

PINE HILL SCHOOL STRATEGIC PLAN 2024-2025

Vision/Whakatauki: 'Reaching for the Top!'

**Aiming High
Respect
Responsibility**



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 (e.g. NELPS, education strategies etc).

Links to Education requirements

[Ōtepoti ki te Raki - North Dunedin Community of Learning Achievement Challenges](#), [National Learning and Education Priorities \(NELPs\)](#), [Te Mātaiaho](#), [Common Practice Model](#), [The Te Mātaiaho Implementation supports pack](#), [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?
<ul style="list-style-type: none"> Our local Pine Hill School curriculum design actively reflects Te Mātaiaho 	<ul style="list-style-type: none"> We will build awareness and grow understanding of Te Mātaiaho with kaiako and our school community and engage in professional development to enable this 	<ul style="list-style-type: none"> Teaching practice will reflect Te Mātaiaho aims and objectives Ākonga (students) will be engaged with the new curriculum Ākonga will be able to talk about Te Mātaiaho and their learning will be based on this Kaimahi (staff) will gain knowledge and confidence about implementing the new curriculum
<ul style="list-style-type: none"> Pine Hill School Learner Profile (LP) actively reflected in all we do 	<ul style="list-style-type: none"> The LP will be visible in classrooms and ākonga and kaimahi will promote it, ensuring dimensions, goals and indicators are reflected 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Ākonga and kaimahi reflect through their actions and words, the values of the school 	<ul style="list-style-type: none"> 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 Update our PB4L matrix and make living - aligned to the values 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> EOTC experiences are part of our 'Business as Usual' School camps happen on a three yearly cycle for our year 4-6 ākonga 	<ul style="list-style-type: none"> Integrated, purposeful and authentic learning plans to include EOTC Creating strategic partnerships that are purposeful and sustainable 	<ul style="list-style-type: none"> Community perception - what are we known for Community consultation Kaimahi have increased confidence in planning for and participating in EOTC
<ul style="list-style-type: none"> Our school branding reflects our environment, vision 	<ul style="list-style-type: none"> School logo is refined to reflect our new vision 'Reaching for 	<ul style="list-style-type: none"> Whānau will know our brand

and values and connection to tangata whenua	<p>the Top! - reflecting Mt Kapukataumahaka (Cargill)</p> <ul style="list-style-type: none"> • New colours decided upon for the school • Sports tops updated • Visible from the road (artwork, sculptures, signs) • Social media refreshed 	<ul style="list-style-type: none"> • Identify and explain the meaning of our branding • New colourings to represent our school. This will be reflected on our sports tops and other identified areas. • New signage around the school
<ul style="list-style-type: none"> • School identity is visible and embedded across all areas of school 	<ul style="list-style-type: none"> • Design symbols or artworks that depict our school values • Display these across the school and community 	<ul style="list-style-type: none"> • These will be displayed • Our school whānau and ākonga will know what they are and what they mean
<ul style="list-style-type: none"> • Seen as the school of choice 	<ul style="list-style-type: none"> • Positively communicate the learning opportunities for our ākonga • Speak positively about our kura in all settings • Communicate with all stakeholders on a regular basis about the great things that are happening • Provide more 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 	<ul style="list-style-type: none"> • Growing roll • Positive talk in our school and wider community about our kura • Capacity to visit more preschools in the local area to promote our school grows • Actively seek other opportunities to grow the roll
<ul style="list-style-type: none"> • Te reo Māori continues to become normalised in our school 	<ul style="list-style-type: none"> • Kaimahi are expected to continue their learning and use of Te reo Māori 	<ul style="list-style-type: none"> • Te reo Māori will be interspersed in our conversations
<ul style="list-style-type: none"> • Reflecting key principles of Tikanga 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Parents and whānau supporting learning 	<ul style="list-style-type: none"> • Clear communication around learning • Fostering an open door policy • Attendance at key school events eg Matariki, inquiry celebrations, ākonga led conferences, goal setting interviews 	<ul style="list-style-type: none"> • Whānau knowing about their tamariki's (children's) learning • Whānau interacting with school • Attendance at school events
<ul style="list-style-type: none"> • Successful Transition to School (TTS) Programme 	<ul style="list-style-type: none"> • Invitations to local kindys/daycares • Communication about the programme in newsletter/social media 	<ul style="list-style-type: none"> • Increased number of 4 year olds attending TTS • Roll growing
<ul style="list-style-type: none"> • Create opportunities for the community to be involved 	<ul style="list-style-type: none"> • New library space being shared locally during school hours e.g. kindy visiting • Youth Group • Facility hire groups • Open days • More events to include whānau - picnics, art exhibition, subject celebrations eg folk dance performances, Matariki 	<ul style="list-style-type: none"> • There is up to date documentation for hiring the hall • Hall is used on a regular basis to provide community events

