

2019 -2021 School Charter and Strategic Aims

2019 Annual Plan



Our Vision

Seeking new opportunities while
challenging ourselves to grow as learners.

Teaching and learning at PPS 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.

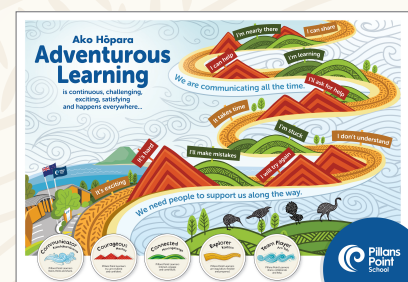
At PPS we recognise recent research regarding brain development and learning according to the four parts of the brain; brain stem, cerebellum (mid brain), limbic system and frontal cortex.

Therefore, we place high importance on:

- Building positive relationships
- Teaching and learning through play
- Rhythmic patterning and motor skills development
- Developing the PPS Learner Competencies
- Making learning fun
- 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 plays an important part of our commitment to hosting international students.

Assessment & Reporting

- At PPS we believe that assessment is the bridge between teaching and learning.
- Assessment is only useful when a child gets some things right and some things wrong!
- Assessment aligns with reporting to parents. It is both formative and summative according to class or individual needs.

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

What

Use our growing knowledge and understanding of cognitive development (Educational Neuroscience and Theorists) to deliver developmentally appropriate and researched based learning opportunities for children across the school.

Why

It is important to understand where a child has come from (their home and upbringing) and to know where they are now, in order for a child to be successfully taught.

Understanding the basic makeup of the brain as outlined in Bruce Perry's (2004) Neurosequential Model, allows us to choose cognitive and developmentally appropriate teaching programmes within our school.

Nathan Mikaere-Wallis (2017) states that "We will get better outcomes for students if we teach them at their cognitive stage, so it is important that we understand a child's brain development and what needs must be met in order for a student to achieve academically

How

See Me, Know Me - Ko Auo

NE - transition to school programme

1st 5 weeks = building relationships
noticing changes, relationships with whanau

15 – 20 minute fitness , nursery rhymes, bucket drumming, handwriting, P.E. / Go 4 it, dance

1st 5 weeks = building relationships, Adventurous Learner Competencies & pathway. PPS is not punitive and takes a more restorative approach, including mindfulness, fun, memory making, Gobsmacked, Art Exhibition, trips, events, hangi, and Teaching and Learning through Play.

Actions

1. Continue to develop Teaching and Learning through Play in Y0 - Y2.

2. Begin to develop learning through play ideas and concepts in Y3 - Y6.

3. Reevaluate Adventure Time
4. Introduce Smiling Minds and evaluate the effectiveness of programme
5. Produce a show to allow children to participate in a theatrical performance. (Gobsmacked)

Evaluation Time Frame

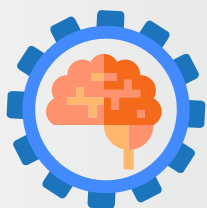
1. Record progress of thinking, actions and outcomes of members from Kiwi/Tui & Fantail/Moa Teams (e.g. the journey) regarding Learning through Play.

2. Develop a school pathway outlining the transition of play throughout PPS Y0 - Y6.

3. Develop collaborative next steps e.g. Outside classroom, enviro garden, learning through play area.

4. Establish an Adventure Time programme that fits with our current thinking and understanding around learning through play and neuroscience.
5. Survey children, teachers and parents about the impacts and effectiveness of Smiling Minds. Over time (e.g. Term 1 & Term 3) determine the effectiveness of the programme.
6. Review Gobsmacked with the Children and community around the opportunity and

STRATEGIC Goal 1



What

Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.

