



2018 Charter



## ***Our Vision:***

All ākonga 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.

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## *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 Māori 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? 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



# PARNELL DISTRICT SCHOOL

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- 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.

### *Acknowledging the unique position of students from the Pacific nations*

The school has approximately 2% 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.



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- 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 2018 - 2020

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.

*2018 - 2020*

### *E-learning*

- Develop e-learning leadership team of teachers to provide strategic leadership of e-learning across the curriculum
- Support professional learning through collaborative practice in teams and curriculum groups
- Review e-learning and blended learning pedagogy and classroom application
- Provide regular e-learning and blended learning information session to parents through the year
- Evolve practice through collaboration with schools in our COS and cluster

### *Literacy*

- 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
- Review systems for OTJ collection and moderation to increase rigour and validity of OTJ judgements
- Support teacher professional learning through literacy PLG into critical literacy, and school wide PLD into spelling

### *Math*

- Disseminate best practice in relation to math 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
- Review systems for OTJ collection and moderation to increase rigour and validity of OTJ judgements
- Support teacher professional learning through math curriculum team and PLG
- Work collaboratively with ACCOS schools into mixed ability pedagogies

<i>Te Ao Māori</i>	<ul style="list-style-type: none"> <li>• Consult with local Māori whānau on educational success for Māori</li> <li>• Ensure Te Reo Māori is part of the learning programme for all classes</li> <li>• Develop Māori context focus week to take place annually. 2017 focus: Matariki</li> </ul>
<i>Flexible Learning Environment</i>	<ul style="list-style-type: none"> <li>• Parent information and engagement with current pedagogical approaches</li> <li>• Ensure the school provides flexible learning environments to allow the needs of all students to be met</li> <li>• Support teachers in making use of collaborative pedagogies</li> <li>• Consult with parents on curriculum programme</li> </ul>
<i>Curriculum delivery</i>	<ul style="list-style-type: none"> <li>• Review curriculum programme</li> <li>• Develop systems for students to lead the curriculum</li> <li>• Promote differentiated learning to support most able students</li> <li>• Develop enrichment programmes to provide diverse learning opportunities for all</li> </ul>
<i>Assessment</i>	<ul style="list-style-type: none"> <li>• Ongoing monitoring of assessment in terms of the use of data, data literacy and the degree to which it supports improvements in student achievement</li> <li>• Evaluate current assessment practices to ensure they are fit for purpose</li> <li>• <b>Targets</b> developed from OTJ's and <b>action plans</b> in place</li> </ul>
<i>Extra programmes</i>	<ul style="list-style-type: none"> <li>• Programmes to provide accelerated outcomes overseen by Deputy Principals</li> <li>• Visit by Cixi students</li> <li>• Friday Fizz programme</li> <li>• Focus weeks to provide a range of learning experiences for students</li> <li>• Maintain core business 4 days a week, 8 weeks a term</li> </ul>
<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)</li> <li>• Annual Self-review: professional learning, assessment and reporting.</li> <li>• 2018 Self-review focus: OTJ Collection and Moderation, E Learning</li> <li>• 2019 Self-review focus: Student Support and Extension</li> <li>• 2020 Self-review focus: Student wellbeing, Professional learning Programmes</li> </ul>

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.

*2018 – 2020*

*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
- 2019 Self-review focus: Student Support and Extension
- 2020 Self-review focus: Student wellbeing, Professional learning Programmes

Strategic Goal 2: Enhance strong partnerships by providing a welcoming and inclusive environment for all learners and their families in our school community.	
	<i>2018 - 2020</i>
<i>Self-review</i>	<ul style="list-style-type: none"> <li>• Charter development – review shared vision</li> <li>• Self-review plan – 3 year plan to review curriculum areas, professional learning and assessment and reporting annually, along with annual foci for each year</li> <li>• Continue to review systems to ensure they align with the vision</li> </ul>
<i>Community</i>	<ul style="list-style-type: none"> <li>• Community consultation through meeting, surveys and SWOT analysis</li> <li>• Community events</li> <li>• Continue to seek ways to promote clear communication between home and school</li> <li>• Foster positive home-school partnerships</li> </ul>
<i>Board programme</i>	<ul style="list-style-type: none"> <li>• Ongoing training</li> <li>• Review of governance manual</li> </ul>
<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)</li> <li>• Annual Self-review: professional learning, assessment and reporting, provision for international students</li> <li>• 2017 Self-review focus: Engaging Diverse Communities (incl. Maori and Pasifika)</li> <li>• 2019 Self-review focus: Student Support and Extension, Learning spaces to enhance student learning</li> </ul>

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.

