



2018 Annual Plan

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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 organization as a whole. Expected outcomes for all foci relate directly to outcomes for students, or improved practice of staff. While we drive for accelerated outcomes for all students, we believe that these foci will enable teachers to best meet the individual needs of students to enable accelerated outcomes.

Foci for 2018

Enhance Critical Literacy for all students

As the demands to be literate change in an ever evolving world, developing students critical literacy becomes ever more important. In seeking to develop a nimble curriculum able to respond the needs of our children, teachers skills are tested more than ever. We seek to create an authentic future focused literacy curriculum enhanced with a multi literacy lens that enables our students to apply their critical literacy skills to the challenges they face in academic learning and in everyday life.

Engage in rich problem solving through mixed ability pedagogies

How can we enhance our current pedagogical approaches in math to support our goal of accelerated learning for all students? Our teachers will engage in an inquiry to explore how the math programme can be modified to support all students in developing strong conceptual understanding of how to work with numbers. Key questions involve the use of mixed ability pedagogies and the role of group problem solving in an innovative and adaptive math programme which accelerates achievement for all learners.

Inclusive learning communities

Parnell District School has a rich history of providing inclusive learning environments for our students. The pressures impacting on the inclusiveness of our learning environments are growing with an increasingly diverse community. Our teachers will enquire into how we best support an inclusive environment for all students. We will examine what deliberate actions at an individual, class, school, and community level are required to ensure all students benefit from an inclusive learning environment.

Enhance Student agency in a student led inquiry framework

Parnell District School has been engaged in an inquiry into how to best allow students to demonstrate agency in their learning for the last two years as part of our commitment to our community of learning. We continue to enquire into how to best enhance students' agency in our classes. We shift the focus from a deliberate focus on agency in writing to an inquiry into how we support students in leading meaningful and authentic inquiries in class, supported by a learning environment where students demonstrate agency in their learning.

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

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

PLG's are Professional Learning Groups

Microsoft 365 refers to our school cloud storage

ACTION PLAN 2018- Inquire into enhancing multi-literacies for all students.



Target: Through enquiring into effective practice, we hope to impact student outcomes so that:

- The percentage of boys achieving below curriculum expectation for their year in writing reduces from 25% to <10%
- The percentage of total students achieving below curriculum expectation for their year in writing reduces from 19% to <10%
- The percentage of students achieving one year or more ahead of their curriculum expectation in writing increases from 13% to >25%
- The percentage of boys achieving below curriculum expectation for their year in reading reduces from 18% to <10%
- The percentage of total students achieving below curriculum expectation for their year in writing reduces from 13% to <5%
- The percentage of students achieving one year or more ahead of their curriculum expectation in reading increases from 30% to >40%

Related Strategic Goals:

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.

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.

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.

Our Inquiry: How can multi literacies support future focussed literacy acquisition across the curriculum?

Hunches that inspired our inquiry:

Teachers focus on making meaning and learning the code in reading and writing, rather than critical thinking (literacy acquisition model of the ELP, p26) and could be attributed to a lack of deep pedagogical content knowledge

Teachers have a beginning understanding of the LPF in writing, and introduction to reading, and are starting to make links between reading and writing, and between observation against the LPF and developing next steps for students.

The current literacy programme is not future focussed as the primary source for teaching children to make meaning and breaking the code come from linguistic sources in most classes.

WHAT/ TARGETS	Developing Hunches (scanning and focusing)	New teacher learning	LED BY	WHEN
Teachers demonstrate a clear understanding of the progressional thinking of multi-literacy learning	<p>What teacher strengths and needs are currently in our school, and our team?</p> <p>What is our current knowledge of multi-literacies and their use in the classroom?</p>	Using the LPF for planning teaching, goal setting, and feedback through exploration of multi-literacy learning opportunities.	Literacy leader, PLG leader, teachers.	Term one/two
Evidence in teaching and planning shows opportunities for students to develop critical thinking competencies across the curriculum through a multi-literacy lens	<p>What does our planning tell us now about the literacy learning opportunities for students?</p> <p>How can our teaching and learning opportunities at school align and support literacy learning at home?</p>	<p>Designing tasks that deliberately provides opportunities for literacy across the curriculum</p> <p>Use my knowledge of the learner and how they learn to enhance their literacy practices</p>	Literacy leader, PLG leader, teachers.	Ongoing
Students engage in a future focussed programme that includes multi-modal literacy practices	<p>What do we understand multi-modal practice looks like?</p> <p>What is a future focussed programme and how does it differ from our current practice?</p>	Deliberately designing tasks that are multi-modal, with an understanding of how the source of information enhances the learning for students	PLG leader, teachers.	Ongoing
Taking action		MONITORING and evaluation		
		<p>Regular review, including</p> <ul style="list-style-type: none"> - Student voice - Teacher voice - Practice analysis conversations - Review of documentation 		

ACTION PLAN 2017- Inquire into enhancing pedagogical approaches in Math.



