



PARNELL
DISTRICT SCHOOL

2019 Charter



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Our Vision:

Growing Great Humans

Our Promise:

Growing great humans who are fit for the future

- Critical thinkers educated for life
- Protective of the work and caring of people
- Responsible, resilient, and self-reckoning

What does it mean to be 'fit for the future'?

A critical thinker educated for life - Our students learn to understand and critique the world around them, and make good decisions

Protective of the world and caring of people - They care for the planet and everything in it; and they care for people, whatever their backgrounds or beliefs

Responsible, resilient and self-reckoning - They have strength of character. They own their mistakes, grow from setbacks and always remain curious, open-minded, impassioned and kind.

Our Values

Kaitiakitanga: Protecting the world and caring for people

Innovation: Being progressive with open, creative minds

Truth: Being honest and always ourselves. Acting with integrity

Our Strategic Goals

- Develop a community of care protection of people and place, where all people demonstrate **Kaitiakitanga** in their thoughts, words, and actions
- Ensure an **innovative** learning environment where staff and students engage in inspiring learning that helps them innovate as they solve problems of learning and practice.
- Create a **truthful** environment, where all participants engage in authentic, genuine interactions that support growth and development

National Administration Guidelines	<i>Strategic Goals</i>		
	Develop a community of care protection of people and place, where all people demonstrate Kaitiakitanga in their thoughts, words, and actions	Ensure an innovative learning environment where staff and students engage in inspiring learning that helps them innovate as they solve problems of learning and practice.	Create a truthful environment, where all participants engage in authentic, genuine interactions that support growth and development
Curriculum	✓	✓	✓
Documentation	✓	✓	✓
Personnel	✓	✓	✓

Finance and Property	✓	✓	✓
Health and Safety	✓	✗	✗
Legislation	✓	✓	✗
School Charter	✓	✓	✓
Analysis of Variance	✗	✓	✗

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.

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.

- 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

<p>NAG 1: Curriculum 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>2018 - 2020</p>	
<p>E-learning</p>	<ul style="list-style-type: none"> • 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
<p>Literacy</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 • 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
<p>Math</p>	<ul style="list-style-type: none"> • 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

Te Ao Māori	<ul style="list-style-type: none"> • Consult with local Māori whānau on educational success for Māori • Ensure Te Reo Māori is part of the learning programme for all classes • Develop Māori context focus week to take place annually. 2017 focus: Matariki
Flexible Learning Environment	<ul style="list-style-type: none"> • Parent information and engagement with current pedagogical approaches • Ensure the school provides flexible learning environments to allow the needs of all students to be met • Support teachers in making use of collaborative pedagogies • Consult with parents on curriculum programme
Curriculum delivery	<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
Assessment	<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
Extra programmes	<ul style="list-style-type: none"> • Programmes to provide accelerated outcomes overseen by Deputy Principals • Visit by Cixi students • Friday Fizz programme • Focus weeks to provide a range of learning experiences for students • Maintain core business 4 days a week, 8 weeks a term
Self-review to ensure 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. • 2018 Self-review focus: OTJ Collection and Moderation, E Learning • 2019 Self-review focus: Student Support and Extension • 2020 Self-review focus: Student wellbeing, Professional learning Programmes

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 • 2019 Self-review focus: Student Support and Extension • 2020 Self-review focus: Student wellbeing, Professional learning Programmes

<p>NAG 2: Documentation and internal evaluation Through a rigorous process of internal evaluation, the Board, Senior Leadership team,</p>	
	2018 - 2020
Self-review	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Community consultation through meeting, surveys and SWOT analysis • Community events • Continue to seek ways to promote clear communication between home and school • Foster positive learning focussed home-school partnerships
Board programme	<ul style="list-style-type: none"> • Ongoing training • Review of governance manual
Self-review to ensure 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, 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

NAG 3: Personnel 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.	
	2018 - 2020
Professional learning	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 • 2018 Self-review focus: OTJ Collection and Moderation, E Learning • 2020 Self-review focus: Student wellbeing, Professional learning Programmes

NAG 4: Property and Finance
 Maintain and continue to develop the physical environment and assets to provide a safe and vibrant resource for learning

	2018 - 2020
Property	<p>5YA</p> <ul style="list-style-type: none"> • ILE upgrade of Rooms 5,6,8,9 • Upgrade toilets school wide • Breakout space and studio in Leonard block • Field Drainage <p>School funded projects</p> <ul style="list-style-type: none"> • Rm 19 development • Stage for assembly <p>Cyclical maintenance</p> <ul style="list-style-type: none"> • Interior painting • Exterior painting • Tree maintenance <p>PTA funded property projects</p> <ul style="list-style-type: none"> • New play/ fitness equipment for senior students • Re-develop the gardens to support the ongoing commitment to sustainable education practices
Finance	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Upgrade furniture to ILE environments through the school • Invest in capital items to support learning (reading books etc.) • Update and modernise technology school wide
Self-review to ensure outcomes for students	<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 • 2020 Self-review focus: Student wellbeing

NAG 5: Legislation To promote a physically and emotionally safe environment that is inclusive and supports effective learning	
	2018 - 2020
Health and Safety	<ul style="list-style-type: none"> • Maintain First aid certification for all staff with on-site course biennially • Manage hazards – regular reports to BOT
Self-review to ensure outcomes for students	<ul style="list-style-type: none"> • Annual self-review: provision for international students • Board self-review on legislative requirements

NAG 6: Legislation The school will comply with the laws of New Zealand.	
	2018 - 2020
Legislation	<ul style="list-style-type: none"> • Ensure all new Acts that affect education are in place • Work with School Docs to maintain policy • Ensure coherence between policy and procedures in place • Review and update Health and Safety policies and procedures
Self-review to ensure outcomes for students	<ul style="list-style-type: none"> • Annual self-review: provision for international students • Board self-review on legislative requirements

NAG 7 and 8: School Charter and Analysis Of Variance 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

Vision and values	<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
Self-review to ensure 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) ● 2019 Self-review focus: Learning spaces to enhance student learning

