

# Parnell District School Strategic Plan 2024 - 2025

## Vision Statement:

## Growing Great Humans, Fit for the Future

### Summary of the information used to develop this plan / How did you create this plan

- Student achievement data (PAT results, PaCT results) to understand student achievement and progress
- Community survey
- Community focus groups
- Staff survey and interviews

### Glossary of helpful terms

**Expected Achievement** - the standard achievement against the New Zealand curriculum, as indicated by the Ministry of Education (MOE).

**PAT** - Progressive Achievement Test (PAT), are tests designed by the New Zealand Council for Educational Research (NZCER), which give information about standard achievement and progress for children against the New Zealand Curriculum.

**Stanine** - A score from 1-9 given to a child in their PAT result, assigning scores across a standard distribution. A score of one is the lowest, nine the highest, and in the range of 4-6 a standard achievement against the New Zealand Curriculum.

**E-asTTle** - A testing regime designed by John Hattie at Auckland University to understand children's achievement and next learning steps in Writing.

**ESOL** - English for Speakers of Other Languages: Students for whom English is not their first language.

**Scope and Sequence** - A summary and sequencing of the New Zealand Curriculum for students to ensure consistency of classroom programmes.

**Spiral of Inquiry** - The process of action research in education developed by Helen Timperley et al at Auckland University.


**ELLP** - English Language Learning Progressions: a tool used to evaluate the proficiency of new learners of English.

**PaCT** - Progress and Consistency Tool (PaCT), a Ministry of Education tool previously used to evaluate children's progress, achievement and next learning steps.

Strategic Goals	Links to Board Primary Objectives	Links to National Education Learning Priorities (NELPS)	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
(1) Design effective reporting methods with the community to ensure parents understand student achievement in core academic areas	(1) Every student at the School is able to attain their highest possible standard of educational achievement	<u>Objective 1, P2</u> <u>Objective 2, P4</u> <u>Objective 3, P6</u>	By the end of 2025, our parents receive easy-to-understand reports from Parnell District School. The reports are developed through a consultative process to ensure they contain information that is highly valued by our community, helps our community understand where their child's achievement sits against the New Zealand Curriculum, and supports meaningful home-school partnerships in learning.	<ul style="list-style-type: none"> <li>• Collect voice from parents on priorities around reporting content, frequency and methods.</li> <li>• Use evidence from parent surveys and focus groups to design draft reporting</li> <li>• Link reporting to new MOE curriculum expectations of achievement for broad groups (0-3, 4-6, 7-8)</li> <li>• Build connections between the newly developed PDS curriculum scope and sequence, assessment practices, and meaningful reporting to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent survey following reporting process: 'how would you rate the understandability of the report you received between 1-5?; with an average rating of three or higher</li> <li>• &gt; 80% of parents attend student learning conferences or meet with their teacher to set learning goals and co-construct action plans</li> </ul>

