



PINEHAVEN SCHOOL

ANNUAL IMPLEMENTATION PLAN 2024

Our Vision: He manukura mō apōpō - Nurturing and developing future leaders

Where we are currently at:

Regulation 9(1)(e)

Link to 2023 Analysis of Variance and schoolwide data. [AOV 2023](#)

- [End of year data](#)

How will our goals/targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

In giving effect to Te Tiriti O Waitangi we are recognizing, respecting, and implementing the principles of partnership, participation, and protection outlined in the treaty.

Pinehaven School is committed to honouring Te Tiriti O Waitangi through our words, actions and our attitudes. We expect all tamariki have the opportunity to learn about the people and places that form the history of our location. We value the role of mana whenua and recognise the unique place of Māori as the indigenous people of Aotearoa, New Zealand. We respect and nurture our relationship with our local marae, Ōrongomai Marae, and whānau, seeking their input and actively involving them in decision making.

Caring for our ākonga, acknowledging their tuakiritanga (identity) and having high expectations for them is key to ākonga achieving success as ākonga.

Culturally responsive teachers and support staff welcome and build relationships with tamariki and their whānau, constantly seeking to increase their understanding and knowledge of Te Reo Māori and Tikanga Māori.

We will meet regularly and actively maintain strong lines of communication with whānau, and together celebrate the success of our ākonga.

Strategic Goal 1:

Regulation 9(1)(a)

Our People

Love learning, are engaged and have the tools for learning

Annual Target/Goal:

Regulation 9(1)(a)

All learners are self-aware, know the next steps on their learning journey and use their strengths and values to flourish into the future.

NELP Objective:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

What do we expect to see by the end of the year?

Regulation 9(1)(d)

Core progressions of learning are shared by all kaiako and akonga, used to elevate learning at Pinehaven.
Professional Growth Cycle strengthened, coaching and problem solving strategies leading to a 'culture of coaching.'

| Initiatives | Actions: Regulation 9(1)(b) | Who is Responsible? Regulation 9(1)(c) | Resources Required Regulation 9(1)(c) | Timeframe | Monitoring and measuring success? Regulation 9(1)(d) |
|---|---|---|--|------------------------|---|
| Create a safe & encouraging learning environment where tamariki and staff feel supported, their identity and culture valued | <ul style="list-style-type: none"> Transition meetings at the start of the year to gather authentic information about ākongā and for whānau to share information about their child. Kura Ahurea is evident in hub planning and classrooms. Strong links to weekly programmes. | Kaiako Teachers/Hub leaders | Transition Information/ Mana Wheels Kura Ahurea Resources | Term 1 Term 1-4 | Ākongā, staff & whānau feedback Hub/Teacher Planning |

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| | <ul style="list-style-type: none"> Whānau ropu hui held termly. Embed TAWM, professional development for new staff. Systems established and implemented for finding out from students their interests, strengths. Take an active role in progressing our target students, tracking, assessing progress. | <p>Mana Team Hub leaders</p> <p>Mana Team</p> <p>P/DP/Hub lead/Kaiako</p> | <p>TAWM</p> <p>TAWM - Mana Wheels</p> <p>Achievement Data</p> | <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1 -4</p> | <p>Feedback - Whānau Observations</p> <p>Pinehaven Learner Profile Data, Target Student Tracking</p> |
| Create progressions of learning in core areas to enable learners to be active participants in their journey | <ul style="list-style-type: none"> Structured literacy progressions are uploaded into HERO to track student progress. Kaiako identifies next learning steps and tracks student progress within HERO. Kaiako is uploading evidence of learning into HERO. Target students are identified, planned for in classroom programmes and reported to the Leadership team termly. Teachers will be supported to develop a shared understanding of what a year's progress should look like and strategies to ensure ākongā progress. | <p>S/L Lead, Kaiako</p> <p>DP/Kaiako</p> <p>Kaiako</p> <p>SLT/Kaiako</p> <p>P/DP/AP</p> | <p>HERO & S/Lit PLD</p> <p>HERO</p> | <p>Term 1 -4</p> <p>Ongoing</p> <p>Term 3 -4</p> <p>Term 1-4</p> <p>Term 1-2</p> | <p>S/Lit Data progressions -HERO</p> <p>School wide data tracking</p> |
| Provide coaching to support teachers in implementing best practice in teaching | <ul style="list-style-type: none"> Refine our Professional Growth Cycle and Coaching process to support teachers' development. Provision of structured opportunities for coaching for performance and growth within the professional growth cycle. Coaching goals are measurable, shared and celebrated. Leadership development in coaching. Literacy Observations to support best practice. | <p>P/DP/AP</p> <p>P/DP/AP</p> <p>P/DP/Kaiako</p> <p>P/DP/AP</p> <p>P/DP/AP/HL</p> | <p>Professional Growth - TC</p> <p>Mark Sweeney</p> <p>Verity Short - Biblio Pub</p> | <p>Term 1</p> <p>Term 1-4</p> <p>Ongoing</p> <p>Term 1-4</p> <p>Term 1-4</p> | <p>Annual Reviews 2024</p> <p>Coaching cycle embedded, time set aside for meetings</p> <p>Termly hui</p> <p>Observations</p> |

