

Strategic Goal 1 Design effective reporting methods with the community to ensure parents understand student achievement in core academic areas				
Annual Target/Goal: <ul style="list-style-type: none"> Parent survey following reporting process: how would you rate the understandability of the report you received 1-5, with an average rating of 3 or higher. Greater than 80% of parents attend student learning conferences or meet with their teacher to set learning goals and co-construct action plans 				
What do we expect to see by the end of the year?				
Parents are given multiple opportunities and methods to contribute to the development of reporting. A new reporting format will be created by October that reflects the New Zealand Curriculum, the needs of our community, and the PDS local curriculum				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Use evidence from parent surveys and focus groups to design draft reporting	Senior Leadership Team	Senior Leadership Team time Possible additional reporting tool	March 2025	Direct links are evident between parent feedback, parent needs, and the new potential reporting frameworks
Link reporting to new curriculum expectations of achievement for broad groups (0-3, 4-6, 7-8)	DP: Curriculum	Whole staff PL linking scope and sequence, assessment and reporting	May 2025	There are clear links between reporting, assessment, the PDS Scope and sequence and the New Zealand Curriculum
Build connections between the newly developed PDS curriculum scheme, assessment practices, and meaningful reporting to parents.	Senior Leadership Team, teachers		May 2025bal	
Communication programme to support parents' understanding of the PDS approach to reporting on student achievement	Senior Leadership Team	Senior Leadership Team time Website development	June 2025	All parents are informed about the process, how the reports reflect their feedback, and how to read the new report.

2025 Annual plan

Strategic Goal 2

Develop an evidence-informed Math and statistics curriculum that is rigorous, challenging and consistent.

Annual Target/Goal:

- >60% of students achieve stanine 7-9 in mid-year Math Progressive Achievement Test (PAT) NZ average 23%
- <10% of students achieve stanine 1-3 in mid-year Math Progressive Achievement Test (PAT) NZ average 23%

What do we expect to see by the end of the year?

Teaching staff engage in research and development of approaches to implementing the Math curriculum
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.
Teachers are using an increasing range of pedagogical approaches to target student needs

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Embed new Math Curriculum	Senior Leadership Team Learning Leaders	Professional learning for staff, financial investment for an external facilitator, free PLD from Math programme facilitators.	Ongoing over 2025	Evidenced in in teacher planning and programmes Student achievement in PAT meets above targets.
Monitor acceleration by cohort, reported in achievement report, including specific reporting top/bottom 25%	DP: Curriculum	Deputy Principal: Curriculum	April, August 2025	Student achievement by stanine in PAT Math
Teachers engage in professional learning to ensure the fidelity of the 'Maths: no problem' programme school wide.	Learning Leaders ISL	PLG leadership allowances, Learning leader support, Team meeting time, financial investment for resources.	Ongoing over 2025	Teacher self-evaluation on confidence and competence in teaching aspects of the Math Curriculum. Leadership team triangulation between achievement data, teacher planning, and classroom observation.

Strategic Goal 3

Develop an evidence-informed English curriculum that integrates the full breadth of the English curriculum and is rigorous, challenging and consistent

Annual Target/Goal:

- >50% of students achieve stanine 7-9 in mid-year Reading Comprehension Progressive Achievement Test (PAT) NZ average 23%
- <10% of students achieve stanine 1-3 in mid-year Reading Comprehension Progressive Achievement Test (PAT) NZ average 23%
- >60% of students achieve at or above the expected curriculum level in Writing as assessed using e-asTTLe [Note NZ average for comparison]
- 15% of students achieve one year or more above expectation in Writing as assessed using e-asTTLe [Note NZ average for comparison]

What do we expect to see by the end of the year?

<p>Teaching staff engage in research and development of approaches to implementing the English curriculum</p> <p>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.</p> <p>Teachers are using an increasing range of pedagogical approaches to target student needs</p>				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Staff professional learning on E-AsTTle writing assessment.	Senior Leadership Team, Learning Leaders	Teacher development time and support Writing assessment tool (e-asTTle)	Ongoing over 2025	All teachers use writing assessment tool consistently. Teachers use assessment data to plan teaching learning programme.
Monitor acceleration by cohort, reported in achievement report, including specific reporting top/bottom 25%	DP: Curriculum	Deputy Principal: Curriculum	April, August 2025	Student achievement by stanine in PAT Reading Comprehension and e-asTTle writing.
Increase team collaborative planning opportunities for handwriting and spelling to ensure consistency of teaching.	Learning Leaders	Team planning time, NZ Curriculum, NZ handwriting syllabus, Joy Allcock Spelling	Ongoing over 2025	Spelling teaching is present in team planning, and evidenced in weekly practice by all teachers from year 4-8
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	Professional learning for staff, support from an external facilitator Personal inquiry time for research	September 2025	Scope and Sequence are informed by research. Scope and Sequence are developed that show clear expectations of achievement. Scope and Sequence comprehensively link reciprocal aspects of the English curriculum.
All Year 1-3 teachers undertake training in BSLA Structured Literacy via the BSLA microcredential with University of Canterbury; and embed programme in classes	DP: Student Support	Professional learning for staff with support from internal facilitator and University of Canterbury Wellbeing Institute, Release time for student assessments Literacy Specialist to support Tier 2 learners	Ongoing over 2024-2025	Successful completion of microcredential Ongoing engagement with UC Professional Learning to maintain fidelity of the programme BSLA implemented as core English programme in Years 1-3 classes
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	PL investment for external providers	Ongoing over 2025	Teacher self-evaluation of confidence and competence in teaching aspects of the English Curriculum. Leadership team triangulation between achievement data, teacher planning, and classroom observation.

