2024-25 ANNUAL IMPLEMENTATION PLAN

Pigeon Mountain School

Education with a Heart

PB4L School Values	Respect - Resilience - Responsibility - Excellence Whakaute - Manawaroa - Takohanga - Kairangatira		

As a school, we aim to be;	As a school, we aim to be;	As a school, we aim to be;
Providing a personalised journey through PMPS which maximises everyone's potential	Providing inclusive, contemporary learning opportunities	Enhancing the wellbeing of all in our community

If we are successful;	If we are successful;	If we are successful;
Deliberate acts of teaching measurably improves the achievement of learners	Our curriculum offers all students a range of contemporary curricular and extra curricular opportunities	PMPS is impacting positively on the wellbeing of everyone in our school community

To achieve success, we will;	To achieve success, we will;	To achieve success, we will;
Initiative I Use coaching to strengthen teacher adaptive expertise Collaborative inquiry into practice impacts measurably on student engagement and outcomes **Initiative 2** Establish best inclusive pedagogies which accelerate learner achievement Student engagement and outcomes improve as a result of teacher inquiry into practice	**Initiative I** Develop a local curriculum that reflects our PMPS community, our unique location and our ākonga Learning reflects our PMPS community, our unique location, and our ākonga **Initiative 2** Grow the number and range of extra curricular opportunities on offer Diverse extra curricular opportunities adapt to the changing interests of our students **Initiative 3** Initiate links that provide opportunities for local, national and international learning Opportunities improve outcomes for our learners **Initiative 4** Integrate Te reo and Tikanga Māori meaningfully in our kura Our school enacts the principles of Te Tiriti and reflects Aotearoa's bicultural heritage	**Initiative I** Use the MITEY framework to teach and monitor holistic wellbeing for all Ākonga can confidently apply strategies for maintaining their wellbeing **Initiative 2** Utilise the diverse perspectives of ākonga, kaiako, and whānau Inclusive practices reflect the diverse perspectives of our school community **Initiative 3** Build upon our knowledge of PB4L practices to provide positive behavioural support for all learners A consistent understanding and approach for positive behaviour improves student outcomes

As a school, we aim to be

Providing a personalised journey through PMPS which maximises everyone's potential

Initiatives	2024 Actions	Indicators	Timeframe	Resp
1.1 Use coaching to strengthen teacher adaptive expertise (Collaborative inquiry into practice impacts measurably on student engagement and outcomes) NELP Ref's 1.2, 2.4, 3.6	-Introduce and support the implementation of a dialogical coaching approach in the existing PMPS professional growth cycle (STP2)	-Reference materials provided for PLD and teams -PLD sessions provided (2x per term) as well as opportunities to coach peers (2x per term)	By end T1	**ID**
	Notes/Measures;			
	-Monitor the results of the change to dialogical coaching on teachers and student outcomes	-Observations of Team/Syndicate meeting collaborative coaching conversations -Quantitative TSP Survey responses indicate improvement on 2023 responses for professional inquiry -Qualitative 2024 Coaching Survey reflects positive impact of dialogical coaching on teachers	Data collected and analysed by end T3 (TSP, Internal coaching evaluation)	**ID/TM/EK**
	Notes/Measures;			

	-Develop 'coaching of coaches' group to grow expertise and provide professional development to enhance collective dialogical coaching capacity	-Twice termly meetings (opt-in) of teachers -Use of coaching video extracts for collaborative critique/feedback against criteria of dialogical processes -Qualitative survey of coaches regarding progress	In operation from T2 onwards	**ID/LL/DM**
	Notes/Measures;			
	Yet to start Underway Complete			

Notes/Measures;