Strategic Goal 2:

Regulation 9(1)(a)

Our Curriculum

Our curriculum is engaging, empowering and authentically Pinehaven.

Annual Target/Goal:

Regulation 9(1)(a)

Plan and implement teaching programmes and assessment practices that will reflect the new legislation.

NELP Objective:

Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy, Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

What do we expect to see by the end of the year?

Regulation 9(1)(d)

Teaching programmes will be aligned to the new curriculum and reflect the rich diversity of our community. Akonga will have made expected progress that is at least one year's progress in reading, writing and maths?

| Initiatives | Actions: Regulation 9(1)(b) | Who is Responsible Regulation 9(1)(c) | Resources Required Regulation 9(1)(c) | Timeframe | How will we measure success? Regulation 9(1)(d) |
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| A rich and localised curriculum is accessible to all tamariki to meet their needs and passions. | <ul style="list-style-type: none"> Pinehaven Local Curriculum continues to be updated and embedded, LEAF Guiding Principles used by kaiako to plan, assess and reflect. Actively teach and promote our new school values. Application for PLD to continue working on | Kaiako All Principal | New curriculum documentation Templates Local Curric Website | Term 1-4 Ongoing | Planning reflects LEAF principles, Observations Ākonga talk & show values. PLD Application |

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| | <p>refining and redesigning our local curriculum with a focus on literacy.</p> <ul style="list-style-type: none"> ● Showcase learning, share with parents/community members. ● Walk through classrooms regularly to see learning in action and talk to children about their experiences of this. ● Ensure the use of the local environment and resources are planned for within our inquiry planning and other programmes. ● Review our Enviro Journey and develop a plan to maintain Silver. ● Promote the use of the class gardens to grow kai. | <p>All</p> <p>P/DP/AP/HL</p> <p>DP/AP/HL/PL</p> <p>PLead</p> <p>HL/Kaiako</p> | <p>Local area, experts</p> <p>Garden supplies/plants</p> | <p>Term 3-4</p> <p>Term 3-4</p> <p>Term 1-4</p> <p>Term 2</p> <p>Term 1-4</p> | <p>Successful</p> <p>Ākonga/whānau feedback</p> <p>Enviro Review</p> <p>Kai grown for Matariki & learning</p> |
| <p>Implement Te Mātaiaho (curriculum refresh) evaluating & refining assessment practices in line with the new curriculum.</p> | <ul style="list-style-type: none"> ● Prioritising reading, writing and maths, the weekly timetable ensures Kaiako are effectively allocating one hour per day to these curriculum areas. ● Weekly planning in reading, writing and maths will reflect differentiation for individuals/groups, specific instructional learning as outlined in our Pinehaven Local Curriculum documentation. ● Unpack new curriculum documents as they come to hand, educating and empowering our kaiako to deliver updated curriculum. ● Professional development will be provided when the new curriculum is confirmed and assessment practices informed by MOE. ● Participate in Maths PLD to support teacher curriculum knowledge & delivery. ● Professional development in writing will be undertaken across the school. ● Planning will be regularly discussed and shared at hub hui. Inquiry plan will be developed collaboratively following the | <p>P/DP/AP/HL</p> <p>Kaiako</p> <p>P/DP/AP</p> <p>P/DP/AP</p> <p>DP/HL/Kaiako</p> <p>Kaiako</p> <p>P/DP/AP</p> | <p>New Curric documentation, templates</p> <p>Planning</p> <p>Refreshed curriculum documentation</p> <p>MOE Support</p> <p>Verity Short - Biblio Pub</p> | <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Ongoing</p> | <p>School wide data on ākonga progress:</p> <p>Yr 0-2 - S/Lit, Running Records, JAM.</p> <p>Year 3-6 - Running Records, GloSS, JAM, PAT Reading/Maths.</p> <p>Termly writing audit to monitor increase in children's draft writing</p> |