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				<ul style="list-style-type: none"> <li>Communication programme to support parents' understanding of the PDS approach to reporting on student achievement</li> </ul>	
(2) Develop an evidence-informed Math and statistics curriculum that is rigorous, challenging and consistent.		Objective 1, P2 Objective 2, P4 Objective 3, P6	<p>Teaching staff engage in research and development of approaches to implementing the curriculum</p> <p>Class teachers are supported with a rigorous scope and sequence, specific to year level and informed by our local curriculum and the New Zealand Curriculum</p> <p>Students are challenged by their learning programme</p>	<ul style="list-style-type: none"> <li>Develop the scope and sequence with teams of teachers that demonstrates the progression of learning and teaching through a comprehensive, evidence-based programme.</li> <li>Monitor acceleration by cohort, reported in achievement report, including specific reporting of the top / bottom 25%</li> <li>Teachers engage in action learning through the Spiral of Inquiry [Timperley et al] to enable the best learning outcomes for target groups of learners.</li> <li>Individual teacher professional learning targeted to various aspects of the Math curriculum, and with whole staff professional learning on shared programmes</li> </ul>	<ul style="list-style-type: none"> <li>&gt;60% of students achieve a stanine of 7-9 in mid-year Math PAT</li> <li>&lt;10% of students achieve a stanine of 1-3 in mid-year Math PAT</li> </ul>
(3) Develop an evidence-informed English curriculum that integrates the full breadth of the English curriculum and is rigorous, challenging and consistent		Objective 1, P2 Objective 2, P4 Objective 3, P6	<p>Teaching staff engage in research and development of approaches to implementing the curriculum</p> <p>Class teachers are supported with a rigorous scope and sequence to ensure consistent implementation of the English curriculum that includes meaningful learning of oral language, handwriting, written language, and reading. English scope and sequence frame teaching and allow teachers to design individualised teaching and learning programmes.</p> <p>Students are challenged by their learning programme</p>	<ul style="list-style-type: none"> <li>Introduce writing assessment school-wide, using this assessment to generate baseline data to set final goals for writing achievement</li> <li>Support teachers in deliberately planning writing programmes that are informed by student achievement data</li> <li>Design a scope and sequence with teams of teachers that demonstrate the progression of learning and teaching through a comprehensive, evidence-based programme.</li> <li>Teacher professional learning targeted to varied needs across the varied aspects of the English curriculum, and with whole staff professional learning on shared programmes</li> <li>Teachers engage in action learning through the Spiral of Inquiry (Timperley et al.) to enable the best learning outcomes for target groups of learners.</li> </ul>	<ul style="list-style-type: none"> <li>&gt;50% of students achieve a stanine of 7-9 in mid-year Reading comprehension PAT</li> <li>&lt;10% of students achieve a stanine of 1-3 in mid-year Reading Comprehension PAT</li> <li>&gt;60% of students achieve at or above the expected curriculum level in Writing as assessed using e-asTTLe</li> <li>15% of students achieve one year or more above curriculum expectations in Writing as assessed using e-asTTLe</li> </ul>

<p>(4) Develop teacher capability in supporting the needs of foundational English language learners in their first 12 months of learning English</p>	<p>(3) The school is inclusive of and caters for students with differing needs</p>	<p><u>Objective 1, P2</u> <u>Objective 2, P3</u> <u>Objective 3, P6</u></p>	<p>All teachers engage in professional learning about supporting English as a Second or Other Languages (ESOL) learners in their class</p> <p>Class teachers identify through planning their specific use of deliberate acts of teaching targeting ESOL learners</p> <p>English Language Learning Progressions (ELLP) data is collected six monthly and informs planning and teaching</p>	<ul style="list-style-type: none"> <li>Teachers complete a self-evaluation survey to inform the professional learning programme</li> <li>ESOL specialist teachers share planning to support classroom teachers</li> <li>Teacher professional learning targeted to varied needs across the varied aspects of ESOL students</li> <li>Development of welcome resources for new foundational language learners in their first two weeks at Parnell District School</li> </ul>	<ul style="list-style-type: none"> <li>All children identified as ESOL (within first four years at school in New Zealand) are evaluated using ELLP. ELLP data shows all children in the foundation stage have a specific plan for English language learning developed by their teacher</li> <li>A self-evaluation survey completed by all teachers in June 2024 identifies current teacher capability and confidence in working with foundational ESOL learners and identifies any development opportunities, repeated in November 2025 to identify any increase in confidence and capability.</li> </ul>
<p>(5) Enhance Digital citizenship programme to ensure respectful, safe and appropriate online behaviour</p>	<p>(2) the School: (i) is a physically and emotionally safe place for all students and staff; (ii) gives effect to relevant student rights set out in this Act, the <u>New Zealand Bill of Rights Act 1990</u>, and the <u>Human Rights Act 1993</u>; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the School</p>		<p>Parnell District School students use digital tools to enhance their learning in a way that ensures they are safe from potential dangers online and cyberbullying</p>	<ul style="list-style-type: none"> <li>Teams teach consistent cyber safety and digital citizenship lessons across all classes based on the needs of their students</li> <li>Life Education Trust visit to deliver specific cyber safety and digital citizenship lessons</li> <li>Engage Netsafe / Linewise to continue community education around safe online behaviour</li> <li>Review Cyber Security Policy and related content to ensure it meets government legislation and is consistently applied</li> </ul>	<ul style="list-style-type: none"> <li>&lt; 5% of year 6-8 students identify with 'Do other students use cell phones or the internet to be mean to you?'; occurs more than one or two times a year 2025 and is asked in the 'Wellbeing at school' survey</li> <li>Team planning demonstrates at least 12 deliberate lessons of digital citizenship and digital safety education for all year</li> </ul>
<p>(6) Embed consistent school-wide procedures and practices to ensure Te Tiriti o Waitangi is appropriately reflected</p>	<p>(4) The school gives effect to <u>Te Tiriti o Waitangi</u>, by: (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.</p>	<p>Objective 1, P2 Objective 2, P3 Objective 3, P5</p>	<p>Procedures and practices, as captured in our staff handbook, parent communication indicate our commitment to tikanga Māori and reflect our approach to meaningful partnerships with Ngāti Whātua Ōrākei and Whānau</p> <p>Māori Tikanga and aspects of Te Ao Māori are visible in procedures and practices.</p>	<ul style="list-style-type: none"> <li>Staff handbook to be reviewed to ensure practices reflect agreed PDS tikanga</li> <li>Collaborate with local iwi and hapu to ensure procedures and practices are culturally appropriate</li> <li>Engage with Māori whānau to ensure we capture their aspirations for their children</li> </ul>	<ul style="list-style-type: none"> <li>Māori students achieve equitable academic outcomes in relation to their cohort</li> <li>Student survey/ student voice collection: students in years 4-8 can identify 'how Te Ao Māori informs our practices at Parnell District School'</li> </ul>