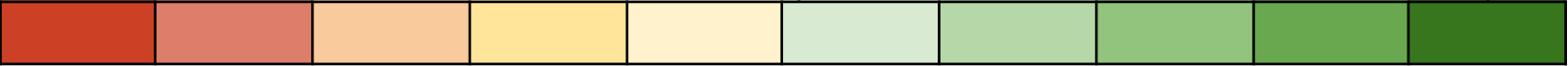| **1.2** Establish best inclusive pedagogies which accelerate learner achievement (Student engagement and outcomes improve as a result of teacher inquiry into practice) NELP Ref's 1.2, 2.3, 3.6	-Establish and operate year-group team inquiries developing inclusive practice focus areas and tracking impact of actions	-Provide opportunities for year group teams to meet (2x per term) to establish and track inquiries into inclusive pedagogies -Minutes of meetings track collaborative inquiry and monitor student outcomes	12/2/24 Session to identify the greatest need, establish goal, include in 2024 Charter	**ID**
	Notes/Measures;			
	-Research and create draft pedagogy best practice checklists for inclusive practices in	-Team groups develop and refine best practice checklists	By end T1 develop	**SG1 Team**

	school target areas;
	    –Boys' achievement
	    –Boys' engagement
	    –Boys' behaviour for learning
	    –Foundation ELLS engagement and achievement
		for aspects of inclusive pedagogies	initial 'best practice' aspects relating to collective goal	

	Notes/Measures;			
	–Provide coherent professional development which promotes inclusive pedagogies in all learning areas	–PLD sessions in all SG and curriculum areas address inclusive pedagogies and offer opt-in opportunities catering for all target areas	Schedule established before end of T1Pass2023	**Snr Mgt**
	Notes/Measures;			
	Yet to start Underway Complete			

Notes/Measures;

As a school, we aim to be
Providing inclusive, contemporary learning opportunities

Initiatives	2024 Actions	Indicators	Timeframe	Resp
2.1 Develop a Local Curriculum that reflects our PMPS community, our unique location and our ākonga. (Learning reflects our PMPS community, our unique location, and our ākonga) NELP Ref's 1.2, 2.4, 3.5, 3.6	**2.1.A** Continue our work with Nicky Knight on developing our local curriculum and implementing Te Mataiaho	- The PMPS Local Curriculum website reflecting our unique location, our students and the PMPS community is published on the school website and is being used by teachers - Effective pedagogy for inclusive practice is strengthened, for example, assessment for learning, essential pedagogies (Te Mātaiaho, p.21) and the Common Practice Model - Integration of the PMPS Student Inquiry Framework and the PMPS Student Profile into planning - Strengthening of our understanding of Turangawaewae and local Māori history - Teachers confidently using the UKD model	Ongoing Term 1	**SG2 Team and Nicky Knight LL** **Teachers** **SG2 Team and Nicky Knight** **Teachers and Team Leaders**

		- Parent have provided feedback on our progress, update meetings.		
	Notes/Measures;			
	2.1.B Support students to contribute to the local community, for example, partnering with local organisations.	- Students contributing to and participating in local events - Students taking action as as part of their Concept Inquiry units - Students partnering with local organisations - Students participating in Keep New Zealand Beautiful initiatives -		
	Notes/Measures;			
	Yet to start Underway Complete			
Notes/Measures;				
2.2	**2.2.A** Timetable extracurricular activities	- Regular enrichment	T1- T4	**Teachers**

| Grow the number and range of extra-curricular opportunities on offer

(Diverse extra curricular opportunities adapt to the changing interests of our students)

NELP Ref's 2.3, 2.4, 3.6 | based on student voice and choice into team and class programmes | sessions in teams/year groups/class, that foster creativity, innovation, and collaboration.