Why

The New Zealand Curriculum 2007 outlines using language, symbols and texts as one of its 5 Key Competencies 'that young people need for growing, working, and participating in their communities and society'. (NZC 2007 p38)

This is backed up by the OECD report on 'THE DEFINITION AND SELECTION OF KEY COMPETENCIES' where it asks the question 'What Competencies Do We Need for a Successful Life and a Well-Functioning Society? It lists competency category 1A as 'The ability to use language, symbols and text interactively.' (p10)

This key competency concerns the effective use of spoken and written language skills, computation and other mathematical skills, in multiple situations. It is an essential tool for functioning well in society and the workplace and participating in an effective dialogue with others. Terms such as 'communication competence' or 'literacies' are associated with this key competency.

How

- Kahui Ako Oral Language
- Yolanda Soryl Phonics
- Prime Maths
- Ian Hunter Writing
- Learning Interventions including but not limited to Early Words

Numicon
Steps Web
Rainbow Reading
Quick 60

- Assessment Practices
- Setting of Academic related targets and monitoring

Actions

1. Maintain the consistency and regularity of Yolanda Soryl Phonics across school
2. Continue to develop formative assessment processes alongside Ian Hunter Writing, building teacher understanding and capability
3. Prime Maths supplies an in depth view at each level. PPS need to develop a snapshot progression of all Maths strands from Y0 - Y6 that is easily understood and clear for teachers e.g. knowing which number strategies are being developed/ mastered according to curriculum levels
4. Develop and implement a basic facts teaching & maintenance programme that is sequential and sustainable.
5. Review assessment tool to ensure the information we are getting is timely, relevant and accurate

Evaluation Time Frame

1. Track progress from Y1-Y6 for Yoldanda Soryl Phonics in eTap
2. Develop exemplars and examples of quality formative assessment, share with teachers. Evaluate and write a basic report re: consistency across Y0 - Y6.
3. Develop a simple and coherent pathway e.g. Y0 - Y6 Maths Progression during Term 1 & 2
4. Track progress (summative and formative) of basic number knowledge and strategies and the effectiveness of teaching and maintenance programme. Compare e-asTTle results from 2019 & 2020.
5. Engage and liaise with staff about their needs and wants for assessment aligned to our leadership needs.

STRATEGIC Goal 2



What

Recognise the unique status and importance of Tangata Whenua in Aotearoa-New Zealand, while also acknowledging all cultures who are represented within our school community and being responsive to their beliefs and needs.

Why

Cultural identity is an important contributor to people's wellbeing. Identifying with a particular culture gives people feelings of belonging and security. It also provides people with access to social networks which provide support and shared values and aspirations.

Ka Hikatia - Accelerating Success from The Māori Education Strategy outlines the importance of Māori enjoying and achieving educational successes as Māori while having their identity, language and culture valued and included in their teaching and learning in ways that support them to engage and achieve success.

How

- Working alongside school mentor Timoti Harris for his support and guidance for our Te Ao Māori learning
- Making learning visible and verbal in classrooms everyday e.g. displays, integration within teaching and learning programmes, regular use of Te Ao Māori
- Some teaching staff have committed to Te Ara Reo Māori – Level 2 at Te Wānanga o Aotearoa
- Develop further our school kaupapa for welcoming and responding to visitors within our schools both New Zealand and overseas guests.
- Continue to seek pathways for our school to have a stronger connection to a local Marae and/or kaumatua.

Actions

1. Develop teaching and learning programmes with the support of Timoti Harris that integrate, highlight and value a Māori worldview or perspective
2. Purchase or collect appropriate Te Ao Māori resources linking with team planning
3. Develop consistent school wide procedures and expectations with whakatauki, powhiri, and karakia
4. Sharing of knowledge, resources, and understandings learnt at Te Wānanga o Aotearoa.
5. Strengthen our relationship further with Te Where Kura o Mauao as part of our Kahui Ako for support, guidance and links within our community.

Evaluation Time Frame

1. Develop teaching and learning programmes with the support of Timoti Harris that integrate, highlight and value a Māori worldview or perspective
2. Purchase or collect appropriate Te Ao Māori resources linking with team planning
3. Develop consistent school wide procedures and expectations with whakatauki, powhiri, and karakia.
4. Sharing of knowledge, resources, and understandings learnt at Te Wānanga o Aotearoa.