Strategic Goal	2024				2025			
Develop an evidence-informed Math and statistics curriculum that is rigorous, challenging and consistent								
Develop an evidence-informed English curriculum that integrates the full breadth of the English curriculum and is rigorous, challenging and consistent								
Design effective reporting methods with the community to ensure parents understand student achievement in core academic areas								
Develop teacher capability in supporting the needs of foundational English language learners in their first 12 months of learning English	Planning							
Enhance Digital citizenship programme to ensure respectful, safe and appropriate online behaviour								
Embed consistent school-wide procedures and practices to ensure that Te Tiriti o Waitangi is appropriately reflected								

## Annual Implementation Plan 2024

### Summary of the plan

This plan focuses on the needs identified through internal evaluation (including staff consultation and data analysis) and community consultation, including parent focus groups. Key needs identified are centred on ensuring our programmes in the core curriculum (English and Math) are consistent and challenging for all students. A specific focus will also be placed on reporting methods to ensure parents understand student achievement in core academic areas.

Our Annual Plan also includes a number of foundational goals that underpin the delivery of core academic achievement:

- ESOL learners have been identified as a group for whom specific teaching adaptations are required. It is expected that through this plan, we will develop teacher capability in working with ESOL learners while developing a consistent, evidence informed approach to implementing the New Zealand curriculum
- Revisiting our digital citizenship programme to ensure consistent teaching supports children in understanding safe behaviour in the digital space
- Continuing to work on the practices in our School to ensure Te Tiriti o Waitangi is appropriately reflected across our School

### Where we are currently at: Regulation 9(1)(e)

- Work has been underway to ensure consistency tools are in place in English and Math, supported by developing teachers' understanding of progressional thinking with PaCT. While a consistent understanding of student needs and achievement has been achieved, inconsistencies between classes have been observed. Student achievement data indicates that students at all levels of achievement are progressing through their engagement with current classroom programmes, and children generally achieve well in relation to New Zealand standard achievement.
- Parents have identified that current reporting using the PaCT tool is difficult to understand, and student learning conferences tend to be dominated in understanding current achievement - meaning little time is left to focus on how families can support children at home.
- Parnell District School has a long history of using digital tools to support learning and teaching programmes. We have Bring Your Own Device (BYOD) from year 4 and we use Microsoft tools to support learning. At school, we have [Linewize web filtering](#) and additional filtering through [Network For Learning \(N4L\)](#) to keep our students safe online. Effort is made to ensure students are safe at school and at home by making clear the expectations of safe behaviours online.
- Staff were involved in whole school professional learning programmes for Tikanga Māori in 2023, initially supported by Te Wānanga o Aotearoa then through Professional Learning Groups (PLGs). This has developed a shared understanding of Tikanga can be implemented throughout the School. Further work is required to see this fully embedded across the School.