Target: Through enquiring into effective practice, we hope to impact student outcomes so that:

- The percentage of total students achieving below curriculum expectation for their year in math reduces from 13% to <5%
- The percentage of students achieving one year or more ahead of their curriculum expectation in math increases from 23% to >35%
- The student's perception of themselves as a mathematician as reported in student voice demonstrates their ability to engage in challenging problems and articulate the conceptual knowledge required to find a solution

Related Strategic Goals:

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.

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.

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.

Our Inquiry	What does an innovative and adaptive math programme which accelerates achievement for all learners look like?			
Hunches that inspired our inquiry:	<p>Do we have an over reliance on one tool (GLOSS or JAM) for OTJ's</p> <p>Questions around the planning for Numeracy and strand; strand and number are taught separately, not in a mutually beneficial way</p> <p>Task design and the depth of pedagogical knowledge of teachers; lack of pedagogical content knowledge impedes effective task design, tasks are designed around the skills of teachers.</p>			
WHAT/ TARGETS	Developing Hunches (scanning and focusing)	New teacher learning	LED BY	WHEN

Teachers use a range of achievement data across the curriculum to make valid, reliable judgements about student achievements	<p>How does student achievement in strand contribute to a judgement about levels of achievement?</p> <p>How do teachers analyse data at a class and individual level, including formative assessment?</p>	<p>Capturing a range of evidence from across the strands of mathematics that informs an OTJ across the curriculum</p> <p>Data analysis methods to support planning and implementing a targeted programme of learning</p>	Math Leader, PLG leader	Termly, and ongoing
Teachers demonstrate a clear understanding of the progressional thinking of math learning	<p>What teacher strengths and needs are currently in our school, and our team?</p> <p>What is our current knowledge of mixed ability pedagogies and their use in the classroom?</p>	<p>Using the LPF for planning teaching, goal setting, and feedback through exploration of mathematical learning opportunities.</p> <p>Exploration of pedagogy relating to small group and whole class teaching</p>	Math leader, PLG leader, Teachers	Ongoing
Evidence in Teacher observations, planning and reflections show a programme adapted to the needs of the students	<p>How do we enable the students in the process of identifying learning needs, and how might this be captured?</p> <p>How can mixed ability pedagogies and the use of high quality talk moves support an adaptive innovative programme?</p>	<p>The capture diagnostic, formative and summative assessment in a way that supports the design of learning tasks.</p> <p>The application of mixed ability teaching and the use of talk moves to enable students to engage in meaningful learning from peers.</p>	Math leader, PLG leader, Teachers	Ongoing
Taking action		MONITORING and evaluation		
		<p>Regular review, including</p> <ul style="list-style-type: none"> - Student voice - Teacher voice - Practice analysis conversations - Student achievement and formal reporting - Review of documentation 		

ACTION PLAN 2018- Inquire into ensuring our learning environments are inclusive and supportive for all students.



Target: Through enquiring into effective practice, we hope to impact student outcomes so that:
(targets to follow collection of wellbeing at school data)

Related Strategic Goals:

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

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.

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

Strategic Goal 5: To promote a physically and emotionally safe environment that is inclusive and supports effective learning

Our Inquiry: How can we ensure our environment is inclusive and supportive for all students, all the time?

<p>Hunches that inspired our inquiry:</p>	<p>Children generally display acceptable behaviour when closely monitored by teachers, but behaviours like exclusion and unkind words continue when not closely monitored. <i>(observations, student voice, teacher voice, feedback)</i></p> <p>Parnell has a history of inclusive practices for children with obvious physical disabilities, but an increasing population of children with learning needs and invisible disabilities increases the challenges for students and teachers. <i>(Student voice, observations, classroom practice,)</i></p> <p>The Parnell District School playground can be an unkind and exclusive environment where children's experience of school is negatively impacted. <i>(observations, student voice, teacher voice)</i></p>			
WHAT/ TARGETS	Developing Hunches (scanning and focusing)	New teacher learning	LED BY	WHEN
<p>Children display high levels of integrity in their actions both in and out of class</p>	<p>What is currently happening in and out of class that damages the levels of inclusivity of our classrooms and playgrounds?</p>	<p>Tools and strategies to support students in expressing their experiences in a safe environment</p>	<p>Health and PE leader, PLG leader</p>	<p>Ongoing</p>

