



Ake Hōpara

2024 -2026
School Strategic Plan

2025 Annual Plan



Writing- Male learners

For 85% of our male students to be achieving at the expected level in writing by the end of 2025.

(At the end of 2024, 73% of our male students were achieving at/above the expected level in writing).

Writing- Māori Learners

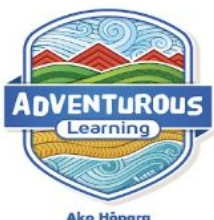
For 85% of our Māori students to be achieving at the expected level in writing by the end of 2025

(At the end of 2024, 73% of our Māori students were achieving at/above the expected level in writing).

Writing, Yr 6 learners

For 85% of our Year 6 students to be achieving at the expected level in writing by the end of 2025.

(At the end of 2024, 69% of our Year 5 students were achieving at/above the expected level in writing).



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.

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.

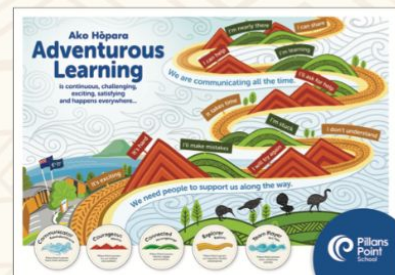
Therefore, we place high importance on:

- Building positive relationships
- Teaching and learning through play
- Fine and gross motor skills development
- Developing the PPS Learner Competencies
- Making learning engaging
- 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 and hosting of international students

Assessment & Reporting

- At PPS we believe that assessment is the bridge between teaching and learning.
- Assessment aligns with reporting to parents. It is both formative and summative.
- Formative assessment practices provide clarity for learners.
- Teachers 'notice, recognise and respond' to support learning