## Growing Great Humans

<b>Strategic Goal 1</b> <i>Design effective reporting methods with the community to ensure parents understand student achievement in core academic areas</i>				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>• Parent survey following reporting process: 'how would you rate the understandability of the report you received between 1-5?'; with an average rating of three or higher</li> <li>• Greater than 80% of parents attend student learning conferences or meet with their teacher to set learning goals and co-construct action plans</li> </ul>				
<b>What do we expect to see by the end of the year?</b>				
<ul style="list-style-type: none"> <li>• Parents are given multiple opportunities and methods to contribute to the development of reporting</li> <li>• A new reporting format will be created by October 2024 that reflects the New Zealand Curriculum, the needs of our community, and the PDS local curriculum</li> </ul>				
<b>Actions</b>	<b>Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>Success measures</b>
Collect voice from parents on priorities around reporting content, frequency and methods.	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Survey development</li> <li>• Translation services for major ethnic groups</li> </ul>	May 2024	<ul style="list-style-type: none"> <li>• &gt;30% of families participate in the consultation process</li> <li>• The feedback process identifies the home language of respondents to ensure results reflect the breadth of our community.</li> </ul>
Use evidence from parent surveys and focus groups to design draft reporting	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Senior Leadership Team time</li> <li>• Possible additional reporting tool</li> </ul>	June 2024	<ul style="list-style-type: none"> <li>• Direct links are evident between parent feedback, parent needs, and the new potential reporting frameworks</li> </ul>
Link reporting to new curriculum expectations of achievement for broad groups (0-3, 4-6, 7-8)	DP: Curriculum	<ul style="list-style-type: none"> <li>• Whole staff PL linking scope and sequence, assessment and reporting</li> </ul>	September 2024	<ul style="list-style-type: none"> <li>• There are clear links between reporting, assessment, the PDS Scope and sequence and the New Zealand Curriculum</li> </ul>
Build connections between the newly developed PDS curriculum scheme, assessment practices, and meaningful reporting to parents.	Senior Leadership Team, teachers		October 2024	
Communication programme to support parents' understanding of the PDS approach to reporting on student achievement	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Senior Leadership Team time</li> <li>• Website development</li> </ul>	December 2024	<ul style="list-style-type: none"> <li>• All parents are informed about the process, how the reports reflect their feedback, and how to read the new report.</li> </ul>

