PINE HILL SCHOOL STRATEGIC PLAN 2026

Vision/Whakatauki: *'Reaching for the Top!'* **Aiming High** **Respect** **Responsibility**	Pine Hill School *'Reaching for the Top!'*

Summary of information used to develop this plan: The Board prioritised the strategic goals based on the key themes that emerged through community engagement and the ones that directly aligned to the Education requirements.

Links to Education requirements - add in any new plans (attendance plan, documentation links from MOE)
The Literacy and Communication and Maths Strategy, Attendance and Engagement Strategy, Wellbeing in Education Strategy, The New Zealand Child and Wellbeing Strategy, Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030, NZSTA's guidance for giving effect to Te Tiriti o Waitangi

Strategic Goal 1   Rangatiratanga - School Identity & Culture

What we expect to see?	How will we achieve or make progress towards our strategic goals	How will we measure success?
● Our Pine Hill School curriculum design actively reflects the NZ Curriculum	● We will build awareness and grow understanding of the curriculum with kaiako and our school community and engage in professional development to enable this	● Teaching practice will reflect NZC aims and objectives ● Ākonga (***students)*** will be engaged with the curriculum ● Ākonga will be able to talk about the curriculum and their learning will be based on this ● Kaimahi (***staff)*** will gain knowledge and confidence about implementing the curriculum
● Pine Hill School Learner Profile (LP) actively reflected in all we do	● The LP will be visible in classrooms and ākonga and kaimahi will promote it, ensuring dimensions, goals and indicators are reflected	● Ākonga and kaimahi being able to talk about the LP confidently ● Ākonga and kaimahi reflecting the indicators in all they do at Pine Hill School ● Whānau are familiar with our LP
● Ākonga and kaimahi reflect through their actions and words, the values of the school	● The school vision and values are visible in every area of the school ● Ākonga work reflects the vision and values ● Upskilling/PLD about the values and their meaning ● PB4L embedded across the school and aligned to our values	● Ākonga share successes at Assemblies linked to the values ● Report on values in our reports to whānau ***(family)*** ● Data would show that the values are embedded ● Learning culture reflects the values and is audible between kaimahi/ākonga/whānau
● EOTC experiences are part of our 'Business as Usual' ● School camps happen on a two yearly cycle for our year 5-6 ākonga	● Integrated, purposeful and authentic learning plans to include EOTC ● Creating strategic partnerships that are purposeful and sustainable	● Community perception - what are we known for ● Community consultation ● Kaimahi have increased confidence in planning for and participating in EOTC
● School identity is visible and embedded across all areas of school	● Our vision/values/logo are evident in our school and community ● Display these across the school and community	● These will be displayed around our school ● Our whānau and ākonga will know what they are and what they mean
● Seen as the school of choice	● Positively communicate the learning opportunities for our ākonga	● Growing roll

	• Speak positively about our school in all settings • Communicate with all stakeholders on a regular basis about the great things that are happening • Provide opportunities for the community to come in to school and be involved • Get involved and create partnerships with external agencies so we are known in the wider community	• Positive talk in our school and wider community about our school • Capacity to visit more preschools in the local area to promote our school grows • Actively seek other opportunities to grow the roll
• Te reo Māori continues to become normalised in our school	• Kaimahi are expected to continue their learning and use of Te reo Māori	• Te reo Māori will be interspersed in our conversations
• Reflecting key principles of Tikanga	• Kaimahi are expected to continue their learning and use of tikanga with ākonga, in and outside of the classroom • Pine Hill School Kapa Haka group	• Consensus building, respect, care, balance, equity and relationship building are evident in our school, in all we do • Performances for our Kapa Haka group • Tikanga upheld