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

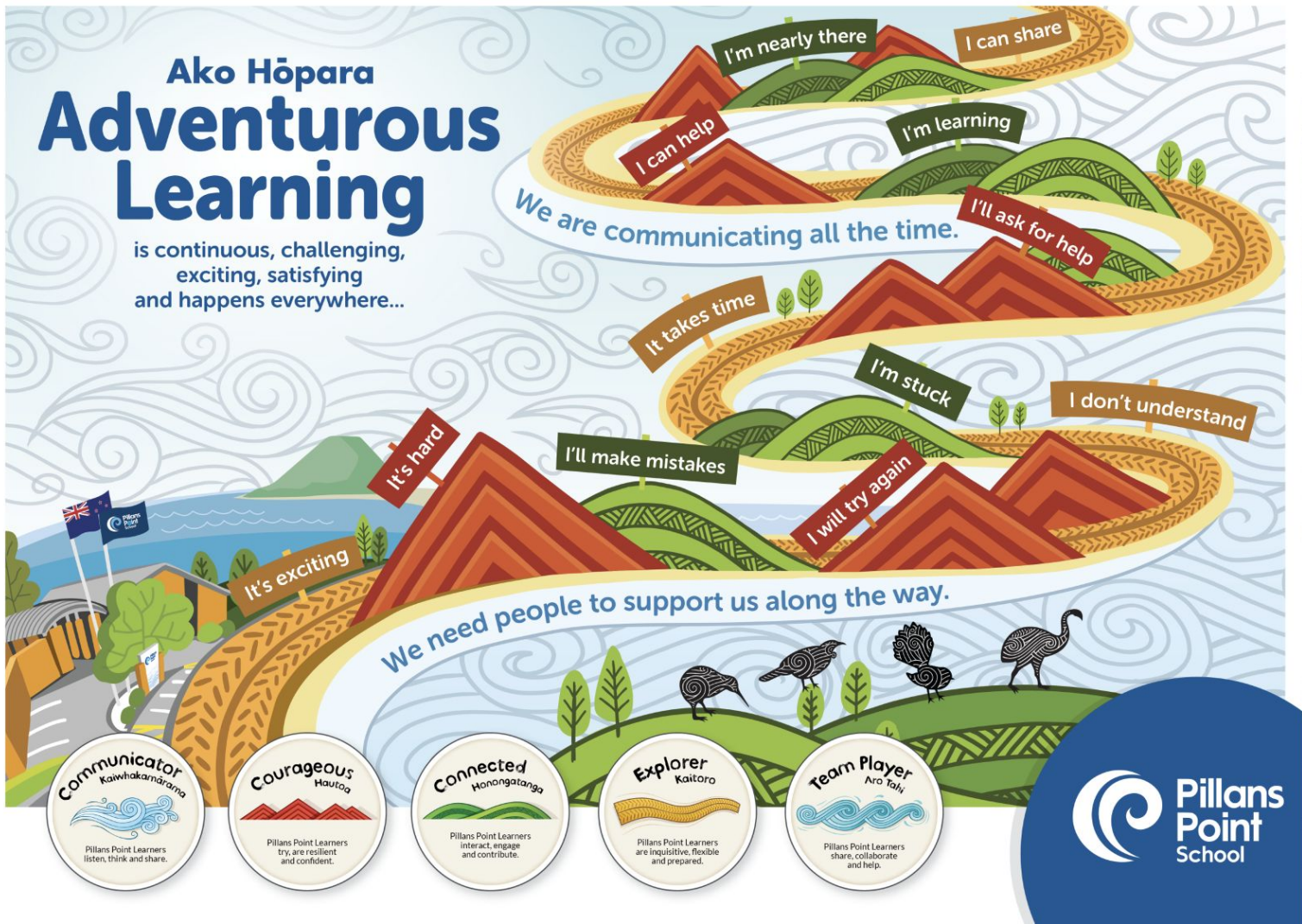


Ako Hōpara Adventurous Learning

is continuous, challenging,
exciting, satisfying
and happens everywhere...

We are communicating all the time.

We need people to support us along the way.



Communicator
Kaiwhakamārama

Pillans Point Learners listen, think and share.

Courageous
Hautoa

Pillans Point Learners try, are resilient and confident.

Connected
Honangatanga

Pillans Point Learners interact, engage and contribute.

Explorer
Kaitoro

Pillans Point Learners are inquisitive, flexible and prepared.

Team Player
Aro Tahī

Pillans Point Learners share, collaborate and help.



Growing Adventurous Learners for Life

2024-2026

Strategic Plan

	Pedagogy	People	Partnerships
Strategic Aim	Provide an adventurous localised curriculum honouring Te Tiriti and establish a shared understanding of effective pedagogy.	Accelerate teacher capability by building a shared understanding of highly responsive learning programmes that promote excellence.	Build genuine, collaborative partnerships that are positive and inclusive.
Initiatives	<p>Assessment for Learning practices</p> <p>Embed revised local curriculum</p> <p>Unpack and embed Te Tai Whanake</p> <p>Implement with fidelity:</p> <ul style="list-style-type: none"> • Writer's Toolbox • Structured Literacy • Maths: The Learner First (TLF) <p>Embed common codes of pedagogy in Reading, Writing and Maths</p> <p>PPS language of learning is evident visually and used in all learning sequences</p> <p>Embed The Learner First mathematical professional learning (Kahui Ako)</p>	<p>Embed a robust Professional Growth Cycle promoting reflective and responsive teacher practice</p> <p>Build a positive, open and trusting school culture promoting equity and excellence for all</p> <p>Leading by learning professional learning</p> <p>Establish culturally responsive pedagogies</p> <p>Embrace tikanga in Te ao Māori</p> <p>Embed principles of the North East school (profile)</p> <p>Develop collaborative practice across the school utilising learning spaces to support learning and co-teaching</p> <p>Develop a culture of shared responsibility for learners</p> <p>Commitment to Te Reo</p>	<p>Continue to foster genuine partnerships with Manu Whenua</p> <p>Nurture strong connections with Iwi</p> <p>Embed Kahui Ako professional learning: transition to school, writing and maths</p> <p>Transparency of learning between home and school</p> <p>Use of digital tools to share learning and connect with whānau</p> <p>Establish a Whānau Rōpu group</p> <p>Use the school site to visually tell the cultural narrative of the school: <i>Tapuerau</i></p> <p>Termly collection of whānau voice supporting internal evaluation</p>
Our Success	<p>Consistent teaching practice across the school in core areas of reading, writing and maths</p> <p>Classroom observations reflect the common code of pedagogy in Literacy and mathematics</p> <p>Consistency in classroom practice across teams</p> <p>Learners articulate what they are learning, why and where to next</p> <p>Achievement data demonstrates improved student outcomes</p>	<p>Learning conversations are reflective and teacher practices are adaptive to needs: <i>Professional Learning Communities</i></p> <p>Open and honest conversations about learning</p> <p>All teachers have high expectations for learners and data demonstrates learning progress</p> <p>Moderation and professional learning communities regularly unpack assessment data (formative and summative)</p> <p>Coherence across teams: Common understanding of excellence in practice</p>	<p>Positive connections between home and school</p> <p>Cultures are embraced and this is evident in school celebrations</p> <p>HERO is used to share and celebrate learning in core learning areas</p> <p>HERO is used to report progress and achievement</p> <p>Clear systems for communication</p>



In 2024/2025 PPS staff, guided by the Senior Leadership team, is undertaking a review of achievement data and progress for all students in core learning areas. This focus stems from curiosity about achievement data from the past three years and needing to develop an understanding about how learning judgements are made and the connection with this data between professional learning and school systems.