<b>Strategic Goal 2</b> <i>Develop an evidence-informed Math and statistics curriculum that is rigorous, challenging and consistent.</i>				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>• &gt;60% of students achieve stanine 7-9 in mid-year Math Progressive Achievement Test (PAT)</li> <li>• &lt;10% of students achieve stanine 1-3 in mid-year Math Progressive Achievement Test (PAT)</li> </ul>				
<b>What do we expect to see by the end of the year?</b> <ul style="list-style-type: none"> <li>• Teaching staff engage in research and development of approaches to implementing the Math curriculum</li> <li>• The leadership team developed a rigorous Scope and sequence, specific by year level and phase, and informed by our local curriculum and the New Zealand Curriculum. The Mathematics Scope and Sequence frame teaching and allow teachers to design individualised teaching and learning programmes.</li> <li>• Teachers are using an increasing range of pedagogical approaches to target student needs</li> </ul>				
<b>Actions</b>	<b>Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>Success measures</b>
Develop the scope and sequence of the Math Curriculum with teams of teachers that demonstrate the progression of learning and teaching through a comprehensive, evidence-based programme.	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Professional learning for staff, financial investment for an external facilitator</li> <li>• Personal inquiry time for research</li> </ul>	November 2024	<ul style="list-style-type: none"> <li>• Scope and sequence are informed by research</li> <li>• A scope and sequence is developed that shows clear expectations of achievement</li> </ul>
Monitor acceleration by cohort, reported in achievement report, including specific reporting on the top / bottom 25%	DP: Curriculum	<ul style="list-style-type: none"> <li>• Deputy Principal: Curriculum</li> </ul>	April and August 2024	<ul style="list-style-type: none"> <li>• Student achievement by stanine in PAT testing</li> </ul>
Teachers engage in action learning through the Spiral of Inquiry [Timperley et al] to enable the best learning outcomes for target groups of learners	Learning Leaders ISL	<ul style="list-style-type: none"> <li>• PLG leadership allowances, Learning leader support, Team meeting time</li> </ul>	Ongoing over 2024	<ul style="list-style-type: none"> <li>• Teachers use achievement data to measure the impact of their specific teaching inquiry on their target students</li> </ul>
Teacher professional learning targeted to varied needs across the varied aspects of the Math curriculum, and with whole staff professional learning on shared programmes	Leadership team	<ul style="list-style-type: none"> <li>• Professional Learning investment for external providers</li> </ul>	Ongoing over 2024	<ul style="list-style-type: none"> <li>• Teacher self-evaluation on confidence and competence in teaching aspects of the Math Curriculum</li> <li>• Leadership team triangulation between achievement data, teacher planning, and classroom observation</li> </ul>



<b>Strategic Goal 3</b> <i>Develop an evidence-informed English curriculum that integrates the full breadth of the English curriculum and is rigorous, challenging and consistent</i>				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>• &gt;50% of students achieve a stanine of 7-9 in mid-year Reading Comprehension PAT</li> <li>• &lt;10% of students achieve a stanine of 1-3 in mid-year Reading Comprehension PAT</li> <li>• &gt;60% of students achieve at or above the expected curriculum level in Writing as assessed using e-asTTLe</li> <li>• 15% of students achieve one year or more above expectation in Writing as assessed using e-asTTLe</li> </ul>				
<b>What do we expect to see by the end of the year?</b> <ul style="list-style-type: none"> <li>• Teaching staff engage in research and development of approaches to implementing the English curriculum</li> <li>• The leadership team develop a rigorous Scope and Sequence to ensure consistent implementation of the English curriculum that includes meaningful learning of Oral Language, Handwriting, Written Language, and Reading. English Scope and Sequence frames teaching and allows teachers to design individualised teaching and learning programmes.</li> <li>• Teachers are using an increasing range of pedagogical approaches to target student needs</li> </ul>				
<b>Actions</b>	<b>Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>Success measures</b>
Introduce writing assessment school-wide, using this assessment to generate baseline data and identify school wide writing needs	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Teacher development time and support</li> <li>• Writing assessment tool (e-asTTLe)</li> </ul>	May 2024	<ul style="list-style-type: none"> <li>• All teachers consistently use writing assessment tool</li> <li>• Teachers use tools to understand children's achievement and learning goals</li> </ul>
Support teachers with professional learning and collaboration time to deliberately plan Written Language programmes that are informed by student achievement data	Learning Leaders	<ul style="list-style-type: none"> <li>• Release time for teachers and teams to collaborate on planned learning experiences informed by writing achievement data</li> </ul>	Ongoing in 2024	<ul style="list-style-type: none"> <li>• Senior Leadership Team and Learning Leaders - correlation between teacher planning and student achievement data</li> </ul>
Develop the Scope and Sequence of the English Curriculum with teams of teachers that demonstrate the progression of learning and teaching through a comprehensive, evidence-based programme.	Senior Leadership Team	<ul style="list-style-type: none"> <li>• Professional learning for staff, support from an external facilitator</li> <li>• Personal inquiry time for research</li> </ul>	November	<ul style="list-style-type: none"> <li>• Scope and sequence are informed by research</li> <li>• Scope and sequence are developed that show clear expectations of achievement</li> <li>• Scope and sequence comprehensively link reciprocal aspects of the English curriculum.</li> </ul>
Teacher professional learning targeted to specific needs across the varied aspects of the English curriculum, and with whole staff professional learning on shared programmes	Leadership team	<ul style="list-style-type: none"> <li>• PL investment for external providers</li> </ul>	Ongoing over 2024	<ul style="list-style-type: none"> <li>• Teacher self-evaluation of confidence and competence in teaching aspects of the English Curriculum.</li> <li>• Leadership team triangulation between achievement data, teacher planning, and classroom observation.</li> </ul>
Teachers engage in action learning through the Spiral of Inquiry (Timperley et al.) to enable the best learning outcomes for targeted groups of learners.	Learning Leaders ISL	<ul style="list-style-type: none"> <li>• PLG leadership allowances</li> <li>• Learning leader support</li> <li>• Team meeting time</li> </ul>	Ongoing over 2024	<ul style="list-style-type: none"> <li>• Teachers use achievement data to measure the impact of their specific teaching inquiry on their target students.</li> </ul>