- Students more engaged in learning

- Teachers and community experts are utilised | | **Team Leaders** |
|---|---|---|---|---|

Notes/Measures;

| | **2.2.B** Trial play-based learning (Personal Inquiry) in Year 1 classes | - Increase in the level of engagement of Year 1 students, particularly boys

- Year 1 classrooms set up with flexible learning spaces that encourage creativity and engage boys

- Reduction in PB4L behaviour entries

- Collaborative planning for play- based learning based on the current concept Inquiry unit | | **LL Year 1 Teachers**

Year 1 Teachers |
|---|---|---|---|---|

Notes/Measures;

Yet to start   Underway   Complete

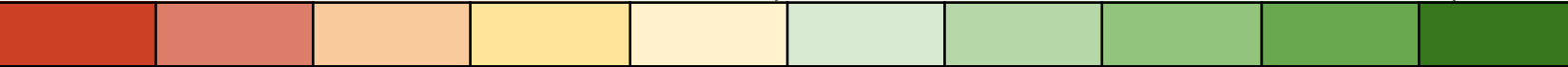|				
Notes/Measures;				
2.3 Initiate links that provide opportunities for local, national and international learning (Opportunities improve outcomes for our learners) NELP Ref's 4.7	**2.3.A** Collaborate with local and international institutions to develop learning opportunities.	- Teachers connecting with international and national institutions to exchange and share best practice and the latest trends in education - Created local learning opportunities, such as field trips, bringing parents into the classroom, community service projects, etc.		
	Notes/Measures;			
	2.3.B Develop our understanding of effective transitions, specifically from ECE to school, Year 3 to Year 4 and ESOL Learners Look into setting up an ESOL transition class for ESOL students arriving at PMPS. This will help facilitate their transition into our school. ESOL students who arrive with limited English proficiency will spend their first month in an ESOL focus class, dedicated to learning basic English language skills and familiarising themselves with the school environment. This class will provide targeted support to help ESOL learners transition smoothly into	- Easier transition into school from ECEs - More student information between ECE and school - e.g. written report about student's interests passions and needs - Year 3 students are better prepared for Year 4 through a planned transition programme - Professional development for staff on integrating Foundation ESOL students	Term 1 Term 4 Term 2-4	**LL** **Year 3 & 4 Teachers LL** **Lisa Cox**

	our classrooms.	into PMPS		
	Notes/Measures;			
	Yet to start Underway Complete			
Notes/Measures;				
2.4 Integrate Te reo and Tikanga Māori meaningfully in our kura (Our school enacts the principles of Te Tiriti and reflects Aotearoa's bicultural heritage) NELP Ref's 1.2, 2.4, 3.5, 3.6	**2.4.A** Strengthen teacher knowledge of Te Reo Māori, Mātauranga Māori and Te Ao Māori	- Staff are upskilled using Te Reo in the classrooms - Classrooms reflect our bi-cultural heritage		
	Notes/Measures;			
	2.4.B Work with all staff to strengthen their bicultural pedagogy; and their understanding of how to integrate the Treaty of Waitangi principles – partnership, protection, and participation.	- Deeper understanding of Te Tiriti through PD to cover/include Inclusive Teaching Methods - Whakawhanaungatanga (partnership) - Te whare Tapawha: Te Whare Mahuri initiative (protection) - Whanua Hui -Inclusiveness (Participation)		
	Notes/Measures;			

	Yet to start				Underway					Complete

Notes/Measures;

As a school, we aim to be
Enhancing the wellbeing of all in our community

Initiatives	2024 Actions	Indicators	Timeframe	Resp
3.1 Use the MITEY framework to teach and monitor holistic wellbeing for all (Ākonga can confidently apply strategies for maintaining their wellbeing) NELP Ref's 1.1, 2.4	Track MITEY learning outcomes.	- All teams using a tracking form for mental health education. - Teachers are confident that students have covered all of the relevant MITEY learning outcomes over three years. - Ākonga can talk about what they know and can do in relation to mental health outcomes. - Teachers using evidence as an indicator of tracking the Learning Outcomes. - Self-assessment of MITEY learning outcomes matches the results in Wellbeing@School surveys. - Processes in place to address and resolve	Term 1 - 4	**Ass. Principal, MITEY LEADS (CM, DM, AD, KR) and Team Leaders**

		bullying, discrimination and racism that comes to light through mental health education		
	Notes/Measures:			
	Promote staff wellbeing.	- Policy established. - Percentage of staff engaged with the processes and practices for staff wellbeing. –NZCER TSP Survey	Term 2 - ongoing	**Ass. Principal, SG3 Team and Staff Wellbeing Team (to be assigned)**
	Notes/Measures:			
	Yet to start Underway Complete			