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| | <ul style="list-style-type: none"> Pinehaven Local Curriculum guidelines. Hub leaders will monitor planning and implementation of the timetable. Literacy Implementation plan to be updated to ensure clear guidance on how we teach literacy at Pinehaven | <p>Hub Leaders</p> <p>Principal</p> | | Term 2 | Teacher practice - observations formal (based on PGC) and informal (walk throughs) |
| Give effect to Te Tiriti with the aim of achieving equitable outcomes for Māori students. | <ul style="list-style-type: none"> Māori ākonga will have increased access to te reo me ona tikanga. Explore Poutama Reo and select rubric to measure teacher progress. Use Poutama Reo rubrics to support next steps and areas for development. Staff professional learning for Te Ao Māori (MAC provision utilised). Teachers will be supported to implement culturally responsive strategies to meet the needs of ākonga Māori who require additional support. Community Matariki Celebration annually. | <p>P/DP</p> <p>P/DP/AP</p> <p>All</p> <p>All</p> <p>P/DP/AP/HL</p> <p>All</p> | <p>Poutama Reo</p> <p>Kim Nikora - MAC</p> <p>TAWM</p> | <p>Identified Term 1</p> <p>Term 1-2</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2</p> | <p>Te Reo Audit - Staff Survey</p> <p>Whānau participation & feedback</p> |

Strategic Goal 3:

Regulation 9(1)(a)

Our Community

Through meaningful, reciprocal partnerships, our people will flourish

Annual Target/Goal:

Regulation 9(1)(a)

To support whānau to be active partners in their children's learning journey.

NELP Objective:

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages & culture.

What do we expect to see by the end of the year?

Regulation 9(1)(d)

1. Reporting to parents MOE guidelines will be fulfilled
2. Multiple opportunities will have been offered for whānau to:
 - Engage in learning (both their own and their child's)
 - Participate in a range of cultural, art, sport and learning celebrations
3. Tamariki and staff can explain our new values, enhancing the culture of our kura, benefiting the well-being of all.

| Initiatives | Actions: Regulation 9(1)(b) | Who is Responsible? Regulation 9(1)(c) | Resources Required Regulation 9(1)(c) | Timeframe | Monitoring and measuring success? Regulation 9(1)(d) |
|---|--|---|--|--|---|
| Encourage whānau involvement, developing effective relationships, communication & reporting systems | <ul style="list-style-type: none"> ● Whānau are invited into the school to enhance learning programmes. ● Each term multiple opportunities are available for whānau to connect at school. ● Whānau events - picnic, celebrations of learning, trips etc. ● Explore options for sharing information with whānau. ● Reporting system reviewed and redesigned, working towards online reporting. | <p>All</p> <p>All</p> <p>P/DP/AP/HL</p> <p>P/DP/AP</p> <p>P/DP/AP</p> | <p>HERO, Website, Facebook</p> <p>HERO, other school report examples</p> | <p>Ongoing</p> <p>Termly</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 3-4</p> | <p>Parent survey</p> <p>Staff & whānau feedback</p> |
| Communicate core practices at Pinehaven School, empowering learners, staff & whānau | <ul style="list-style-type: none"> ● Communicate regularly with whānau, sharing information related to core practices. ● Provide timely feedback to learners and their whānau on learning progress and achievement. ● Support kaiako with expectations and timeframes. ● Communicate with whānau. | <p>P/DP/AP</p> <p>Kaiako</p> <p>P/DP/AP/HL</p> <p>All</p> | <p>HERO Curriculum Reporting Assessment MOE Resources.</p> <p>Website/ HERO facebook/email</p> | <p>Ongoing</p> <p>Term 1-4</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Feedback from whānau</p> |

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| | <ul style="list-style-type: none"> ● Invite feedback from kaiako and whānau. ● Experts are utilised, role models sought for ākonga & kaiako to learn from. | P/DP/AP All | Survey HERO | Term 1-4 Term 1-4 | |
| Grow and promote a shared understanding of wellbeing for our Pinehaven School Community. | <ul style="list-style-type: none"> ● Well-being initiatives regularly for both ākonga and staff. ● Incorporate the four pillars of Te Whare Tapa Wha unpacking each pillar to ensure a holistic approach to well-being. ● Students are involved in giving back to the school/wider community. ● Staff use our school values to enhance student well-being within classrooms and in the playground. ● Staff & student well being survey completed. | DP/PTeam HL/Kaiako HL/Kaiako All HL/Kaiako | | Termly Term 1 & 3 Termly Termly Term 3 Term 1-4 | Feedback from whānau Acts of service in our community are celebrated. Values Awards and recognition. Survey |