

*Parnell District School
Charter
2017*



Respect

Integrity

Curiosity

Honesty

Empathy

Responsibility



PARNELL DISTRICT SCHOOL

Our Vision:

All ā konga to become confident, active participants

Mission Statement

Parnell District School will be an inclusive, respectful, happy and challenging place focused on growth and learning for all.

Contents

| | |
|---|----|
| Our vision:..... | 2 |
| Mission Statement | 2 |
| Ways of being at Parnell District School..... | 3 |
| Our School Values | 3 |
| The Mā ori dimension at Parnell District School | 4 |
| Commitment to Diversity and Inclusion at Parnell District School..... | 5 |
| Our History | 6 |
| Strategic Plan 2017-2019 | 7 |
| Annual Plan 2017..... | 15 |



Ways of being at Parnell District School

In their time at Parnell District School, we aspire to create students who are enabled learners, culturally aware, and Kaitiaki.

A student who is an **enabled learner** is in charge of their own learning. They engage deeply with the learning process, identifying and working to achieve learning goals that are meaningful to them. An enabled learner makes use of a range of tools in their learning. They know when it's appropriate to use e-learning to support their learning, and when it is not appropriate. They know when it is appropriate to work collaboratively with others, and when their best learning happens alone. They achieve through partnership with their teacher, and actively participate in leading their own learning.

A student who is **culturally aware** is aware of their own cultural intelligence. Cultural intelligence is the ability to engage in a set of behaviors that uses skills (i.e. language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts. Our students are global citizens who move between culturally appropriate behaviors of different groups, adeptly moving between groups.

A student who is a **Kaitiaki** is demonstrating the Mā ori concept of guardianship; for the sky, the sea, and the land. A Kaitiaki is a guardian and all practices of protecting and looking after the environment are referred to as kaitiakitanga. At Parnell District School we demonstrate Kaitiaki when we are our own Taniwha; guardians of ourselves and others, as well as our environment.

These ways of being at Parnell District School are the core of the behaviour management programme, where students are empowered to show behaviours that model these ways of being, alongside our school values.

Our School Values

Respect

Integrity

Curiosity

Honesty

Empathy

Responsibility

Creating learners who are RICHER in character

Our values will be modelled, explored and encouraged.





How do we view 'Achievement' at Parnell District School?

What does it mean to achieve at Parnell District School? We do not believe that it enhances the learning experience for our students to be measured indiscriminately against generic descriptors relating to age. In order to demonstrate achievement, we measure the progress students make, looking at where they are now and where they need to be. This is as individual as our students and we believe all progress should be celebrated. We believe that student achievement is built on four key foundations; strongly literate and numerate students, a rich learning vocabulary, strong moral purpose and values, and the development of all our special skills and talents.

Strongly Literate and Numerate

We believe literacy and numeracy are the skills and knowledge that enable us to engage meaningfully with the world around us. These skills should be taught through relevant, meaningful learning opportunities that support our students in making links to opportunities to apply these skills later in life. Through adopting an inquiry approach to learning, we allow our students to develop their literacy and numeracy skills in rich, real life situations. A child is successfully literate and numerate when they have the skills and knowledge to solve problems and engage with the world around them.

A rich learning vocabulary

We strive to develop enabled learners who are able to set a clear direction for their own learning with the support of their teacher. In order to develop the literacy and numeracy of every student, we adopt a strength based approach where students have a clear understanding of their current abilities, and where they are working towards. To be able to lead such a process, our students need a rich learning vocabulary, enabling them to talk about what they are learning now, how they know they have learnt that, and what they need to learn next. We believe this process is deeply rooted in success for students, and therefore this discourse is modelled in all classes.

Strong moral purpose and values

Parnell District School has a strong tradition of working with our whanau to ensure our students have a strong moral purpose and values. We believe that showing our values in and out of school are vital in preparing our students to be good citizens now and in the future. This links closely with our 'Parnell Ways Of Being', especially those of Kaitiakitanga, and global awareness. We believe that students are successful in this area when they have the integrity to show these values in any situation, regardless of those present.

Development of our special skills and talents

Every child comes to Parnell District School with a breadth of skills and talents, and areas for development. We believe an effective programme will give all students a chance for their talents to grow and flourish, be they academic, sporting, cultural, artistic, environmental, or social. This is fostered in class through an individualised programme, through opportunities for student leadership, and through deliberate enrichment and extension programmes such as Waipapa streaming and Friday Fizz.

Measuring Achievement

When measuring achievement, what we really mean is measuring progress. We do so to support our students in celebrating how far they have come, and in knowing where they will venture next. In order to support our students on this journey we must know how far they have come, and support them in knowing what lies ahead. As a school it is important we are aware of what actions have led to progress for students, so we can amplify such progress for others. We must also be aware of actions that have not led to progress for children, and question why such outcomes have not been reached. This link to the learning and teaching process is the purpose of measuring achievement at Parnell District School at an individual, group, and school level.