Notes/Measures;

Initiatives	2024 Actions	Indicators	Timeframe	Resp
3.2 Utilise the diverse perspectives of ākonga, kaiako, and whānau (Inclusive practices reflect the diverse perspectives of our school community)	Develop a vision for inclusion for the school, whānau, and community. (Inclusive Education)	- Evaluate the integration of the inclusion vision into school policies - Track participation in professional development opportunities focused on inclusive teaching	Term 1 - Term 4	**Ass. Principal, SG3, SENCo (JB), Teachers**

NELP Ref's 1.1, 1.2, 2.3		practices - Student wellbeing survey results before and after the implementation of the vision. - Monitor the presence of activities, events, and initiatives that promote inclusivity within the school and wider community. - Use community survey results to see their perception before and after the implementation of the vision. - SENCo establishes, monitors and grows the PMPS support register - GATE students are identified and receive appropriate support - Academic Tracking is used as a data point for inclusive practices and additional support		
	Notes/Measures;			

Initiatives	2024 Actions	Indicators	Timeframe	Resp
	Foster connection with whānau and community.	- Measure the level of participation in events and meetings compared to 2023. - Number of community initiatives developed and implemented. - Assess the representation of diverse cultural perspectives. - Analyse attendance rates of whānau and community members at school functions and meetings to assess the level of engagement and commitment to building connections with the school.	Ongoing	**AP, SG3**

Yet to start   Underway   Complete

Notes/Measures;

3.3 Build upon our knowledge of PB4L practices to provide positive behavioural support for all learners. (A consistent understanding and approach for positive behaviour improves student outcomes)	Embed Tier One PB4L practices in the onboarding and induction of new staff and students.	- Explicit PB4L are evident in weekly timetables for classroom planning - Questionnaire results on onboarding process demonstrates understanding of PB4L practices.	Term 2	**SG3, Tier 1 PB4L Team, Tier 2 PB4L Team**
NELP Ref's 1.1, 1.2	**Notes/Measures:**			
	Introduce Tier Two interventions and behaviour plans.	- Percentage of staff trained in Tier Two interventions. - Processes for identifying Tier Two students and addressing their behaviour needs are strengthened. - Behaviour plans are evident in a Tier Two folder for all students identified through PB4L.	Term 1 - Term 4	**Tier 2 PB4L Team**
	Notes/Measures:			
	Develop restorative practices school-wide.	- Percentage of staff trained in restorative practices.	Term 1 - Ongoing	**TLs, Snr Mgt**

		- Add to this throughout the year - indicators when we know more about restorative practices ourselves. - Wellbeing surveys help to monitor students ability to determine level of bullying, trust and safety at school		
Notes/Measures:				

Yet to start   Underway   Complete

Notes/Measures;

Glossary of Terms used in Annual Plan

10YPP — 10 Year Property Plan. School's strategic plan for development of buildings and building facilities in order to create safe and modern learning spaces fitting the needs of school and students.

5YA — 5 Year Agreement. A funding cycle used to bring about the goals and intentions of the 10YPP.

ACET — Advanced Classroom Expertise Teacher. An NZEI initiative recognising teachers who wish to focus on classroom practice rather than moving into management roles.

ALiM — Accelerated Learning in Maths. A Ministry training programme working with teachers to accelerate the rate of students in Maths.

ALLiS — Asian Language Learning in Schools. MoE funded programme supporting schools to develop a sustainable language programme. PMPS is part of an ALLiS group with Macleans College and BBI.