<b>Strategic Goal 4</b> Develop teacher capability in supporting the needs of foundational English language learners in their first 12 months of learning English				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>All children identified as ESOL (first four years at School in New Zealand) are evaluated using ELLPs. ELLP data shows all children in the foundation stage have a specific plan for English language learning developed by their teacher</li> <li>A self-evaluation survey completed by all teachers in June 2024 identifies current teacher capability and confidence in working with foundational ESOL learners and identifies any development opportunities, repeated in November 2025 to identify any increase in confidence and capability</li> </ul>				
<b>What do we expect to see by the end of the year?</b> <ul style="list-style-type: none"> <li>All teachers engage in professional learning about supporting ESOL learners in their class</li> <li>Class teachers identify through planning their specific use of deliberate acts of teaching targeting ESOL learners</li> <li>ELLP data is collected as per MOE requirements, which informs planning and teaching</li> </ul>				
Actions	Responsible	Resources Required	Timeframe	Success measures
Teachers complete self-evaluation survey to inform professional learning programme	Senior Leadership Team	<ul style="list-style-type: none"> <li>Development of self-evaluation tool for teachers</li> </ul>	Survey developed in April 2024, Administered June 2024	<ul style="list-style-type: none"> <li>All teachers complete a self-evaluation survey</li> <li>Clear links are present between themes of staff self-assessment and School Professional Learning,</li> </ul>
ESOL specialist teachers to share planning to support classroom teachers	ESOL teachers, SLT, Learning Leaders	<ul style="list-style-type: none"> <li>Nil</li> </ul>	Ongoing in 2024, weekly	<ul style="list-style-type: none"> <li>ESOL planning is loaded into staff shared space weekly</li> <li>Team Meeting minutes show teams are using the planning to support their programmes.</li> <li>ESOL Lead teacher engagement with ESOL cluster</li> </ul>
Teacher professional learning targeted to varied needs across the varied aspects of ESOL students	Leadership team	<ul style="list-style-type: none"> <li>PL investment for a collaborative approach to supporting ESOL learners at Parnell District School</li> </ul>	Ongoing in 2024	<ul style="list-style-type: none"> <li>Teacher self-evaluation on confidence and competence in teaching ESOL students</li> <li>Leadership team triangulation between achievement data, teacher planning, and classroom observation.</li> </ul>
Development of welcome resources for new foundational language learners in their first two weeks at Parnell District School.	ESOL teaching team	<ul style="list-style-type: none"> <li>Time for teachers to create a resource</li> <li>ESOL resource budget to support professionally developed resources</li> </ul>	June 2024	<ul style="list-style-type: none"> <li>All teachers have access to the welcome resource</li> <li>New students use resources in the first three to six weeks as appropriate.</li> </ul>



