



Pirinoa School

Where kids can be kids, and curiosity and self-worth are nurtured



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| Our Vision | Where kids can be kids, and curiosity and self-worth are nurtured |
| Our Values | Positive Attitude Trust Confident Considerate Problem Solvers |
| <h2><u>Strategic Goals</u></h2> <p><u>Strategic Goal 1</u> To have highly effective teachers who embed their teaching in sound pedagogy and reflective practices Outcome: Our teachers are highly skilled and can continually improve on their practice Professional Growth Cycle</p> <p><u>Strategic Goal 2</u> For all students to experience a deep, meaningful and well-balanced curriculum that is goal driven and learning is enhanced through our school values and the key competencies (TRUMP) Outcome: Our students identify and set themselves specific goals that will empower them to drive their learning and enhance their social skills.</p> <p><u>Strategic Goal 3</u> To engage all stakeholders in our community and have them actively share in the life of the school Outcome: Our community and school have a sense of belonging and will feel interconnected through our regular interactions.</p> | |

Our Measures - 2022

S.G.1 Initiatives:

- Work collaboratively to develop our own Pirinoa version of the Professional Growth Cycles to reflect on and strengthen our teaching practice against the six Quality Practice Standards for the Teaching Profession
- Maintain a supportive collegial environment which prioritises staff wellbeing
- Develop our knowledge and practice of Te Ao Māori and tikanga

S.G. 2 Initiatives:

- Review our current school values, previously known as the Pirinoa Path
- Establish clear and precise learning/progress indicators in reading, writing, maths which students will use to set goals at each level
- Explore the varied opportunities within our local context and begin developing a STEM-focused curriculum

S.G. 3 Initiatives

- Develop mutually beneficial and robust partnerships with local entities to help foster the concept of kaitiaki and promote sustainability within our learning programme
- Grow our knowledge of our local history and develop/incorporate it within our local curriculum with the support of local stakeholders

2022 Annual Plan

Strategic Goal: To have highly effective teachers who embed their teaching in sound pedagogy and reflective practices

Targets/Results: (How will we measure success?) What has been our impact? What has changed?

Student achievement or progress data, engagement data, behaviour data, truancy data, whanau data
Te Ao Māori and Te Reo Māori pre-learning check and end of 2022 learning check to see if progress in these areas has been achieved.

| Key Strategies | Actions | Who | When | Progress |
|---|--|-----------------------------|----------------------------|----------|
| Work collaboratively to develop our own Pirinoa version of the Professional Growth Cycles to reflect on and strengthen our teaching practice against the six Quality Practice Standards for the Teaching Profession | Create Pirinoa School's Quality Practice Standards | Senior Teacher All Staff | By the end of Term 1, 2022 | |
| | Each staff member will select a goal for their PGC | All Staff | | |
| | Teachers will engage in PD and development opportunities related to their goal <ul style="list-style-type: none"> - Observations - Readings - PLD - Feedback | All Staff | | |
| | Make connections with other schools in the South Wairarapa/Greater Wairarapa on the same journey as us. Share, collaborate with these schools | | | |
| | End of year, review the PGC process to ensure it leads to better outcomes and is fit for purpose | All Staff led by Principal | | |

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| Maintain a supportive collegial environment which prioritises staff wellbeing | Have regular social and team building sessions throughout the year | All Staff | Every term | |
| | Complete a wellbeing survey | All Staff | Throughout the year | |
| | Create a shared understanding of the term wellbeing | All staff | Term 2 | |
| | Identify personal wellbeing actions. Progress with these are to be discussed twice a term as part of a staff meeting | All staff | Throughout the year | |
| Develop our knowledge and practice of Te Ao Māori and tikanga | Complete a pre-learning check of where we are at in terms of Te Ao Māori and Te Reo Māori as a school, in each class and individually. | All Staff | | |
| | Establish a two year overview of where we would like to go in terms of Te Ao Māori (including Te Reo, waiata and Kapa Haka) | All Staff led by Principal/Seni or Teacher | | |
| | Collaborate and connect with experts in the Te Ao Māori field, use existing written material and COL opportunities. | | | |
| | Re-establish Kapa Haka within the school, incorporating Te Reo Māori language into our day-to-day practices at school. | | | |

Strategic Goal: Students can confidently use a goal setting roadmap that allows them to become drivers of their own learning and 'own their learning'

Targets/Results: (How will we measure success?) What has been our impact? What has changed?

