

2021 -2024 School Charter and Strategic Aims

2021 Annual Plan



Ake Higers





Our Vision Growing Adventurous Learners for Life

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.

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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 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 Beliefs

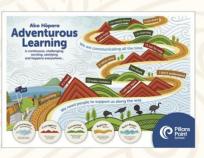
Evidence Based Learning

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 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 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

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.

| | S | trategic Go | als to 2024 | Ako Höpare |
|---|--|--|--|--|
| Strategic Goal Lead | Strategic Go Cherie Horr | | Strategic Goal Lead | Strategic Goal Lead Matt Simeon- Principal |
| PPS will have an established school curriculum that: Meets the developmental Educational needs of all children Is culturally responsive, respectful & inclusive Uses assessment as a tool bridge teaching & learning. Reports effectively and efficiently to MOE, BoT and community Sequenced & cumulative ensure exposure to a wide curriculum experience wh supporting teacher deliver workload. | 2. Children with additional needs will be catered in Support through: A dedicated Learnin within the school & le team. Screening & the early of learning support n Strong partnerships w agencies and Whānu Children's sou agency children's sou agency children's sou agency and agency army to here a and early agency the support children's sou agency and agency army the support children's sou agency and agency army the support children's sou agency agency army support children's sou agency agency army the support children's sou agency agency agency army the support children's sou agency agency agency agency army the support children's sou agency agency agency agency agency agency the support children's sou agency agency agency agency agency the support children's sou agency agency agency the support children's sou the support children's sou agency agency agency the support children's sou the support children's sou agency agency agency the support children's sou the support children's sou agency agency agency the support children's sou the support children's sou agency agency the support children's sou the support children's sou | I learning a Learning g Support role addership y identification eeds vith MOE, au and open to to meet the e children immes that will cial, emotional | Lee Simeon- IS Manager 3. e International Student Business will: Provide additional income to the school over & above the operation grant Have good international education practices in place that are complid with the 'Code'. Provide students with a positive, hig quality education experience Ensure international students and th families feel safe and welcome by providing a high level of pastoral c Retain current students and put int place a recovery plan for marketin recruitment post COVID Provide opportunities of internationalisation for students to learn about a wide range of cultur- and their traditions and develop fluency in other languages | PPS School Culture and Systems for staff and children that: Provide opportunities for professional growth & development Recognises personal wellbeing as a core value for all Retoris and attracts quality Staff and BOT members Has strong Financial Managment Maintain Nga Tahi Inductions / early intervention & whitaneu partnerships Ensures open communication and consultation with community Has strong stress and processes in place for emergency situations PPS Infrastructure plan will execute on Ministry of Education Master Plan |
| | | Core Workst | eams | |
| Curriculum delivery & implementation plan Core curriculum Progessions-Literacy and Numeracy Assessment & Reporting Culturally Responsive Pedagogy Learning Interventions/Supports | Learning Support Register - TeRito Screening / Early Intervention Partnerships with Whānau Relationships with key support agencies Support Staff and Intervention programmes | International B Compliance with Code' High quality educ experiences Pastoral Care of S & Families Plans for retainin- students & recruit students post CO Internationalisation the school | the Professional Le Development curriculum go Wellbeing pro support availo staff and stud Recruitment & processes and | earning & Block R and B BOT/PTA plans & objectives actices & SIP Projects (x3) LSPM - Toilet Health and safety k retention d practices magement |
| Responsive Check In Responsive Check In Reading Spelling Assessment Responsive Embedding Assessment Reporting to Parents & Whäneu | Learning Support Register - ongoing Cifted & Talented Focus Cifted & Talented Focus Cifted & Talented Cifted & Cifted & Ci | Compliance with "The Code" - ongoing Annual Self-Review Maintaining & Recruting (Marketing & Promotion) Recovery / Preparedness | Lastral Care of Students & Families - orgoing Bastral Care of Students & Families - orgoing Induc tion Bastral Care of Students & Families - orgoing Induc tion R&R R&R R&R R&R | ABlock ABlock Construction of Xero Financial Software Construction SIP Courts SIP Room 6 SIP Room 6 SIP Room 6 Caretakers SiPed SiP Room 6 Caretakers SiP Room 7 Caretakers SiP Room 7 |

CURRICULUM

- 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 Clearing show progress and achievement of learning in the core curriculum areas.