The Māori dimension at Parnell District School

Acknowledging the unique position of the Māori culture

Parnell District School will strive to develop an awareness of tikanga and te reo Māori. As an ethnically diverse school, we celebrate the range of cultures at our school, while always acknowledging the importance of our indigenous peoples. We work to foster better cultural understanding consistent with the Treaty of Waitangi. The school has a long term relationship with Orakei marae. Our Kuamātua is Grant Hawke. Class lessons are supported to ensure all teachers are able to give the language and culture the respect it deserves.

What steps will the school take to incorporate tikanga and te reo Māori into the school's curriculum?

The Board of Trustees is committed to developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. Classrooms and school celebrations will reflect Māori culture. In addition to incidental teaching of tikanga māori, deliberate opportunities to teach protocol are built into the curriculum annually.

What will the school do to provide instruction in te reo Māori for all students?

As the first language of New Zealand, awareness of how to correctly pronounce Māori words is vital for all students. As students progress through Parnell District School the level of discourse will increase to support students in sharing basic conversational Māori by the time they leave at the end of Year 8.

How do we ensure success for Māori students?

We believe that all Māori must achieve success as Māori, as well as academic success we would expect for every student. In order to achieve success for Māori, we have five key goals. Māori students will:

- have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success
- know their potential and feel supported to set goals and take action to enjoy success
- have experienced teaching and learning that is relevant, engaging, rewarding and positive
- have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world
- be supported by the strong engagement and contribution from parents, families and whānau, hapū, iwi, Māori organisations, communities

What steps are taken to discover the views and concerns of the school's Māori community?

Focus group meetings chaired by the principal to ascertain Māori perspectives on education and how we can help all our children to achieve success.

Consultation with Māori parents in ways in which they are comfortable, formally and informally, using culturally responsive methods to ensure a safe and collaborative environment.

Formal consultation at Orakei Marae bi-annually allows us to maintain our relationship with the Marae and our iwi.

Commitment to Diversity and Inclusion at Parnell District School

All students and their cultures at our school will be valued and accepted through the active encouragement of an inclusive school culture and ethos. Students will be respected as individuals with unique differences, talents and cultural values and perspectives yet positively included within the programmes of the school. The Board will review our position as an inclusive school on an annual basis.



PARNELL DISTRICT SCHOOL

Acknowledging the unique position of students from the Pacific nations

The school has approximately 5-10 Pacific students from the Pacific nations. Students from Pacific nations will be specifically considered for inclusion as target children or as children receiving external support where this is shown to be needed.

The Board of Trustees will conduct a consultation exercise to seek the views of parents from Pacific nations on how we can support the education of these students using the Pasifika Education Plan 2013-2017 as a reference.

Reflecting New Zealand's multi-cultural diversity

An increasing number of students on our roll are migrant children, or New Zealand born children from homes with little English spoken. The school's multicultural mix includes students from Asia, Africa, the Americas, Europe and Australia with about 28% of our students come from Asian nations. We also have a growing number of children from Saudi Arabia. About 18% of our school roll receive ESOL lessons.

Approximately 12% of the roll is Chinese, and Mandarin is taught as a second language to children from Year 4-8. We have strong a Chinese dance and performance group. The school has a very close relationship with the Asia: New Zealand Foundation and the Confucius Institute.

- The school will seek ways to be inclusive of people from many different cultural backgrounds
- The school will look to providing support material for families in Mandarin and Korean
- We seek to showcase our Mandarin programme and deepen our appreciation of Chinese culture
- We seek on-going opportunities to connect with new immigrant parents through network meetings and food festivals

Our History

Parnell District School came under the jurisdiction of the Auckland Education Board in 1873 and was one of the first eight schools to do so.

A private school in the St Mary's Church Hall was taken over for this purpose, but this soon proved inadequate. A permanent building was opened in April 1880 in Parnell Rise and by June had a roll of 327.

The roll number continued to grow, rooms were added and a separate Infant Department built. This gave rise to the problem of insufficient playing area.

After much negotiation for flat land, the present site on St Stephens Avenue was acquired from the Anglican Diocesan Trust. This site has previously been used by St Stephens Boys School, a brother school of Queen Victoria Girls School which has sadly now been closed.

The main block, on the St Stephens Ave site including a staffroom, was opened in 1933. A four classroom junior block was built and opened in 1937. Major interior alterations were completed in 1982.

Parnell District School is a full primary school including an Intermediate School. As a result of roll growth since 1993 nine new classrooms as well as a hall and new administration block have been completed since 1996-97. A new library was built in 2002 and a new block with a Performing Arts Room, Science and Technology Rooms was completed in March 2007.