	<i>2018 - 2020</i>
<i>Professional learning</i>	<ul style="list-style-type: none"> <li>• PLD programme based on developing knowledge co-construction through collaborative practices</li> <li>• Reduce reliance on external providers to work with staff and empower staff to use their capability to support themselves and others</li> <li>• Empower in school COS leaders to run Professional learning groups for staff</li> </ul>
<i>Appraisal</i>	<ul style="list-style-type: none"> <li>• Support a rigorous, reliable appraisal process that meets our needs of quality assurance and professional learning</li> <li>• Re-registration of relievers- requirements understood and implemented</li> </ul>
<i>Personnel</i>	<ul style="list-style-type: none"> <li>• Use PLD in developing collaboration to develop a supportive culture amongst staff</li> <li>• Recruit high quality applicants to support knowledge co-construction amongst staff</li> <li>• Support staff in developing 21<sup>st</sup> Century pedagogies to support student outcomes</li> </ul>
<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)</li> <li>• Annual Self-review: professional learning, assessment and reporting</li> <li>• 2018 Self-review focus: OTJ Collection and Moderation, E Learning</li> <li>• 2020 Self-review focus: Student wellbeing, Professional learning Programmes</li> </ul>

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

*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

- Rm 19 development
- Stage for assembly

Cyclical maintenance

- Interior painting
- Exterior painting
- Tree 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

*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

<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)</li> <li>• 2018 Self-review focus: E Learning</li> <li>• 2019 Self-review focus: Learning spaces to enhance student learning</li> <li>• 2020 Self-review focus: Student wellbeing</li> </ul>
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Strategic Goal 5: To promote a physically and emotionally safe environment that is inclusive and supports effective learning

*2018 - 2020*

<i>Health and Safety</i>	<ul style="list-style-type: none"> <li>• Maintain First aid certification for all staff with on-site course biennially</li> <li>• Manage hazards – regular reports to BOT</li> </ul>
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<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual self-review: provision for international students</li> <li>• Board self-review on legislative requirements</li> </ul>
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Strategic Goal 6: The school will comply with the laws of New Zealand.

	2018 - 2020
<i>Legislation</i>	<ul style="list-style-type: none"> <li>• Ensure all new Acts that affect education are in place</li> <li>• Work with School Docs to maintain policy</li> <li>• Ensure coherence between policy and procedures in place</li> <li>• Review and update Health and Safety policies and procedures</li> </ul>
<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual self-review: provision for international students</li> <li>• Board self-review on legislative requirements</li> </ul>

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.

	2018 - 2020
<i>Vision and values</i>	<ul style="list-style-type: none"> <li>• The school vision and values are reviewed through consultation with staff and community</li> <li>• The analysis of variance and target development reports are developed with the staff, approved by the Board and sent to MOE by 1<sup>st</sup> March each year</li> </ul>
<i>Self-review to ensure outcomes for students</i>	<ul style="list-style-type: none"> <li>• Annual Curriculum self-review (Literacy, Math, Health and PE, Integrated Curriculum)</li> <li>• Annual Self-review: professional learning, assessment and reporting</li> <li>• 2017 Self-review focus: Collaborative practices, Engaging Diverse Communities (incl. Maori and Pasifika)</li> <li>• 2019 Self-review focus: Learning spaces to enhance student learning</li> </ul>

## **Annual Plan 2018**

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"> <li>- Student voice</li> <li>- Teacher voice</li> <li>- Practice analysis conversations</li> <li>- Review of documentation</li> </ul>		

## 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"> <li>- Student voice</li> <li>- Teacher voice</li> <li>- Practice analysis conversations</li> <li>- Student achievement and formal reporting</li> <li>- Review of documentation</li> </ul>		

## ***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"> <li>- Student voice</li> <li>- Teacher voice</li> <li>- student achievement and formal reporting</li> <li>- Practice analysis conversations</li> <li>- Review of documentation</li> </ul>		

## 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"> <li>- Student voice</li> <li>- Teacher voice</li> <li>- Practice analysis conversations</li> <li>- Review of documentation</li> </ul>		