STRATEGIC Goal 3



What

To celebrate cultural diversity and develop globally connected citizens by providing International Students with an outstanding New Zealand learning experience, and our New Zealand students the opportunity to gain an understanding of other cultures enabling them to grow as global citizens.

Why

The International Education Strategy 2018-2030 outlines the value of International Student Education for New Zealand. For our school this includes enriching education for all students, increasing cultural capital & cultural diversity and generating economic benefits to the school community. It also includes helping our community to understand and embrace the benefits of international education at home and overseas.

The strategies overarching third goal is to develop global citizens, students who are more aware of and understand the wider world and their place in it. By having international students we provide opportunities for **all** students to develop the skills, knowledge and values they need to engage with the world.

How

- Ensuring that we continue to be compliant with 'The Code' legislation which in turn ensures that we provide a safe environment for International students and their families.
- Providing learning experiences that are unique, stimulating and positive.
- Supporting students and their families with settling into life in NZ and providing social opportunities for families/parents to get together to enable them to form a support network.

- Providing International families with the opportunity to share their culture with our staff, students and community.
- Providing an ESOL programme for all students to firstly give them the language that they need to survive while living in New Zealand and secondly to help them develop competence in their ability to listen, speak, read and write in English enabling them to achieve the academic goals that they set for themselves.
- Ensuring that our website is up-to-date and accurate.
- Providing an opportunity for our 'kiwi' students to learn a second language.

Actions

1. To continue to offer a high level of pastoral care to students and families.
2. To maintain our current international student numbers while at the same time planning to broaden our horizons by marketing beyond Korea in order to begin to see more diversity in the nationalities of international fee paying students and their families enrolling at Pillans Point School.
3. To offer an ESOL programme that has a focus on academic English, is of a high standard, sequential, makes it easy to share the learning with families and enables students to leave PPS with an English level that can be recognised worldwide.
4. To develop the International Section of our school website so that it provides anyone who visits it all the information that they require to make a fully informed decision about what PPS has to offer them.
5. To continue to update our Policies, Procedures and other Documentation as needed in order to maintain 'Code' compliant.
6. To begin to look at how we could expose our New Zealand born students to learning a language that will support them to be more globally connected.

Evaluation Time Frame

1. Survey families and students and keep records of all Pastoral Care provided to students and families.
2. Be present at the Tauranga Korean Times Marketing Fair.
3. Follow up on other marketing opportunities through Smile/CAN group - China and our contacts in Japan and look into other possible markets. Utilise our SIEBA membership to pick up other opportunities through the 'Clearing House'.
4. Investigate ESOL programmes that are recognised worldwide and find one that would work for us as a school.
5. Develop the international section of the website so that all information for prospective families and groups can be found there.
6. Research opportunities for PPS to have a second language being taught to students.
7. Review current policies, procedures and documentation to ensure that we are up-to-date.

STRATEGIC Goal 4





LEARNING SUPPORT / CHILDREN WITH LEARNING DIFFERENCES

Introduction

Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. P34 NZC

Learning Support Vision

To provide a fully inclusive education system with an expectation we will value everyone, respect diversity and provide equity for all' - "Success for All"

How do we do this at PPS?

- Relationships, relationships, relationships - know your kids
- Whanau engagement - know your families
- Certificates and awards - celebrate success &/or progress
- Opportunities - through play, curiosity, and unique interests
- Embrace difference - we've all got something to contribute
- Acceptance - International students, develop new friendships