Strategic Goal 4 Develop teacher capability in supporting the needs of foundational English language learners in their first 12 months of learning English				
Annual Target/Goal: <ul style="list-style-type: none"> All children identified as ESOL (first four years at School in New Zealand) are evaluated using English Language Learning Progressions (ELLPs). ELLP data shows All children in the foundation stage have a specific plan for English language learning developed by their teacher 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. 				
What do we expect to see by the end of the year?				
All teachers engage in professional learning about supporting English for Speakers of Other Languages (ESOL) learners in their class Class teachers identify through planning their specific use of deliberate acts of teaching targeting ESOL learners English Language Learning Progressions (ELLP) data is collected as per Ministry of Education requirements, which informs planning and teaching				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Teacher professional learning targeted to varied needs of students for whom English is a Second or Other Language supported by ACCOS initiative	Leadership team	Professional learning for ESOL team to further develop their skills in teaching ESOL learners; and coaching teaching team to support these learners	Terms 1-3 2025	Individual teacher self-evaluation on confidence and competence in teaching students for whom English is a Second or Other Language. Leadership team triangulation between achievement data, teacher planning, and classroom observation.
Support for classroom teachers from year 4-8 through additional ESOL trained literacy support teacher, working with both ESOL students through withdrawal; and supporting most able students to allow classroom teachers to target the needs of ESOL students.	ESOL teachers, Leadership team	Timetabling of Literacy Support teacher	Timetabled sessions ongoing over 2025	Progress tracked via achievement data and ELLPs Collaborative planning and formative assessment for ESOL students evident in programmes
Teachers complete Self-Evaluation survey at the end of 2025 to evaluate progress in teacher personal professional knowledge	Leadership Team	Time to review and synthesise survey results.	EOY 2025	Compare pre and post teacher evaluation results Clear links are present between themes of staff self-assessment and the Professional Learning provided

Strategic Goal 5 Enhance Digital citizenship programme to ensure respectful, safe and appropriate online behaviour				
Annual Target/Goal: <ul style="list-style-type: none"> Less than 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?" as happening more than 1 to 2 times a year 2025 in the 'Wellbeing at School' survey Collaborative planning prepared by teams demonstrates at least 12 deliberate lessons of digital citizenship and digital safety education for all year 				
What do we expect to see by the end of the year?				
Students use online tools safely to enhance their learning Teachers respond to cyber safety issues arising in a consistent, timely manner Parents and Students clearly understand how to get support relating to incidents of cyberbullying or inappropriate online behaviour.				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Teams teach consistent cyber safety and digital citizenship lessons across all classes based on the needs of their students.	DP operations, Learning Leaders	Netsafe resources, team collaboration time	Termly, ongoing over 2025	Teacher planning indicates deliberate, specific teaching of cyber safety, safe use of digital tools
Engage Netsafe/Linewise to continue community education around safe online behaviour	Senior Leadership Team	Investment in community education sessions	By July 2025	>25% of families participate in community education sessions
Strategic Goal 6 Embed consistent school-wide procedures and practices to ensure that Te Tiriti o Waitangi is appropriately reflected				
Annual Target/Goal: <ul style="list-style-type: none"> Māori students achieve equitable academic outcomes in relation to their cohort Student survey/ student voice collection: students in years 4-8 can identify how Te Ao Maori informs our practices at Parnell District School 				
What do we expect to see by the end of the year?				
Procedures and practices, as captured in our staff handbook and parent communication, indicate our commitment to tikanga Māori Procedures and practices in place at Parnell District School reflect meaningful partnerships with Ngāti Whātua o Ōrākei and Parnell District School Whānau.				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Staff Survey	Principal, DP operations	Time for SLT and staff to review the handbook A collaborative exploration of changes to practices and procedures.	November 2024	Teachers identify weekly events that provide for authentic integration of tikanga and te reo maori
Engage with Māori whānau to ensure we capture their aspirations for their children	Senior Leadership team	Hospitality for Māori whānau hui Professional learning support for SLT in culturally responsive community consultation	Term 2 2025	70% of Māori whānau engage in consultative process Specific actions are identified and implemented from consultation

Collaborate with local iwi and hapu to ensure procedures and practices are culturally appropriate	Principal	Time (Principal) Possible resources are required to ensure a reciprocal relationship with Ngāti Whātua o Ōrākei.	Ongoing over 2025	Ngāti Whātua o Ōrākei engage with practices and procedures currently in place Ngāti Whātua o Ōrākei work provides specific feedback on areas in which we can implement practices and procedures that reflect local tikanga
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