>Review</i>				TWTW fully embedded and realised
	<i>Teachers in sandpit – Strength based learning approaches</i>				Develop school wide approaches to strength-based learning				Embed strength-based approaches
	Professional development in coaching & identifying purposeful opportunities for performance, growth & restorative chat coaching				Opportunities for coaching celebrated, firmed up and aligned				Coaching culture is the way of working
Engagement: Create an exciting place to learn	Provide authentic opportunities for students to take action in their learning								
	Deep Learning Professional Learning for Teachers and development of what Deep Learning looks like here				Deep Learning work with students and parents				Deep Learning is our way of working and fully embedded in practice (induction of new staff)
Places & Spaces: Provide a selection of areas to enhance learning	Development of 5 classrooms		Implementation and review of approaches to teaching and learning						
			Reroofing Hall, Rooms 9 & 10						
	Collaborative approaches determined		Sharing and reviewing practice in collaboration						

Baseline Road Map (2019)

Goal	2019				2020				2021
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Learning: 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
Engagement: 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
Places & Spaces: 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 2020

Grow our capability as learners

3 year success measures:

- 100% of 2021 Year 4-6 students can talk about 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 Use of Learner Profile to improve learning	<ul style="list-style-type: none"> • Systems developed for Individual LP goal setting for students • Learner profile used within reports • All students have goals related to the Learner Profile • Students can identify their strengths and 'work ons' as a learner 	<ul style="list-style-type: none"> • Use learner profile for student goal setting and self-assessment • Self-assessment by students in relation to the Learner Profile • Run a TOD staff session on the Learner Profile and goal setting • Hubs determine how the Learner Profile will be used for goal setting • Leadership team share goal setting practice and evidence • Rooms tours where teachers share their practice in Learner Profile goal setting • Staff meeting where teachers share evidence on how Learner Profile goal setting has developed and been reviewed • Visits to classrooms for informal chats around their goals as a learner • Goals are shared with parents via seesaw and visible in the classroom • Children to refer to their learning goals at the three way conferences • Review in hubs how goal setting is working and feedback to Leadership Team • Develop a schoolwide Te Whare Tapa wha progression/approach, aligning with the Learner Profile - (T1 develop, T2&3 trial, T4 review) 	Teachers Teachers Principal Hub Leaders Principal Teachers Teachers & Hub Leaders Principal Teachers Teachers Hub Leaders Hauora Team	Ongoing Term 3 Term 1 Term 1 2 x per term Term 2 Term 3 Ongoing End of term 1 Term 2 Termly Ongoing
1b Develop strength based learning approaches	<ul style="list-style-type: none"> • Students increasing their capability as learners • Teachers share practice and develop systems for identifying strengths and work ons and using these within teaching approaches • Students can talk about their strengths and work ons as a learner (including subject specific) • Teacher strengths and work ons identified and used for improvement 	<ul style="list-style-type: none"> • Ensure learner licenses are in place and children are progressing (conversations at target kids about what support is needed for individuals) • Termly data around placement on learner licence systems • Strengths survey carried out with staff • Discuss with students their interests, strengths & work ons • Teachers trial systems for using strengths & work ons in different learning areas and share practice • Room Tours around strengths and work on sharing • Continued use of mixed ability grouping and tuakana/teina • Use of strengths and work ons for teacher appraisal process/action research 	Teachers Principal Principal Teachers Teachers & Hub Leaders Principal Teachers Principal	Termly Termly March TOD Termly Ongoing Term 1 Ongoing Establish Term 1, then ongoing
1c Develop coaching capability throughout the staff, moving towards a 'culture of coaching'	<ul style="list-style-type: none"> • Staff see value in coaching for performance and growth • Staff see themselves as having a role in helping others grow • Everyone is confident and upskilled in coaching • Coaching is used with and by children (longer term) 	<ul style="list-style-type: none"> • Whole staff professional development in coaching, positioning the why and forms (performance & growth) • Professional development for leadership team in coaching • Celebrate and practice coaching opportunities • Provide professional development on how to use coaching for restorative chats with children • Provision of structured opportunities for coaching for performance and growth 	Principal Principal Principal Principal Leadership Team	Terms 1 & 2 Termly Monthly Term 3 Ongoing