The character and style of the original buildings were deliberately incorporated in the design of additions in 2012 and in 2013 two storey administration block and intermediate /middle school classrooms.

Strategic Plan 2017-2019

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| <p>Strategic Goal 1: The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.</p> | |
| <p><i>2017 - 2019</i></p> | |
| <p><i>E-learning</i></p> | <ul style="list-style-type: none"> • Develop e-learning PLG to support knowledge co-construction re: e learning • Support professional learning through collaborative practice in teams and curriculum groups • Review e-learning and blended learning pedagogy and classroom application • Evolve practice through collaboration with schools in our COS and cluster |
| <p><i>Literacy</i></p> | <ul style="list-style-type: none"> • Develop cohesion through the literacy curriculum group developing a learning progression from year 0-8 • Disseminate best practice in relation to literacy learning through knowledge co-construction in teams and PLG's • Support Literacy curriculum group to evaluate current assessment practices to ensure they are fit for purpose • Create meaningful contexts for literacy learning through an inquiry approach in class • Support teachers in reflecting on their practice through Practice Analysis Conversations (PAC's) • Review systems for OTJ collection and moderation to increase rigour and validity of OTJ judgements • Support teacher professional learning through ALL, Student Agency in Writing PLG, Teaching reading through Inquiry context PLG |
| <p><i>Math</i></p> | <ul style="list-style-type: none"> • Develop cohesion through the Math curriculum group developing a learning progression from year 0-8 • Disseminate best practice in relation to literacy learning through knowledge co-construction in teams and PLG's • Develop problem solving approach through rich tasks where students apply their numeracy skills in real life applications • Support teachers in reflecting on their practice through Practice Analysis Conversations (PAC's) • Review systems for OTJ collection and moderation to increase rigour and validity of OTJ judgements • Support teacher professional learning through ALiM and math curriculum team |

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| <i>Te Ao Māori</i> | <ul style="list-style-type: none"> • Consult with local Māori whānau on educational success for Mā ori • Ensure Te Reo Mā ori is part of the learning programme for all classes • Develop Mā ori context focus week to take place annually. 2017 focus: Matariki |
| <i>Innovative Learning Environment</i> | <ul style="list-style-type: none"> • Parent information and engagement with current pedagogical approaches • Support teachers in making use of ILE pedagogies • Consult with parents on curriculum programme |
| <i>Curriculum delivery</i> | <ul style="list-style-type: none"> • Review curriculum programme • Develop systems for students to lead the curriculum • Promote differentiated learning to support most able students • Develop enrichment programmes to provide diverse learning opportunities for all |
| <i>Assessment</i> | <ul style="list-style-type: none"> • Ongoing monitoring of assessment in terms of the use of data, data literacy and the degree to which it supports improvements in student achievement • Evaluate current assessment practices to ensure they are fit for purpose • Targets developed from OTJ's and action plans in place |
| <i>Extra programmes</i> | <ul style="list-style-type: none"> • G and T provision in class to support learners • Visit by Cixi students • Friday options programme • Maintain core business 4 days a week, 8 weeks a term |
| <i>Self-review to ensure outcomes for students</i> | <ul style="list-style-type: none"> • Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) • Annual Self-review: professional learning, assessment and reporting. • 2017 Self-review focus: Collaborative practices, Engaging Diverse Communities (incl. Maori and Pasifika) • 2018 Self-review focus: OTJ Collection and Moderation, E Learning • 2019 Self-review focus: Student Support and Extension |

Strategic Goal 1a: We will employ collaborative practices across the school and seek positive partnerships with other schools in our Community of Learning. This approach will enable us to effectively promote student engagement and transition between schools, address current challenges, and respond effectively to developing trends in education.

2017 – 2019

School wide collaboration

- Develop professional learning groups to support teachers in engaging in knowledge co-construction through collaborative practices
- Identify and support systemic school wide levers to enable collaborative practices to embed school wide

Community of Learning

- Continue with the ACCOS initiative, with active participation from in school leaders and Principal
- Support teachers in making use of the resources available to us as a member of the ACCOS group
- Align school priorities to achievement challenges of the COS to alleviate any replication of work

Enhance Student leadership

- Develop student leadership academy involving students from year 5-8
- Empower student leaders to find and address real problems effecting our students
- Acknowledge our student leaders for the work they do in our school and the community

Community partnerships

- Make links with local businesses and organisations working in the Parnell community
- Actively grow the profile of Parnell District School in our community, sharing our success with others

Self-review to ensure outcomes for students

- Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)
- Annual Self-review: professional learning, assessment and reporting
- 2017 Self-review focus: Collaborative practices
- 2019 Self-review focus: Student Support and Extension

Strategic Goal 2: Enhance strong partnerships by providing a welcoming and inclusive environment for all learners and their families in our school community.