BoT — Board of Trustees

BYOD — Bring Your Own Device. A PMPS programme supporting children who wish to bring their own device to school to support their learning.

CABU — Company providing website and online platform learning support.

CARE — Care and Respect Everyone. Values programme devised by, and used at Pigeon Mountain Primary School.

CNSST — Chinese New Settlers Services Trust. An external organisation working in NZ to promote the integration of the Chinese community in NZ.

CoL — Community of Learners. Ministry initiative, part of Investing in Educational Success involving clusters of local schools working together to address common learning challenges.

DOT — Developing our Talents. Enrichment/choice sessions taking place in Term 4.

ELLs — English Language Learners. A term replacing the previous ESOL name.

ESOL — English for Speakers of Other Languages. This term has been replaced by ELLs.

ERO — Education Review Office

eTap — Our school's online student management system contains personal details and assessment information.

G&T — See GATE

GAFE — Google Apps for Education. The Google suite of applications including Google Drive, Gmail, Google Docs etc.

GATE — Gifted and Talented Education. A term used to describe students and the extension of students with specific talents, gifts or abilities.

GROWTH — Coaching model used at PMPS- Goal, Reality, Options, Tactics, Habits. Developed by 'Growth Coaching International'.

Hautū — Self review tool for Boards in cultural responsiveness.

ILEP	International Languages Exchanges and Pathways. A programme supporting teachers in developing language learning in their programme.
Ka Hikitia	Ministry of Education strategy for accelerating Māori success in schools.
LPs	Pigeon Mountain Primary School's 6 Learning Principles (Found on Strategic Plan)
LwDT	Learning with Digital Technologies. A professional development programme provided by Cognition Education.
Mathex	Maths extension programme and term used for a local competition for GATE students in the Howick area.
MLA	Mandarin Language Assistant. Overseas sourced Mandarin speaker who works in our school during the year to support the learning of Mandarin language.
MoE	Ministry of Education
NAG	National Administration Guidelines
NELP	National Education Learning Priorities
NZCER	New Zealand Council for Educational Research. Generate and provide data analysis for leadership, school organisation and learning surveys.
NZEI	New Zealand Education Institute (Teacher Union)
NZSTA	New Zealand School Trustees' Association
OLE	Online Learning Environment. A digital platform for teachers and students to collaborate in learning, store digital learning items and share with families.
OTL	Open To Learning. Auckland University learning programme focusing on mindset and leadership approaches.
PB4L	Positive Behaviour for Learning- National programme, being employed at PMPS to reinforce school values and encourage a positive learning environment
PD	Professional Development
PGC	Professional Growth Cycle- part of renewal process for teachers and integrating 'naturally occurring evidence' of the 6 STPs.
PLD	Professional Learning and Development (Sometimes MoE funded)
PLG	Professional Learning Group. Interest based group of teachers working together to address a learning need or develop good practice in an area of learning through collaborative work and research.
PMPS	Pigeon Mountain Primary School
PTA	Parent Teacher Association
SD	SchoolDocs- Online site for accessing and reviewing school policies and procedures.
SOLO	Inquiry/Taxonomy Model used in many NZ schools for assessing different levels of student learning/understanding.

STP	Standards for the Teaching Profession. Evidence of these 6 standards is expected to be 'naturally occurring' and collections have been developed at PMPS which clearly articulate what these will look/sound like.
Swivl	Digital tool for remote recording of classroom/teaching sessions. All recordings stored securely in the cloud for later review and annotation.
Tātaiakō	MoE document providing 'Cultural Competencies for Teachers of Māori Learners'.
ToD	Teacher-Only Day
TSP	Teaching and School Practices Survey (NZCER) completed by staff on biennial basis
Unit Holder	Teacher with responsibility to promote or manage an area of learning. A paid management unit is provided to do this.