<b>Strategic Goal 5</b> <i>Enhance Digital citizenship programme to ensure respectful, safe and appropriate online behaviour</i>				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>&lt; 5% of Year 6-8 students answer yes to the question: 'Do other students use cell phones or the internet to be mean to you?'; occurs more than one or two times a year 2025 and is asked in the 'Wellbeing at school' survey</li> <li>Team planning demonstrates at least 12 deliberate lessons of digital citizenship and digital safety education for all year</li> </ul>				
<b>What do we expect to see by the end of the year?</b> <ul style="list-style-type: none"> <li>Students use online tools safely to enhance their learning</li> <li>Teachers respond to cyber safety issues arising in a consistent, timely manner</li> <li>Parents and Students clearly understand how to get support relating to incidents of cyberbullying or inappropriate online behaviour</li> </ul>				
<b>Actions</b>	<b>Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>Success measures</b>
Teams teach consistent cyber safety and digital citizenship lessons across all classes based on the needs of their students	DP operations, Learning Leaders	<ul style="list-style-type: none"> <li>Netsafe resources</li> <li>Team collaboration time</li> </ul>	Termly, ongoing in 2024	<ul style="list-style-type: none"> <li>Teacher planning indicates deliberate, specific teaching of cyber safety, safe use of digital tools</li> </ul>
Life Education Trust visit to deliver specific cyber safety and digital citizenship lessons	DP Curriculum	<ul style="list-style-type: none"> <li>Cost per child, funded from activity contribution</li> </ul>	July 2024	<ul style="list-style-type: none"> <li>Student voice collection to measure the impact and efficacy of lessons.</li> </ul>
Engage Netsafe/ Linewise to continue community education around safe online behaviour	Senior Leadership Team	<ul style="list-style-type: none"> <li>Investment in community education sessions</li> </ul>	By November 2024	<ul style="list-style-type: none"> <li>&gt;25% of families participate in community education sessions</li> </ul>
Review Cyber Security Policy and related content to ensure it meets government legislation and is consistently applied	Board Of Trustees	<ul style="list-style-type: none"> <li>School doc review process</li> </ul>	Term 4 2024	<ul style="list-style-type: none"> <li>Policy meets legislative requirements and is consistently applied.</li> </ul>

<b>Strategic Goal 6</b> <i>Embed consistent school-wide procedures and practices to ensure that Te Tiriti ō Waitangi is appropriately reflected</i>				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>Māori students achieve equitable academic outcomes in relation to their cohort</li> <li>Student survey / student voice collection: students in years 4-8 can identify how Te Ao Maori informs our practices at Parnell District School</li> </ul>				
<b>What do we expect to see by the end of the year?</b> <ul style="list-style-type: none"> <li>Procedures and practices, as captured in our staff handbook and parent communication, indicate our commitment to tikanga Māori</li> <li>Procedures and practices in place at Parnell District School reflect meaningful partnerships with Ngāti Whātua o Ōrākei and Parnell District School Whānau.</li> </ul>				
<b>Actions</b>	<b>Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>Success measures</b>
Staff handbook to be reviewed to ensure practices reflect agreed PDS tikanga	Principal, DP operations	<ul style="list-style-type: none"> <li>Time for SLT and staff to review the handbook</li> <li>A collaborative exploration of changes to practices and procedures</li> </ul>	November 2024	<ul style="list-style-type: none"> <li>Completion of Handbook review, and the data is aligned with respective practices</li> </ul>
Engage with Māori whānau to ensure we capture their aspirations for their children	Senior Leadership team	<ul style="list-style-type: none"> <li>Hospitality for Māori whānau hui</li> <li>Professional learning support for SLT in culturally responsive community consultation</li> </ul>	Term 2 2024	<ul style="list-style-type: none"> <li>70% of Māori whānau engage in consultative process</li> <li>Specific actions are identified and implemented from consultation</li> </ul>
Collaborate with local iwi and hapu to ensure procedures and practices are culturally appropriate	Principal	<ul style="list-style-type: none"> <li>Time (Principal)</li> <li>Possible resources are required to ensure a reciprocal relationship with Ngāti Whātua o Ōrākei.</li> </ul>	Ongoing over 2024	<ul style="list-style-type: none"> <li>Ngāti Whātua o Ōrākei engage with practices and procedures in place</li> <li>Ngāti Whātua o Ōrākei work provides specific feedback on areas for implementation of Strag practices and procedures that reflect local tikanga</li> </ul>