through PB4L practices based on ways of being	What positive behaviour for learning strategies are currently in place that enhance our environment, and which new strategies could be used to further support students?	The use of PB4L strategies to enhance the school environment.		
Evidence in teaching and planning shows opportunities for students to develop inclusive practice and explore links to values and ways of being	What deliberate teaching will impact how students behave when not closely monitored? What would our environment look like to our students when all students are demonstrating our ways of being and our values?	Pedagogical approaches (likely supported by the health curriculum) to supporting students in engaging in positive interactions with others. Operationalisation of the values and ways of being to be alive in the classroom and playground – creating an environment where these are always demonstrated by students.	Health and PE leader, PLG leader	Term two
The playground is a supportive, positive environment for all students, with a range of activities that engage students positively	What would our student voice indicate relating to how supportive or inclusive our playground environment is? What activities currently in place support an inclusive and positive environment for statistically significant numbers of students?	Tools and strategies to support students in expressing their experiences in a safe environment Evaluating the effectiveness of current strategies and the impact of strategies as they are introduced.	Health and PE leader, PLG leader	Ongoing
Taking action		MONITORING and evaluation		
		Regular review, including <ul style="list-style-type: none"> - Student voice - Teacher voice - student achievement and formal reporting - Practice analysis conversations - Review of documentation 		

ACTION PLAN 2017- Inquire into enhancing student agency in student led inquiries.



Target: Through enquiring into effective practice, we hope to impact student outcomes so that:

- Student voice demonstrates the degree to which student agency allows students to lead their learning and their inquiry
- Through agentic inquiries, students explore inquiry themes in a range of curriculum areas
- Students set and achieve learning goals relating to their inquiry, and the skills of inquiry

Related Strategic Goals:

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.

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.

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.

Our Inquiry: How can student agency increase the authenticity of the inquiries our students engage in?

Hunches that inspired our inquiry:	<p>Children tend to follow narrow fields of inquiry and have little agency in their inquiry</p> <p>Teachers have a developing understanding of student agency and it's role in the classroom, however this is confined to aspects of the curriculum and not embedded across the curriculum</p> <p>The current inquiry programme involves students 'finding out' about a subject they are interested in, but lacks the deliberate curriculum and inquiry skill teaching required to ensure development of knowledge for students.</p>			
WHAT/ TARGETS	Developing Hunches (scanning and focusing)	New teacher learning	LED BY	WHEN
Children engage in authentic inquiries where teachers develop their inquiry skills	What teacher strengths and needs are currently in our school, and our team?	The application of agentic learning opportunities within the classroom, and management strategies to support	Integrated curriculum leader, PLG leader	Ongoing

	What does the progression of inquiry skills look like in practice in classrooms?	The progression of inquiry skills and the task design that their development by students Develop shared understanding of the skills of inquiry and agency		
Evidence in teaching and planning shows opportunities for students to explore their inquiry across the curriculum including literacy and numeracy	What does our planning tell us now about the use of task design to enable students with opportunities for genuine agency across the curriculum and in our inquiry? How do teachers make links between deliberate skills teaching in literacy and numeracy and inquiry?	Deliberate acts of teaching that support links between literacy and student inquiry Pedagogical approaches to agentic inquiries, and how these translate to planned learning activities. Backwards mapping in planning to allow teachers to demonstrate planned activities.	Integrated curriculum leader, PLG leader, teachers	By term three
Evidence in teaching and planning shows opportunities for students to develop their skills and knowledge through deliberate teaching across the curriculum through their inquiries	What role does deliberate skill instruction place in an agentic inquiry? How do teachers best plan for student led inquiries? How do we support students in developing learning goals relating to new and different areas of the curriculum?	Refining the methods of planning to support all colleagues in planning for learning experiences across the curriculum while maintaining student agency The use of student learning conversations to support students in setting goals and how these will be monitored to ensure they are achieved as part of a classroom programme	Integrated curriculum leader, PLG leader, teachers	By term two
Taking action		MONITORING and evaluation		
		Regular review, including <ul style="list-style-type: none"> - Student voice - Teacher voice - Practice analysis conversations - Review of documentation 		