2017 - 2019

- Self-review*
- Charter development – review shared vision
 - Self-review plan – 3 year plan to review curriculum areas, professional learning and assessment and reporting annually, along with annual foci for each year
 - Continue to review systems to ensure they align with the vision

- Community*
- Community consultation through meeting, surveys and SWOT analysis
 - Community events
 - Continue to seek ways to promote clear communication between home and school
 - Foster positive home-school partnerships

- Board programme*
- Ongoing training
 - Review of governance manual

- Self-review to ensure outcomes for students*
- Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)
 - Annual Self-review: professional learning, assessment and reporting, provision for international students
 - 2017 Self-review focus: Engaging Diverse Communities (incl. Maori and Pasifika)
 - 2019 Self-review focus: Student Support and Extension, Learning spaces to enhance student learning

Strategic Goal 3: To support all staff in their efforts to deliver a high quality education for our pupils through a commitment to best practice pedagogy and a collaborative professional learning community.

2017 - 2019

Professional learning

- PLD programme based on developing knowledge co-construction through collaborative practices
- Reduce reliance on external providers to work with staff and empower staff to use their capability to support themselves and others
- Empower in school COS leaders to run Professional learning groups for staff

Appraisal

- Support a rigorous, reliable appraisal process that meets our needs of quality assurance and professional learning
- Re-registration of relievers- requirements understood and implemented

Personnel

- Use PLD in developing collaboration to develop a supportive culture amongst staff
- Recruit high quality applicants to support knowledge co-construction amongst staff
- Support staff in developing 21st Century pedagogies to support student outcomes

Self-review to ensure outcomes for students

- Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)
- Annual Self-review: professional learning, assessment and reporting
- 2017 Self-review focus: Collaborative practices
- 2018 Self-review focus: OTJ Collection and Moderation, E Learning

Strategic Goal 4: Maintain and continue to develop the physical environment and assets to provide a safe and vibrant resource for learning

2017 - 2019

Property

5YA

- ILE upgrade of Rooms 5,6,8,9
- Upgrade toilets school wide
- Breakout space and studio in Leonard block
- Field Drainage

School funded projects

- MLE adaptations for Y3/4 and Junior areas
- Carpets in Y3/4 area
- Rm 19 development
- Stage for assembly
- Develop Media Studio

Cyclical maintenance

- Interior painting
- Carpet of year 3-4 classes
- Exterior painting
- Tree maintenance
- Historic stone wall maintenance

PTA funded property projects

- New play/ fitness equipment for senior students
- Re-develop the gardens to support the ongoing commitment to sustainable education practices
- Synthetic playing surface to address ongoing usage of area in apex

Finance

- Review and update policies and procedures
- Consider challenges of equity in diverse community – when responding to activity and trip cost
- Generate local funding to support students in taking part in a full and varied programme of learning including extra-curricular activities

Capital items

- Upgrade furniture to ILE environments through the school
- Invest in capital items to support learning (reading books etc.)
- Update and modernise technology school wide

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| <i>Self-review to ensure outcomes for students</i> | <ul style="list-style-type: none"> • Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) • 2018 Self-review focus: E Learning • 2019 Self-review focus: Learning spaces to enhance student learning |
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Strategic Goal 5: To promote a physically and emotionally safe environment that is inclusive and supports effective learning

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| | <i>2017 - 2019</i> |
| <i>Health and Safety</i> | <ul style="list-style-type: none"> • Review emergency processes • Maintain First aid certification for all staff with on-site course biennially • Manage hazards – regular reports to BOT |
| <i>Self-review to ensure outcomes for students</i> | <ul style="list-style-type: none"> • Annual self-review: provision for international students • Board self-review on legislative requirements |

Strategic Goal 6: The school will comply with the laws of New Zealand.

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| | <i>2017 - 2019</i> |
| <i>Legislation</i> | <ul style="list-style-type: none"> • Ensure all new Acts that affect education are in place • Review and update Health and Safety policies and procedures |
| <i>Self-review to ensure outcomes for students</i> | <ul style="list-style-type: none"> • Annual self-review: provision for international students • Board self-review on legislative requirements |

Strategic Goal 7 and 8:

The School Charter expresses the educational aspirations the community has for the children, and its annual section outlines the current plans of PDS to continue to fulfil its vision and mission.

| <i>2017 - 2019</i> | |
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| <i>Vision and values</i> | <ul style="list-style-type: none"> ● The school vision and values are reviewed through consultation with staff and community ● The analysis of variance and target development reports are developed with the staff, approved by the Board and sent to MOE by 1st March each year |
| <i>Self-review to ensure outcomes for students</i> | <ul style="list-style-type: none"> ● Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) ● Annual Self-review: professional learning, assessment and reporting ● 2017 Self-review focus: Collaborative practices, Engaging Diverse Communities (incl. Maori and Pasifika) ● 2019 Self-review focus: Learning spaces to enhance student learning |

Annual Plan 2017

Through a process of self-review and an analysis of needs identified through a range of information gathering tools, we have identified five key foci for Parnell District School. These specific foci relate to the needs of our students, staff and the organisation as a whole. While the students are at the heart of all we do, it is believed that although these foci do not all directly relate to classroom practice, in unison they will achieve improved outcomes for all students.