LEARNING SUPPORT

- Transition eTap to HERO for our . student narrative and needs.
- Linc HERO to Te Rito (LSR). Customise support to address the needs of the individual using resources available to
- the school. Tracking and monitoring student progress across specific intervention programmes.
- Early identification of children with potential need for suppo

Success Measures

INTERNATIONAL

- All IS documentation up to date • Tracking, monitoring &
- progress of students in ESOL & core curriculum areas
- Family & Agent feedback summaries relating to support & pastoral care
 - Student numbers retention & action plan for the business post COVID developed Internationalisation plan
 - developed

CULTURE & SYSTEMS

- implementation of HERO SMS for staff, students and community.
- implementation of XERO financial system
- transition board members Appointment of staff across all domains of the school.
- Professional development has a measure impact on the specific areas.

INFRASTRUCTURE

ans

ADVENTUROUS

- Specific plan for PTA projects •
- aligned to the boards plans H&S is managed by school and contractors to ensure
- saftey of students and staff Regular monitoring of MOE
- projects to ensure the desired outcome is achieved by the school.
- Deliver on SIP projects as per delivery plan.



2021 ANNUAL AIM Curriculum



. Continue to develop teaching skill, strategies & resources that compliment & align with educational neuroscience in regards to reading, writing and maths. Develop a transition to school curriculum that is understood and outworked effectively, with a clear link between Te Whāriki & NZC

Is culturally responsive, respectful & inclusive.

 Continue to develop & support teachers with providing authentic Māori worldview contexts and resources.

Provide teaching
 k learning that is
 inclusive and
 affirming of
 children's identities,
 languages, abilities
 and talents via
 various curriculum
 opportunities

Uses assessment as a tool to bridge teaching & learning.

Develop the capacity of teachers with the use of HERO Develop HERO reporting features to align with best practice according to guideline in 'Assessment for Learning' Curriculum Guide. Continue to alian reading/spelling, writing, and maths assessment for both teachina and reporting

Reports effectively and efficiently to MOE, BoT and community

 Develop new methods of reporting to the BOT using features within HERO
 Throughout 2021 - 2022 develop and implement a consistent approach to reporting that is 21st century focused

Sequenced to ensure exposure to a wide curriculum experience while supporting teacher delivery & workload.

 Implement curriculum overview efficiently and effectively
 Continue to build teacher knowledge & capacity with reading/spelling, writing & maths

Developmentally Appropriate

- Provide staff with PLD, research, coaching & mentoring sessions re: ed neuroscience relating to reading & spelling
- Reflect & provide opportunities to evaluate programmes
- Support staff with authentic & engaging opportunities for children

Core Workstreams

Success Measures

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 Develop assessment practices & understanding with spelling/reading, writing & maths
- Align practice & understanding with best use of HERO

Curriculum Delivery

- Support AP's to develop each team's curriculum
- Develop AP's & teachers ability to plan & teach effectively according to reading/spelling, writing & maths overviews
- Purchase & create resources that support curriculum delivery

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
- Completion & outworking of transition to school curriculum

Culturally Responsive

- Teachers accessing support & guidance from LSC re: Tier 1 & Tier 2 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 assessment diagnostically to inform next steps in teaching

Curriculum Delivery

- AP's & teachers will make teaching & learning decisions according to the Curriculum Overview
- Annual review of Curriculum Overview
- Resources being used effectively in classrooms





2. ANNUAL AIM: Learning Support



The LSC role is embedded into the leadership team:

- Support teachers to understand the complex needs of students in their classroom, thereby, building knowledge and capability
- Identify additional needs of students, plan and deliver a differentiated, adapted curriculum
- Strengthen partnerships with whānau & external agencies
- Grow LSC capability in line with MOE guidelines & training

Diagnostic screening tools are inclusive and accessible for all children:

- 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
- Await the development, training and delivery of the MOE NE screening & early identification tools

Strengthen early intervention & whānau partnerships with PPS:

- Embed the practice of Te Rito (national repository for student information) to identify and monitor students with additional learning support needs
- Embed Ngātahi home school partnership programme for all new families
- Continue to strengthen, reflect upon and evolve our transition to school pathway for students entering the new entrant classroom -Kea Team

Meet the needs of neurodiverse and gifted children:

- Investigate and deliver intervention and extension programmes that support & extend children's capabilities
- Investigate and provide professional learning opportunities for classroom teachers who have neurodiverse students to cater for in their classroom
- Align pedagogical approaches with the specific priorities from the Learning Support Action Plan, as they are presented from the MOE

LSC

- Liaise with staff, students & whānau to deliver effective support for those identified with additional LS needs
- Provide PLD opportunities that will support teachers of students with additional LS needs
- Liaise with external agencies and providers in areas of speciality
- Remain updated with all MOE LSC developments

Core Workstreams

Early IdentificationAwait, then trial the

- MOE school entry screening tool Observe students to
- Observe students to identify specific needs & possible actions and/or required support
 Plan, deliver, and

monitor school-based intervention programmes

Whānau Partnerships

- Embed Ngātahi practice
- Maintain relationship with ECE providers to support school transitions
- Establish a whānau group
- Transparent community communication about our approaches to teaching & learning

Gifted / Neurodiverse

- Identify students who may benefit from school based intervention programmes
- Strengthen partnership with MICAMHS clinicians onsite
- Align to MOE developments for neurodiverse children

Success Measures

LSC

- Accurate Te Rito LSR Dashboard
- Narratives for LS children are entered onto Hero SMS
- Staff feel supported with LS
- Parent's of LS children are satisfied with the level of support
- PLD opportunities provided

Early Identification

- Tool/screening chosen for NE screening
- Formative, observational, narrative date for children who are identified with additional needs
- Screening tools support the needs of teachers
- Parents understand that the LS for their child is appropriate

Whānau Partnerships

- % of families who go through the Ngātahi partnership programme
- Engagement at IEP meetings
- Communication around the additional LS needs for their child is open, honest, and respectful

Gifted / Neurodiverse

- # children who receive access to a school-based support/ intervention
- # children that are referred to an external agency/specialist are offered support



ANNUAL AIM: International Students



Strategic Goals

To have good international education practices in place that are compliant with the 'Code' To provide international students with a positive, high quality education experience that meets the individual needs and goals of each student

STUDENT EXPERIENCE

Tracking & monitoring

Parental involvement Assessment of english

ESOL programme that includes Cambridge

Reporting to Parents

Classroom support Relationship building

learning

To ensure international students and their families feel safe and welcome by providing a high level of pastoral care To retain current students and put into place a recovery plan for marketing & recruitment of new international students (and their families) post COVID To develop global citizens by providing opportunities for students to learn about a wide range of cultures and traditions and develop fluency in other languages. This includes internationalisation opportunities (enrolment of international students/offshore study opportunities)

COMPLIANCE

NZQA Annual

- Review/Attestation Further development of internal website for the business
- Participation in regular online webinars
- Participation in regional
- Collegial support from membership groups

PASTORAL CARE

Core Workstreams

- Orientation ProgrammeParent EventsInternational Student
- Events
- Family Events
 Support for families and students
- Online survey for parents & students

RETENTION & RECOVERY

- Online survey for parents Student survey
- Developing a marketing & recruitment plan
- Have an up-to-date international section on the school website
- Developing & maintaining positive relationships with agents
- Developing a recovery plan for post-COVID

GLOBAL CITIZENSHIP

- Placing emphasis on developing good relationships
- Giving parents opportunities to be involved ie Cultural Week
 Exposure & cultural
- Exposure & cultural exchange
- Developing a teaching & learning framework that can be applied during cultural week
- Applying for funding

Success Measures

COMPLIANCE

PPS has up-to-date, relevant and 'Code' compliant documentation (Policies, Procedures & Supporting Documents) to support the day-to-day running of the international business.

STUDENT EXPERIENCE

Students receive a high quality education experience where their social, emotional, cultural and academic needs are catered for.

Students receive an English language programme that is tracked and monitored to support their individual, identified needs.

PASTORAL CARE

Feedback from Agents, informal conversations and student & family surveys show that students and their families feel well informed, safe and properly cared for.

RETENTION & RECOVERY

Student numbers are retained while the borders remain closed.

Development of a marketing & recruitment plan that enables PPS to continue attracting students for the future and look at ways to diversify into other markets

Development of a Recovery Plan for the future of the business once border restrictions are eased.

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.

Investigate opportunities for language learning and develop a proposal