Strategic Goal 2   Whakawhanaungatanga - Community Partnerships

What we expect to see?	How will we achieve or make progress towards our strategic goals	How will we measure success?
• Parents and whānau supporting learning	• Clear communication around learning • Fostering an open door policy • Attendance at key school events eg Matariki, learning celebrations, goal setting interviews, ākonga led conferences,	• Whānau knowing about the learning of their tamariki • Whānau interacting with school • Attendance at school events
• Successful Transition to School (TTS)Programme	• Invitations to local kindys/daycares • Communication about the programme in newsletter/social media	• Increased number of 4 year olds attending TTS • Roll growing
• Create opportunities for the community to be involved	• Youth Group • Facility hire groups • Open days • Events including whānau - picnics, art exhibition, subject celebrations eg folk dance performances, Matariki	• There is up to date documentation for hiring the hall • Hall is used on a regular basis to provide community events
• Continued growth in sports participation both in school time and outside of school time	• Sports coaching visits in school for all ākonga • Teams participating in sports competitions after school • Joining up with other schools for sports events e.g. portline schools sports day • Staff/whanau participation via managing/coaching teams	• The amount of teams participating • Entering teams/ākonga into new sports we have not done before • Feedback from ākonga about their participation • Having enough adult availability to enter teams into after school competitions
• Ākonga engaged with external providers who have established relationships eg Sport Otago	• Purposeful pathways linked to ākonga learning • Reciprocal relationships • Growing relationships with our wider community	• More organisations are involved in our school • Sharing of learning
• School community involved in fundraising opportunities for the school	• Make it transparent • Clear goals each year for the purpose of fundraising • Fundraising activities are identified by the school before the events and communicated clearly with the learning community in a timely fashion	• Kaiako *(teacher)* workload is reduced around fundraising activities • Everybody knows what is going on - transparency • Funds are raised to support the school's identified area
• Purposeful and regular learning focus and information posts on social media, emails, newsletters, text messages from the school phone (Facebook/Website)	• Streamline our communications • Review and consult in regards to best way to communicate with our school community	• People will be interacting with our posts • People will talk about our social media • Social media will help our school in a positive light • School community will get communication in an effective and timely manner, however they choose e.g. hard copy or email. They will also receive texts.

Strategic Goal 3   Ako - Teaching & Learning

What we expect to see?	How will we achieve or make progress towards our strategic goals	How will we measure success?
• The curriculum implemented daily	• Continue embedding our Learner Profile, vision and values throughout the school • Use PLD to support growth and understanding in the curriculum • Attend any opportunities that will upskill/inform teacher pedagogy	• Ākonga know and reflect the Learner Profile dimensions, goals and indicators • Kaimahi know and reflect the Learner Profile dimensions, goals and indicators • Everyone in our school environment knows our vision and values and can reflect these in all they do • All ākonga making progress with their learning • Ākonga achievement continuing in an upwards trend • Annual targets showing progress/being met
• Relevant, accurate and authentic assessment taking place across the school	• Assessment schedule • Moderation • Assessment for Learning - all curriculum areas • Student achievement increasing	• Ākonga agency increasing • Ākonga knowledge of where and how they are achieving • Standardised testing • Milestone/concepts assessments • Teacher judgements
• Our school is an attractive and inviting place to be	• Plan for what needs doing - 10YPP and 5YPP • Ākonga art • Pride • Signage is clearly branded, welcoming, vibrant	• The community have pride in our school • Great place to be • Hauora improved • School environment looking really good and inviting • People commenting on our school environment
• Equitable access for all - physical/environment spaces	• Assessment of what we need • Stocktake • Identify priorities • Implement the spaces • Upskill our kaimahi within the school • Upskill/inform the community • Apply for funding or services to help meet this	• Ākonga and kaimahi know where they can go within the school that meets their needs/diverse needs • Ākonga/kaimahi well-being improved • Safe spaces for all ākonga/kaimahi
• Reports have personal voice from ākonga • Interviews are attended by all whānau and ākonga lead them	• Ākonga involved in achievements and goals in reports • 100% attendance at interviews and discussions are led by ākonga with guidance from their kaiako	• Reports reflect ākonga agency • Ākonga will show continual improvement • Ākonga growing in confidence talking about their learning with whānau - successes, areas of improvement and next steps
• <mark>80% of students to be present for more than 90% of the school term</mark>	• Attendance Plan shared with whānau and implementation of this plan made clear • Make attendance visible • Celebrate full attendance • Engaging with whānau when needed around attendance concerns • Whānau engagement and upskilling	• More ākonga at school every day • Certificates given at end of term Assemblies recognising 100% attendance • Reinforcing that good attendance ensures progress made with ākonga learning
• Responsive to contexts and environments	• Ensure all those in our school community feel safe in our environment • Learning needs catered to for all ākonga	• Supports in place where needed for ākonga and whānau • Clear and concise learning taught in classes and catered to all needs