Foci for 2017

Develop collaborative practice

Enhancing collaborative practices relates to how staff work together to value the knowledge of our colleagues, and how we create a systematic approach to amplifying the current knowledge of the organization to support professional learning for all staff.

Effective pedagogy through teacher reflective practice

Supporting teacher reflective practice builds on practices that have been introduced to the school over 2016, making use of the 'Spiral of Inquiry' model to support teachers in inquiring into how their practice impacts on outcomes for students, and how innovative practice can address the learning needs of the students.

Community engagement

When effectively engaging our community, we acknowledge that improved partnerships between whanau and school support our students in applying new learning to a range of meaningful contexts. We believe the more we can enhance these partnerships the more we can enhance our learning community.

Accelerated progress for students achieving well below, below, at and above

Year on year data suggests that a high proportion of students are achieving at and above standard across the areas of reading, writing, and math. While data analysis shows acceleration for some students who have been identified as well below and below, the same acceleration has not been identified for students at and above standard. We believe all students will achieved accelerated learning through targeted teaching to their specific needs, and this is our core business.

Ensuring leadership conditions for equity and excellence

In order for our teachers to provide a high quality learning programme in the classroom, they must be supported by the systems and structures in the school. Our leaders must ensure that our organisation and its resources are invested wisely to address the needs of our students.

Note on abbreviations to follow: SLT is the senior leadership team, including the Principal, Deputy Principal, and Associate Principal

LT is the leadership team, including the SLT, and team leaders

PLG's are Professional Learning Groups

Microsoft 365 refers to our school cloud storage, and Appraisal Connector is our in school, web based appraisal documentation system

ACTION PLAN 2017- Collaborative practice

Parnell District School teachers will ensure the teaching approach (including e-learning and pedagogical approaches) meet the needs of all students in their class, through a commitment to be reflective practitioners who engage meaningfully with data.



RELATED STRATEGIC AIM: To support all staff in their efforts to deliver a high quality education for our pupils through a commitment to best practice pedagogy and a collaborative professional learning community.

| WHAT/ TARGETS | ACTIONS TO ACHIEVE TARGETS | LED BY | WHEN | HOW WILL THIS BE MONITORED? |
|---|---|---|--|--|
| Develop school culture that supports collaborative practice by all members | <p>Introduce PLG's and Curriculum groups to value staff knowledge through knowledge co-construction</p> <p>De-privatise practice through 5 minute walk throughs, pedagogical observations, practice analysis conversations</p> <p>Staff professional learning around collaborative practices</p> | <p>SLT</p> <p>LT</p> <p>SLT</p> | <p>Term one introduction, and ongoing</p> <p>Ongoing</p> <p>Term 1-3</p> | <p>Documented in professional learning community in 365</p> <p>Appraisal connector</p> |
| Create systemic enablers to allow teachers to collaborate with a range of colleagues through flexible multiple group membership | <p>Introduce PLG's and Curriculum groups to value staff knowledge through knowledge co-construction</p> <p>Team leaders to support diffusion of knowledge from various groups</p> <p>Limit interruptions to learning programme to allow teachers to engage in professional learning and inquiry</p> | <p>SLT</p> <p>LT</p> <p>Principal</p> | <p>Term one introduction, and ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Documented in professional learning community in 365</p> <p>Team minutes</p> <p>SLT minutes</p> |
| Support collaborative practice between schools through ACCOS structure | <p>Support two in school leaders through PLG processes</p> <p>Create cohesion between school and COL goals</p> <p>Attend and create opportunities for multiple school professional learning opportunities</p> | <p>In school leaders</p> <p>Principal</p> <p>LT</p> | <p>Term one introduction, and ongoing</p> <p>Term one</p> <p>Ongoing</p> | <p>Appraisal connector</p> <p>documentation,</p> <p>SLT Minutes</p> |
| Engage in knowledge co-construction that supports achievement of students at varying levels | <p>Introduce PLG's and Curriculum groups to value staff knowledge through knowledge co-construction</p> <p>Professional learning community established in Microsoft 365 to allow for diffusion of knowledge</p> <p>Target student analysis to allow for collaborative practice to support outcomes for at risk learners</p> | <p>SLT/ LT</p> <p>DP</p> <p>LT – team leaders</p> | <p>Term one introduction, and ongoing</p> <p>Term one</p> <p>Ongoing</p> | <p>Documentation in PDS learning community online</p> <p>Team minutes / LT minutes</p> |