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

Teachers

1 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
2a Provide authentic opportunities for learning	<ul style="list-style-type: none"> • Students can talk about real life learning taken place in 2020 (identify what was relevant to them, related to their interests and impacted on others) • Opportunities for real life learning in each class termly • Clear plan co-constructed learning activities with parents, staff and students 	<ul style="list-style-type: none"> • Collect baseline information about current practice in real life learning – what was the authentic learning opportunity and how did it fit all three components • Continued shared teacher brainstorm about integrated topic, identifying real life learning opportunities • Plan at least 1 real life learning opportunity each term and have students talk about it – explicit teaching around taking action • Identify a meaningful school wide authentic learning context • Co-construct learning activities with students and whanau • Develop a structured approach to passion projects in years 4-6 • Informal opportunities for passion based learning in years 1-3 	IC Project Team Principal Teachers & Hub Leaders IC Project Team Leadership Team IC Project Team IC Project Team	Termly Termly Termly Term 1 Term 1 or 2 Term 2 Term 2
2b Develop understanding of Deep Learning	<ul style="list-style-type: none"> • To see progress in the NPDL schools conditions assessment • To see progress in the NPDL teacher assessment tool • Full participation in NPDL by all staff • Evidence of the four quadrants and some of the 6 c's • Participated in NPDL moderation 	<ul style="list-style-type: none"> • Professional development provided for staff • Project team are offered more in depth PD opportunities • Participate in New Pedagogies for Deep Learning PD with CORE • Trial the use of planning templates that require the NPDL lens • Develop professional development plan for 2021 and beyond • NPDL celebrations at staff meetings • Provide opportunities for all staff to attend Deep Learning Lab 	IC Project Team Principal Leadership & IC Teachers Principal, DP, AP DP Principal	Ongoing Term 2 Ongoing Term 1 Term 4 Ongoing July

Provide a selection of areas 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
3b Project Kereru – development of 5 classrooms using pedagogy for learning driving decisions	<ul style="list-style-type: none"> • Pedagogy for learning driving decisions for learning space use • Newly developed learning spaces that are flexible and modern 	<ul style="list-style-type: none"> • Rehouse classes to allow for refurbishment • Ensure project is well managed • Teachers plan use of spaces and changes to the programmes, ready for implementation 	Leadership Principal Teachers	Term 1 Ongoing Term 1
3b Ensure recent initiatives in the use of spaces continue to be utilised and developed	<ul style="list-style-type: none"> • Collaborative teaching is taking place in all 4 'pods' across the school (Y0-1, Y1-3, Y3-4, Y5-6) • Library, Quiet Space, Play Pod & Bike Track all used for learning programmes • Class gardens harvested and eaten 	<ul style="list-style-type: none"> • Develop collaborative teaching approaches that maximise space and teacher strengths • Ensure systems are in place to manage and use key areas around the school – Play Pod, Bike Track, Quiet Space & Library • Playground survey carried out • Student led development of gardens, including garden to table for class gardens 	Hub Leaders & Foundation Learning Team Hauora Team Principal Teachers & IC Team	Term 1 & ongoing Term 1 & ongoing Term 1 Term 1 & ongoing

ACHIEVEMENT TARGETS 2020

Achievement Targets 1 & 2 – Our students as Learners

- By the end of the year, improve the capability of 20 students across Years 1-6 in terms of their ability to collaborate. This will have a particular focus on interpersonal and team related skills, moving them at least 1 progression on the *NPDL collaboration deep learning progression*.
- By the end of the year, improve the capability of 20 students across Years 1-6 in terms of their ability to show grit, tenacity, perseverance and resilience. This will involve moving them at least 1 progression on the *NPDL character deep learning progression*.

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 and we identified 2 key areas that we needed to work on as targets. We found this difficult to measure, so this year we have gone through a similar process of identifying needs, but have linked them to the NPDL progressions to help us establish a start point for target students. As a staff and Board, we have discussed that while this data is not ‘hard’, we 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.

Planned Actions:

- Teachers identify target children who fit within the groups outlined in the achievement targets and identify their ‘starting point’ on the NPDL progressions. We are focusing initially on students who need to shift from ‘limited evidence’ to ‘emerging’ or from ‘emerging’ to ‘developing’.
- Teachers assist students in setting goals in relation to the progression, outlining actions and what success will look like.
- Teachers look at deliberate acts of teaching that can be planned to assist children achieve their goals.
- Parents informed of student goals and what they can do to help their child.
- Monitor throughout the year, the strategies used and the impact they are having.
- Sharing practice as a teaching team around goal setting and strategies used to support target students.
- Moderation of placement on NPDL progressions.