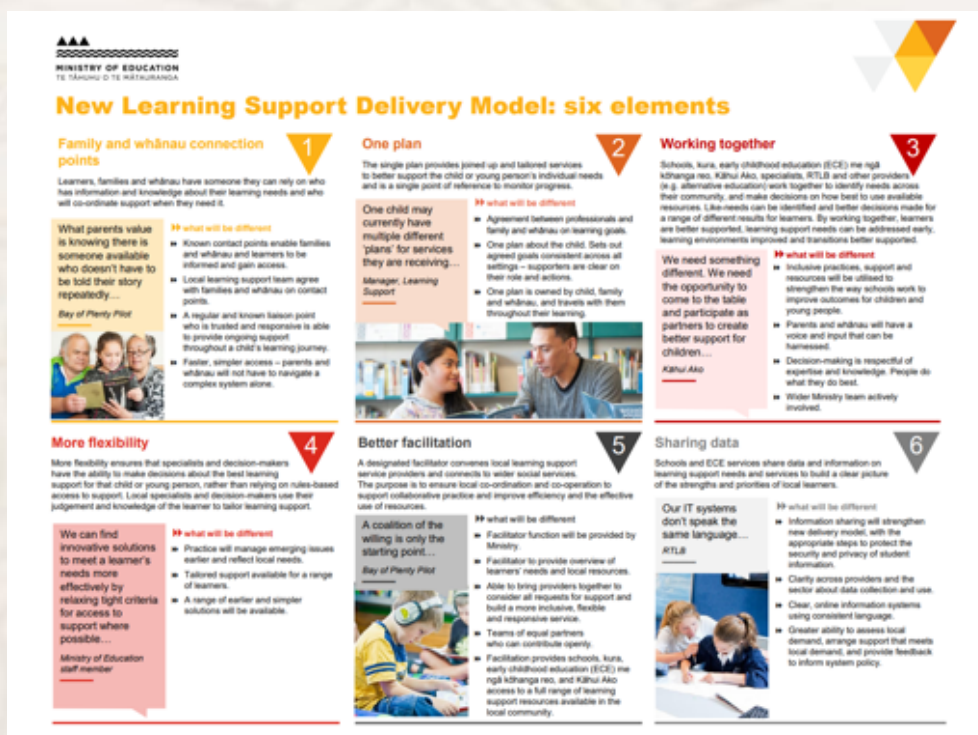
Specific Aims for Learning Support Across Pillans Point School

Our aim is to advocate for inclusive educational opportunities for all students, based on individual needs. Students deserve to feel successful and their sense of wellbeing and belonging to our school and learning community is of high priority.

As well as our children being at the fore front we we also advocate for our teachers, support staff and parents so that they feel supported and have a sense of being part of a safe and trusting environment. Communication will be seen to be open, honest and reciprocal for all parties involved with a learning support child.

We will work and apply the learning support delivery model that has been developed and implemented via the Kahui Ako. This includes the use of the Learning Support Co-ordinator and the Learning Support Register.

Our aim is that the needs and support that children are entitled to or should have access to is delivered so that each individual can reach their potential and show progress in their learning, both academic, social and emotional.



ACADEMIC TARGETS

2019



Strategic Goal 2

Use selected sequenced programmes to meet the learning needs of all children. Using a range of tools we will show progress and achievement across the core curriculum of English and Maths.



Annual Goal 1:

Deliver the Quick 60 intervention programme providing support for children identified as needing further help with their reading, spelling, and writing.



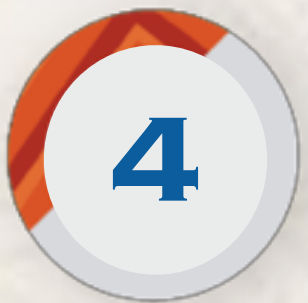
Annual Goal 2

Track and monitor the impact over time of the Prime Maths Programme using our longest standing cohort involved in this initiative. (Y3 2017 - Currently Y5 2019)



Annual Goal 3

Track and monitor the impact over time of the Kahui Ako Writing PLD delivered by Write that Essay using the Kahui Ako target students who are Y6 2019.



Annual Goal 4

What does progress and achievement look like for children at the end of their second year of schooling which aligns with curriculum level one. This is aligned with the schools decision to adopt more of a developmental approach to NE learners.