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| Self-review practices to ensure this leads to outcomes for students. | <ul style="list-style-type: none"> • Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) • Annual self-review: professional learning, assessment and reporting • 2017 Self-review focus: Collaborative practices |
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ACTION PLAN 2017- Effective Pedagogy through teacher reflective practice

Parnell District School teachers will ensure the teaching approach (including blended e-learning and pedagogical approaches) meet the needs of all students in their class, through a commitment to be reflective practitioners who engage meaningfully with data.

RELATED STRATEGIC AIMS: To support all staff in their efforts to deliver a high quality education for our pupils through a commitment to best practice pedagogy and a collaborative professional learning community.

The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.



| WHAT/ TARGETS | ACTIONS TO ACHIEVE TARGETS | LED BY | WHEN | HOW WILL THIS BE MONITORED? |
|---|--|--|--|---|
| Develop data literacy of teachers to analyse data at individual and class level | Support professional leaders in establishing shared understanding of 'data literacy' for teachers means School wide analysis of PAT and writing data, modelling to teachers the analysis at an individual and group level Use data to inform planning of learning and teaching opportunities for teachers. | Principal / DP DP, Team leaders Team Leaders | Term One Term 1, 3 Ongoing | Documented in 365 Professional learning community Board Reporting Appraisal connector Documentation Feedback on Planning |
| Explore effective pedagogy in literacy and numeracy contexts, and apply across the curriculum | Curriculum groups to engage in professional learning around effective pedagogy and a cohesive learning pathway for Parnell students Mixed curriculum groups to share their findings in year group teams | SLT Team leaders, LT | Ongoing Ongoing, both formal and informal | Curriculum team minutes, 365 Professional learning community Team minutes, Appraisal connector documentation |
| Develop student agency in learning, enabling students to lead their own learning | Implement learning journals to support students in setting and reflecting on learning goals in relation to their learning | LT | Term one, ongoing | In class observation and 5 minute walk through |

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| | PLG focus on 'developing student agency' Support teachers in planning for student learning conversations to link learning and teaching with student needs | Susan LT | Ongoing Ongoing | Microsoft 365 Professional learning community Feedback on teacher planning |
| Effectively implement blended learning approach to support learning across the curriculum | E-learning PLG to develop effective pedagogy for blended learning and the use of ICT tools Curriculum groups to seek opportunities for blended learning to support student learning outcomes | Morgan Curriculum Team leaders | Ongoing Ongoing | Microsoft 365 Professional learning community, Curriculum team minutes Feedback on teacher planning |
| self-review practices to ensure this leads to outcomes for students. | <ul style="list-style-type: none"> • Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) • Annual Self-review: professional learning, assessment and reporting. • 2017 Self-review focus: Collaborative practices | | | |

ACTION PLAN 2017- Community engagement

Parnell District School will engage meaningfully with the community to demonstrate to parents our commitment to exceptional outcomes for every student.

RELATED STRATEGIC AIMS: The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.

Enhance strong partnerships by providing a welcoming and inclusive environment for all learners and their families in our school community.



| WHAT/ TARGETS | ACTIONS TO ACHIEVE TARGETS | LED BY | WHEN | HOW WILL THIS BE MONITORED? |
|---|--|--------------|-----------|---|
| Build community confidence in the academic rigour of the programme delivered at Parnell District School | Minimise interruptions to the learning programme with 8 week blocks of uninterrupted learning | Principal | Ongoing | SLT minutes, Board reporting |
| | Communicate learning successes with the community through Assemblies, Waipapa streaming, and newsletters | All teachers | Ongoing | Seek parental feedback and whanau consultation, SLT minutes |
| | Host two celebration of learning / exhibition of learning events to share our programme with the community | Principal | Term 2, 3 | |

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|--|--|------------------------|----------|---|
| Communicate effectively using a variety of methods to ensure our community are fully aware of all activities and expectations. | Clarify for whanau how different types of information will be communicated through the year | Principal | Ongoing | Parental feedback |
| | Introduce Waipapa streaming to share upcoming events and celebrations of learning with whanau | All teachers | Term One | Community consultation |
| | Re-launch the newsletter as a fortnightly publication where classes share their learning, along with community notices. | SLT | Term one | |
| Communicate the cohesive learning pathway for students from year 0-8 | Co-construct a cohesive learning pathway with teachers through curriculum teams | Principal | Term 1 | Appraisal Connector documentation |
| | Re-develop the prospectus to share our learning pathway with whanau and community | Principal | Term 1 | Community feedback (survey) |
| Engage meaningfully with culturally diverse community members, ensuring all members are valued and heard | Support ESOL whanau in being part of school activities resourced through management unit | Ana | Ongoing | Parental Feedback |
| | Create opportunities for Maori and Pasifika whanau to share their talents with students | Masina | Ongoing | School wide consultation |
| | Support multiple languages in being taught through learning languages PLG | Learning Languages PLG | Ongoing | Microsoft 365 professional learning community |
| Self-review practices to ensure this leads to outcomes for students. | <ul style="list-style-type: none"> • Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) • Annual Self-review: assessment and reporting, provision for international students. • 2017 Self-review focus: Engaging Diverse Communities (incl. Maori and Pasifika) | | | |