Achievement Targets 3, 4 & 5 – Our students as Readers & Writers

- By the end of the year, accelerate the progress of Year 2 & 3 students so that 79% are reading at or above the expected level. This means shifting 8/26 students achieving below expectations at the end of 2019.
- By the end of the year, accelerate the progress of Years 2-6 students so that 84% (175/209) of those in the 2019 end of year data are achieving at or above the expected level in writing. This means shifting 10 students from below to at in writing.
- By the end of the year, extend Māori students so that the disparity of those achieving above is more in line with their non-Māori peers to less than a 5% difference. This means shifting 2 Māori students from at to above expectation, while maintaining the high achievement of the 2 students already above.

Background:

For a number of years, we have not had a need to set a reading target, however 2019 end of year data shows that 30% of Year 1 & 2 students (2020 Year 2 & 3) are achieving below the expected level in reading. School Entry Assessments show that many of these students entered school with lower understandings in relation to concepts about print

and letter ID. We are unsure if the low achievement in reading is due to readiness (or lack of) and whether or not the achievement will pick up as they progress, or if it is due to student ability. Despite a move on a play based approach in the junior classes, students still engage in regular reading programmes with teachers.

Across the 2019 data set of Year 1-5 students (2020 Year 2-6), 21% of students are achieving below the expected level in writing. There is a need for us to look at strategies to support those who need to be accelerated to ensure they meet expectations. In addition, there are a large number of students in Year 3 2020 who showed accelerated progress last year and need to maintain these levels of achievement.

There is currently a disparity of 8% between Year 2-6 Māori and non-Māori achieving above in writing (Years 1-5 at the end of 2019). 2 Māori students are above (8%), compared with 30 (16%) of non-Māori. Our Māori students' writing achievement is not equitable in comparison to non-Māori, so this is a picture of achievement that we need to change.

At the end of 2019 we had staff professional learning with Murray Gadd to reinforce best practice in literacy teaching.

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.
- Foundation Learning Team to use Murray Gadd's resources to pose reflective questions for teachers and provide professional learning.
- 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 2014-2019 target children who are still here.
- Use of gender grouping and mixed ability grouping where appropriate.
- Professional development around deep learning, learner agency, integration & culturally responsive practice.
- 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.
- Teachers to gather student voice around what makes literacy more engaging, interests, etc., with a particular focus on Māori students who we could extend.
- 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 Target 6 – Our students as Mathematicians

- By the end of the year, extend 4 students so that 19% of those included in the 2018 end of year data are achieving above the expected level. This means accelerating the progress of 10/156 students who were at expectations at the end of 2019. There are 18 Māori students in this target group and we aim to shift at least 3 of them to above.

Background:

At the end of 2019, data based on overall teacher judgements showed that 14% (30) of Year 1-5 students (Year 2-6 2020) were at expectations in mathematics. Of these 18 were Māori. In the past, we have had a significant number of girls not achieving, however the discrepancy between boys and girls achievement has reduced. We now seem to have a

'bulge' of children in the middle and need to look at extending achievement. There is also a need to look at accelerating those below, however many have already been receiving additional support and we will continue to work with them.

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:

- Teachers will use a balance of rich tasks and teaching of specific skills/knowledge/strategies. Rich tasks will allow children to engage in problem solving with carefully chosen contexts and real life problems, 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
- We will still consider what intervention programmes could be put in place for those students achieving below in mathematics.
- The use of student voice 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.
- 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.
- Continued tracking of all students, in particular girls, Māori and those 2014-2019 target and intervention children who are still on our roll.
- Continued work on targeting learning behaviours that are impacting on achievement.