Whare Rama Imagery/Values shared across the school, with all staff, children, whānau able to share and explain what this means and how we use it to enhance the KC's Learning Progression Indicators for Reading, Writing, Maths available and used for every student (kept in Student Profiles)
Local Curriculum in the developmental stages, with a focus on STEM education as a priority.

| Key Strategies | Actions | Who | When | Progress |
|--|---|-----------|---------------------|----------|
| Review our current school values, previously known as the Pirinoa Path | Engage in PD with PB4L to re-establish our values and revamp our behaviour management plans | All Staff | 2021 | |
| | Launch our Lighthouse Values and Vision to the community | All Staff | Start of 2022 | |
| | Create a shared drive folder with explicit teaching lessons and resources for each value | All Staff | Throughout the year | |
| | Explicitly teach values and visions in class/assembly | All Staff | Throughout the year | |
| Establish clear and precise learning/progress indicators in reading, writing, maths which students will use to set goals at each level | Review COL and other school progress indicators | All Staff | Term 3 | |
| | Using existing templates as a model, create the Pirinoa version of progress indicators in reading, writing, maths | All Staff | Term 3 | |
| | Implement progress indicators in each class for each student (to be recorded in Student Profiles) | All Staff | Term 4 | |

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| | Create progress indicators for other curriculum areas, as they fit. | All Staff | 2023 | |
| Explore the varied opportunities within our local context and begin developing a STEM-focused curriculum | Apply for PLD funding through MOE targeted to Field Based STEM (Tony Jones) for ongoing PLD opportunities in various fields. | Principal/Senior Teacher | End of 2021 | |
| | Form relationships with a range of STEM experts in our local area, creating EOTC opportunities for students | Senior Teacher | Throughout 2022 | |
| | Begin creating a record of EOTC field trips and STEM education gained during expert-visits, to use as a basis for our local STEM-based curriculum | Senior Teacher | Throughout 2022 | |
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Strategic Goal: Our school and community have a shared vision and understanding of what we are trying to achieve in the next three years through regular reciprocal interactions.

Targets/Results: (How will we measure success?) What has been our impact? What has changed?

Partnerships established with a variety of local community groups, including Palliser Ridge, Kohunui Marae, Waimeha Campground
 Staff have engaged in PD around the new histories curriculum and have begun to implement this into classroom programmes
 Aspects of our local curriculum will show opportunities for students to learn about our local history, alongside a contact list for local people who can help with this process

| Key Strategies | Actions | Who | When | Progress |
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| Develop mutually beneficial and robust partnerships with local entities to help foster the concept of | Re-establish a connection with Kohunui Marae and organise a mutually beneficial partnership between school/marae which includes a Marae Visit | Principal Kohunui Marae | Ongoing | |

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| kaitiaki and promote sustainability within our Learning programme | Map all community based initiatives throughout 2022 involving school and partners | Principal Teaching Staff | | |
| | Establish local community partnerships with a range of interested parties to promote EOTC opportunities for our students and kaitiaki of our local area | All Staff | | |
| Grow our knowledge of our local history and develop/incorporate it within our local curriculum with the support of local stakeholders | Create partnerships with community members to boost staff and student knowledge of local history in the Pirinoa/Lake Ferry/Ngawi catchment | | | |
| | Workshops held to promote Te Ao Māori, Te Reo Māori and connect with our local history | All Staff | | |
| | Re-establish Pirinoa Kapa Haka Group with the senior students | Senior teacher Senior Students | | |