ACTION PLAN 2017- Targeted teaching that provides accelerated progress for all

As part of our commitment to all learners, teachers adopt proven strategies to achieve accelerated progress for students at all levels of achievement through a differentiated approach.

Related Strategic Aims: The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.



| WHAT/ TARGETS | ACTIONS TO ACHIEVE TARGETS | LED BY | WHEN | HOW WILL THIS BE MONITORED? |
|--|---|---|--|---|
| Develop clarity around established Acceleration strategies and the application of these in class. | <p>ALiM practices supported through in class modelling and co-teaching</p> <p>ALL teaching supported through ALL year 3, with all literacy team teachers part of the process</p> <p>Teacher professional inquiry into practices that accelerate progress for focus students</p> | <p>Math team</p> <p>Literacy team</p> <p>LT</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Math team minutes</p> <p>Literacy team minutes</p> <p>Appraisal connector documentation</p> |
| Co-construct knowledge about what makes a difference in achieving acceleration for students, developing contextually appropriate approaches to accelerating progress for students at Parnell | <p>Clearly identify learning needs for students through a range of assessment practices, therefore allowing targeted teaching.</p> <p>Teacher collaboration at team level around strategies to accelerate learning to meet the needs of focus students (three per teacher from target student lists)</p> <p>Mixed group membership for teachers in team, PLG, and curriculum team to allow for multiple points of knowledge co-construction</p> | <p>Team Leaders</p> <p>Team Leaders</p> <p>All teachers</p> | <p>Ongoing</p> <p>Team meetings</p> <p>Ongoing</p> | <p>Teacher tracking and school wide assessment</p> <p>Team minutes</p> <p>Appraisal connector documentation</p> |
| Demonstrate through data the acceleration achieved for students over the learning programme | <p>Collect a range of data about student achievement, including normed, standardised data and formative data</p> <p>Analyse data at school and class level to identify progress of students.</p> <p>Illustrate through case studies the value added for focus students in class</p> | <p>DP</p> <p>DP/ Team Leaders</p> <p>Principal</p> | <p>Ongoing</p> <p>Ongoing, + achievement reports T1, 3, 4</p> <p>Ongoing</p> | <p>Teacher tracking and school wide assessment</p> <p>Board achievement reporting, teacher planning</p> <p>Board reporting, SLT minutes</p> |
| Identify strategies to achieve accelerated practices for students of divergent ethnicities and with various home languages. | <p>Provide ESOL students with in class support and withdrawal classes to enhance English language skills</p> <p>Engage with whanau of students from diverse ethnic backgrounds and who are new to New Zealand</p> <p>Provide in school activities to actively celebrate the diversity of our school, including language, culture, and food.</p> | <p>Ana</p> <p>Ana</p> <p>Principal</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Term 2, 4</p> | <p>ELLP reporting and teacher feedback</p> <p>Parental feedback</p> <p>Staff and community consultation</p> |
| Self-review practices to ensure this leads to outcomes for students. | <ul style="list-style-type: none"> Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) Annual Self-review: professional learning, assessment and reporting. | | | |

- 2017 Self-review focus: Collaborative practices, Engaging Diverse Communities (incl. Maori and Pasifika)

ACTION PLAN 2017- Ensuring leadership conditions for equity and excellence



As part of our commitment to all learners, Parnell District School will ensure that leadership at all levels supports desired outcomes for students.

Related Strategic Aims: The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.