This inquiry will unpack the many variables involved in making teacher judgements about learning and connecting these to teaching practice, Professional Learning Communities as well as the professional growth cycle for teachers. This annual plan has identified areas of focus: to embed common codes of pedagogy in core areas to ensure cohesion and consistency of teacher practice schoolwide. The intent is to shift learner outcomes and leave nothing to chance. Our expectation is that from 2025, achievement data will improve as a measurable outcome of focusing on consistency, coherence and clarity for teachers through reviewing all process and systems. Ultimately, we will reduce disparity and increase student outcomes by focusing on learning and measuring where we have added value using the new curriculum content.

Resourcing will be provided through BoT funded Learning Assistants to support target learners as well as Assistant Principals and Deputy Principals getting closer to the learning through being present in classrooms working alongside kaiako/teachers.

Actions to give effect to Te Tiriti o Waitangi...

In 2025, the Board of Trustees will give effect to Te Tiriti o Waitangi in a number of ways. We have unpacked through our progress and achievement report a achievement data for Māori and as one of our targets to to address this disparity. We have a strong link to our Iwi, working closely with our kaumata. Listed below are the tangible ways we are honouring Te Tiriti:

- Mihi whakatau to begin each term
- Kapa haka- hosting Te Rā Rēhia for the first time
- Te reo lesson observations
- Attendance at termly Principal hui with local Principals and Iwi
- Refreshing our school curriculum and implementing our new local curriculum
- Implementing Te Tai Whanake
- School leaders: Kahui Ako AST to support embedding of NZ Histories curriculum
- Strategic resourcing to engage with Iwi to tell the cultural narrative of the area in a visual way
- Building names created and visible on buildings & community education
- All hui starting and finishing with karikai and waiata
- An establishment of a Whānau Rōpū parent group
- Building genuine **partnership** with Iwi by being present at important gatherings at the marae and significant local events.

2025 Pillans Point School

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Pillans Point Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</i></p> <p><i>The board:</i></p> <ul style="list-style-type: none"> • <i>takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees</i> • <i>considers staff health and wellbeing (hauora) and work-life balance, and considers applications for flexible working arrangements</i> • <i>ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and well-being of students, colleagues, and public interest</i> • <i>promotes high levels of staff performance through:</i> <ul style="list-style-type: none"> • <i>performance management and professional development</i> • <i>acknowledgement of staff achievements</i> • <i>salary units and classroom release time.</i> • <i>deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.</i>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Our EEO programme includes:</i></p> <ul style="list-style-type: none"> • <i>developing a policy statement and establishing objectives: School Docs</i> • <i>appointing an EEO representative: Principal</i> • <i>consulting with staff to hear any concerns</i> • <i>encouraging staff to participate in training and career development</i> • <i>Aligning PD to strategic planning</i> • <i>programme monitoring through staff meetings and board reports</i> • <i>reviewing employment and personnel policies and processes.</i>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Declaration of Conflict of Interest</i> <i>Follow the appointment process</i></p>

How are you recognising, The aims and aspirations of Māori, The employment requirements of Māori, and Greater involvement of Māori in the Education service?	<i>Pillans Point is an equal opportunity employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i>
How have you enhanced the abilities of individual employees?	<i>Yes, through coaching, mentoring and professional learning opportunities</i>
How are you recognising the employment requirements of women?	<p><i>By ensuring that we:</i></p> <ul style="list-style-type: none"> ● <i>treat current and prospective staff fairly</i> ● <i>make decisions based on relevant merit</i> ● <i>work to eliminate bias and discrimination.</i> ● <i>Support employees to find a balance between work and home life, particularly to attend children's important events.</i> ● <i>Provide free personal care options for female employees.</i>
How are you recognising the employment requirements of persons with disabilities?	<p><i>By ensuring that we:</i></p> <ul style="list-style-type: none"> ● <i>treat current and prospective staff fairly</i> ● <i>make decisions based on relevant merit</i> ● <i>work to eliminate bias and discrimination.</i> ● <i>Supply temporary supports to return to work to enable successful transition, i.e, car parks, duties</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	