<ul style="list-style-type: none"> • Ākonga engaged with external providers who have established relationships eg Valley Project, Sport Otago 	<ul style="list-style-type: none"> • Purposeful pathways linked to student learning • Reciprocal relationships • Growing relationships with our wider community 	<ul style="list-style-type: none"> • More organisations are involved in our school • Sharing of learning
<ul style="list-style-type: none"> • School community involved in fundraising opportunities for the school 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Purposeful and regular learning focus and information posts on social media, emails, newsletters, text messages from the school phone (Facebook/Website) 	<ul style="list-style-type: none"> • Streamline our communications • Review and consult in regards to best way to communicate with our school community 	<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • The refreshed curriculum implemented through our local curriculum design 	<ul style="list-style-type: none"> • Continue imbedding our Learner Profile and new vision and values throughout the school • Apply for centrally funded PLD around cultural competency through our local curriculum • Use PLD to support growth and understanding in Te Mataiaho • Attend any opportunities that will upskill/inform teacher pedagogy • PLD to deliver EOTC in an authentic and purposeful way 	<ul style="list-style-type: none"> • 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 • Successful PLD application for local curriculum - <i>cultural capability</i> • Support through Sport Otago for Healthy Active Living PLD • Engagement with the Valley Project
<ul style="list-style-type: none"> • Relevant, accurate and authentic assessment taking place across the school 	<ul style="list-style-type: none"> • Assessment schedule • Moderation • Upskilling - Assessment for Learning • Student increasing 	<ul style="list-style-type: none"> • Ākonga agency increasing • Ākonga knowledge of where and how they are at/achieving/progress
<ul style="list-style-type: none"> • Ōtepoti Ki Te Raki Kāhui Ako 	<ul style="list-style-type: none"> • Continue to engage with the Kāhui Ako 	<ul style="list-style-type: none"> • Pine Hill School participating where they can, effectively • Strong guidance from the lead Kāhui team - lead tumuaki (principal), Across School Teachers etc
<ul style="list-style-type: none"> • Integrating our pou into our learning 	<ul style="list-style-type: none"> • Pou reflected in our local curriculum • Ākonga talking about the pou 	<ul style="list-style-type: none"> • Ākonga/kamiahia feeling proud about our pou and having sound knowledge of it • Our community being able to talk about our pou and the significance of it • Celebrating this through kapa haka, tikanga and teaching

<ul style="list-style-type: none"> • Our school is an attractive and inviting place to be 	<ul style="list-style-type: none"> • Painting of main block to be completed • RTLB upgrade of library block to be completed. This includes a new library for PHS, and upgraded hall toilets. • Plan for what needs doing • Ākonga art • Pride • Signage is clearly branded, welcoming, vibrant 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Equitable access for all - physical/environment spaces 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Reports have personal voice from students • Interviews are attended by all whānau and ākonga lead them 	<ul style="list-style-type: none"> • Ākonga involved in achievements and goals in reports • Senior ākonga writing own report comments with kaiako guidance • 100% attendance at interviews and discussions are led by ākonga with guidance from their kaiako 	<ul style="list-style-type: none"> • Reports reflect ākonga agency in their own words • Ākonga will show continual improvement • Ākonga growing in confidence talking about their learning with whānau - successes, areas of improvement and next steps
<ul style="list-style-type: none"> • 90% or more student attendance every day 	<ul style="list-style-type: none"> • Make attendance visible • Celebrate full attendance • Engaging with whānau when needed around attendance concerns • Whānau engagement and upskilling 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Responsive to contexts and environments 	<ul style="list-style-type: none"> • Ensure all those in our school community feel safe in our environment • Learning needs catered to for all ākonga 	<ul style="list-style-type: none"> • Supports in place where needed for ākonga and whānau • Clear and concise learning taught in classes and catered to all needs