The school will comply with the laws of New Zealand.

| WHAT/ TARGETS | ACTIONS TO ACHIEVE TARGETS | LED BY | WHEN | HOW WILL THIS BE MONITORED? |
|--|--|---|---------------------------------------|---|
| Board Governance ensures policy and procedure are aligned to strategic plan and meet legislative requirements. | Board provided with high quality reporting and information by the principal Board engages in self-review to ensure governance roles are met, and day to day management is not impeded Regular review of policy ensures board meets all legal and legislative requirements | Principal Board Chair Board Chair/ Principal | Ongoing Ongoing Ongoing | Documented through board Minutes |
| Principal ensures systems and structures in the school create a powerful learning environment for all staff and students | Staff handbook to introduce systematic approach to leadership, sharing expectations for all staff Eliminate distractions and interruptions from learning time to enable teachers to focus on a high quality learning and teaching programme Clear communication of upcoming events well ahead of time ensures staff and the community know what is happening, and how it supports student learning | Principal Principal Principal | Term 1 Ongoing Ongoing | Team leaders to monitor SLT minutes Parent and staff consultation |

| | | | | |
|--|---|--|--|---|
| <p>Senior leadership work collaboratively to ensure student progress is monitored and all teachers are supported in achieving valued outcomes.</p> | <p>Clear job descriptions allow for senior management to use specific skills to support learning for all students</p> <p>Termly achievement analysis of school wide data to monitor achievement of target students, and the whole cohort</p> <p>Teachers supported through PLG, Curriculum group, and teams to identify student progress towards outcomes, and the school's progress to meeting targets set</p> | <p>Principal</p> <p>Principal / DP</p> <p>LT</p> | <p>Term one</p> <p>End of term</p> <p>Ongoing</p> | <p>Appraisal connector documentation</p> <p>Achievement reporting to staff and board</p> <p>Microsoft 365 professional learning community</p> |
| <p>Leadership team take shared responsibility for supporting all teachers and learners in achieving educational outcomes</p> | <p>Weekly management meetings to focus on student outcomes and teacher actions to support</p> <p>Regular monitoring of teacher effectiveness through pedagogical observations</p> <p>Appraisal of Principal, AP and DP to focus on deliberate acts of leadership to support students and teachers</p> | <p>Principal</p> <p>SLT</p> <p>External Appraisers</p> | <p>Ongoing, 2017</p> <p>Ongoing, 2017</p> <p>Ongoing, 2017</p> | <p>Documentation in meeting minutes</p> <p>Appraisal documentation</p> <p>Appraisal documentation</p> |
| <p>Self-review practices to ensure this leads to outcomes for students.</p> | <ul style="list-style-type: none"> • Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum) • Annual Self-review: professional learning, assessment and reporting, Provision for international students. • 2017 Self-review focus: Collaborative practices, Engaging Diverse Communities (incl. Maori and Pasifika) • Board self-review | | | |

Community of Learners: ACCOS

Parnell District School is committed to the ongoing participation in the Auckland Central Community of Schools (ACCOS). As part of our ongoing commitment, our community achievement challenges are included in our school annual plan targets. While these achievement challenges may not be specifically listed as part of the annual plan, these feed into the annual plan focus of; Develop collaborative practice, Effective pedagogy through teacher reflective practice, and Accelerated progress for students achieving well below, below, at and above. Our five community wide achievement challenges are listed below.

Achievement Challenge 1

WRITING

In our community of schools there are 5782 Year 1 – 8 students. Currently 4340 (78%) are achieving at or above the National Standard. By 2017 this will increase to 5204 (90%).

Our target groups are:

- a) Maori students: Currently 210 (71.9%). By 2017 this will increase to 251 (85%)
- b) Pasifika students: Currently 139 (59.9%). By 2017 this will increase to 197 (85%)
- c) Boys: Currently 2131 (72.6%). By 2017 this will increase to 2496 (85%)

Achievement Challenge 2

READING

In our community of schools there are 5782 Year 1 – 8 students. Currently 4993 (86%) are achieving at or above the National Standard. By 2017 this will increase to 5494 (95%).

Our target groups are:

- a) Maori students: Currently 224 (76.8%). By 2017 this will increase to 248 (85%)
- b) Pasifika students: Currently 152 (65.7%). By 2017 this will increase to 197 (85%)

Achievement Challenge 3

NCEA LEVEL 2

In our community of schools there are 403 school leavers.

- a) Currently 388 (96.3%) leave school with NCEA Level 2 or equivalent. By 2017 this will increase to 395 (98%).
- b) Currently 291 (72.3%) achieve NCEA Level 2 with merit or excellence. By 2017 this will increase to 298 (74%).

Achievement Challenge 4

NCEA LEVEL 3 AND TERTIARY

In our community of schools there are 403 school leavers.

- a) Currently 343 (85%) leave school with NCEA Level 3 or equivalent. By 2017 this will increase to 358 (89%).
- b) Currently 221 (55%) achieve NCEA Level 3 with merit or excellence which contributes to a higher grade point average for entry to limited entry tertiary courses. By 2017 this will increase to 234 (58%).

Achievement Challenge 5*

PARENT ENGAGEMENT AND PARTICIPATION

In our community of schools communication with parents is variable. On many occasions it is one way and the usefulness of the interactions we have with them is not monitored. By 2017 we will have extended our connections and refocused actions so that 90% of our parents report there is a strategic focus to the collaboration.