Core Practices Supporting Strategy

Core Practices	Process	Description
Quality Teaching	Action Research	<ul style="list-style-type: none"> 1 cycle: End Term 1 – Mid Term 4 (Project Teams) Inquiry into teaching practice – focus on measuring the impact of teaching practice on student progress, achievement and/or capability as learners
	Learning Programmes focus on student needs/interests	<ul style="list-style-type: none"> Integration Teachers systematically find our interests of students (throughout year) Play based learning Inquiry process in use Collaborative planning Use of assessment to inform programmes Use of ICT to enhance learning Student voice considered when planning extension, remedial and enrichment programmes Opportunities for students to share their learning End of year student survey ahead of planning for the next year
	Learner Agency	<ul style="list-style-type: none"> Age appropriate school wide learner licences Student timetabling (age appropriate) Choices for students in what, where and with whom they learn Student voice used to inform learning in class Learning at Pinehaven Survey & teacher reflection
	Enviro Schools	<ul style="list-style-type: none"> Sustainability a key driver in learning Promotion of sustainable practice Take action at least once a year as a school <i>Take action termly as a hub</i> <i>Students working with bees</i>
	EOTC	<ul style="list-style-type: none"> Planned to support learning programmes Use of outdoor spaces in the school for learning
	Mahi Ngatahi (collaborative work)	<ul style="list-style-type: none"> Collaborative teaching across the school Induction of new staff into hub collaboration Review and plan continued practice development Use of DP to support collaborative teaching as needed Report to BOT on collaborative teaching approaches
Quality Leadership	Provision of Professional Development	<ul style="list-style-type: none"> Strategic focus PD linked with Cluster PD Links to action research Professional Reading
	Developing Teacher Practice	<ul style="list-style-type: none"> Room Tours Tekkie Brekkies CRT Observations expected Sharing within hubs – book work, planning, etc Regular classroom visits – informal Appraisal process
	Student Leadership	<ul style="list-style-type: none"> Student leadership opportunities – enviro group, student leaders, patrollers, bikes, Library, Play Pod, milk, etc Student leadership group planning school activities and initiatives Classroom leadership opportunities (age appropriate) Opportunities for student reporting to BOT
	Leadership PD	<ul style="list-style-type: none"> How can we be the best leadership team possible? Ongoing work with M Sweeney Coaching for leaders Understanding our people, their strengths and areas for development
	Property	<ul style="list-style-type: none"> Ensure property contracts met by all parties Conduct emergency drills each term Monitor tree safety Maintenance of heating systems
Effective Partnerships	Continued importance placed on Te Ao Māori	<ul style="list-style-type: none"> Tuakana teina opportunities across the school Build teacher capability – fortnightly Te Reo sessions Meetings start with Karakia/waiata Pōwhiri to welcome new families and staff Whanau Hui Māori culture and cultural competencies prominent in our environment and practice Ensure all teachers understand aspirations for their children

	Parents enabled to support learning	<ul style="list-style-type: none"> • Communicating with parents – written reports, open door, see saw use, newsletter updates • 3 way learning conversations • Flexible homework provision • Sharing learning goals with parents • Share professional reading with parents as appropriate • Share termly curriculum plans with parents • Encouraging parents to be part of programmes • Parent Evenings (info evening Term 1, new parent evenings, etc) • Use of facebook to share learning/events • Open communication between parents and teachers – including regular reminders about concerns procedures • Working in partnership – ‘with’, not ‘to’ • Community consultation with regards to policy/procedure review • Use of Seesaw to share learning
Progress & Achievement for all	Achievement Targets	<ul style="list-style-type: none"> • Developed collaboratively with staff based on data and shared knowledge • Monitored termly – who are we trying to shift? How can we do this? What support? • Target students identified (accelerate, consolidate and extend) with specific actions planned that are beyond BAU • Target students interviewed by teachers in relation to specific learning outcomes • Coaching for all teachers with regards to ensuring student progress • Regular Hub discussions – who needs support and wat strategies are successful / how do we know?
	Intervention	<ul style="list-style-type: none"> • Provision of staffing to facilitate extension/remedial programmes based on need • Hooked on Books, Early Words & Targeted maths programmes in place • Successful intervention strategies transferred to classrooms by teachers
	Data	<ul style="list-style-type: none"> • Data collated by DP and reflective questions posed to teachers • Detailed tracking of progress of all students, as well as cohorts, gender & ethnicity • Provision of achievement data and progress information for BOT • Data collected at the beginning and end of intervention programmes • Tracking of past target and intervention students as they move through the school • Clear IEPs and transition information in place to support students with learning needs