

<b>Strategic</b> Embed an evidence-informed Maths and statistics curriculum that is rigorous, challenging and consistent.				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>&gt;50% of students achieve stanine 7-9 in mid-year Maths Progressive Achievement Test (PAT)</li> <li>&lt;10% of students achieve stanine 1-3 in mid-year Maths Progressive Achievement Test (PAT)</li> <li>90% of Children in Year 3,6 and 8 who have been at Parnell District School for greater than 1 year are achieving at or above expectation in maths</li> </ul>				
<b>What do we expect to see by the end of the year?</b>				
Teachers consistently implement the Maths – No Problem! programme with agreed instructional expectations. Achievement data shows continued improvement across all cohorts. Teachers confidently use assessment to adjust instruction and target acceleration. Professional learning communities actively support programme refinement. Students demonstrate improved problem-solving, reasoning, and conceptual understanding.				
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
Ongoing professional learning to strengthen Maths – No Problem! implementation	Deputy Principal: Curriculum, Senior Leadership Team	External facilitator, teacher release	Ongoing	Classroom observations show consistent instructional practice
Termly data reviews by cohort	Senior Leadership Team, Learning Leaders	Assessment tools	Termly	Cohort acceleration visible in PAT achievement data
Communities of practice meetings to refine implementation	Learning Leaders	Team meeting time	Each term	Teacher reflection shows increased confidence and capability
Target learner intervention planning	Classroom teachers	Release time	Ongoing	Reduction in the number of students in stanines 1-3

<b>Strategic</b> Embed an evidence-informed English curriculum that is rigorous, challenging and consistent				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>• &gt;50% of students achieve stanine 7-9 in mid-year Reading comprehension Progressive Achievement Test (PAT) (excluding students funded for additional ESOL support)</li> <li>• &lt;10% of students achieve stanine 1-3 in mid-year Reading Progressive Achievement Test (PAT) (excluding students funded for additional ESOL support)</li> <li>• &gt;90% of students in year 6 and 8 achieve at or above expectation in end of year Writing PAT (excluding students funded for additional ESOL support)</li> <li>• 70% of children in year 1 achieve proficiency at 10 week BSLA progress check</li> <li>• All ESOL students evaluated against the English Language Learning Progressions (ELLP) twice a year</li> </ul>				
<b>What do we expect to see by the end of the year?</b>				
<p>Structured Literacy is embedded as the consistent instructional framework across the school.</p> <p>Teachers use BSLA assessment data to inform deliberate and responsive teaching.</p> <p>Students demonstrate strong foundational literacy skills.</p> <p>Writing assessment provides a reliable baseline for monitoring progress in Years 5–8.</p> <p>Target learners are identified early and supported through evidence-informed interventions.</p>				
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
Ongoing BSLA training and coaching	Senior Leadership Team	External support, PL funding	Ongoing	Classroom observations show consistent instructional practice
Administration of Writing PAT assessments	Deputy Principal: Curriculum	Assessment tools	Term 2 & Term 4	PAT writing data establishing baseline and analysed for progress
English communities of practice	Learning Leaders	Collaboration time	Termly	Planning demonstrates data-informed instruction
Target learner writing interventions	Classroom teachers	Release time	Ongoing	Writing acceleration data

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**Strategic**

Ensure Students are equipped for the rigours of high school, both academic and pastoral

**Annual Target/Goal:**

- <5% of year 6 students leave Parnell District School for local state Intermediate schools (Remuera Intermediate, Auckland Normal Intermediate)
- Parent feedback survey shows greater than 80% of families intend for their child to attend Parnell District School to year 8
- Feedback captured from all families leaving at the end of year 6, during years 7 & 8 and at the end of year 8 and shared thematically with Board on an annual basis

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

Year 7/8 programmes are recognised as rigorous and engaging.  
 Students demonstrate strong, independent study habits and organisation.  
 Partnerships with feeder high schools support smooth transitions.  
 Effective communication ensures families understand the academic and co-curricular opportunities available.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Review Year 7/8 curriculum provision and communication of the programme	Senior Leadership Team	Staff consultation time, administration support	Term 1-2	Curriculum review documentation including a range of stakeholders
Refine study skills programme	Deputy Principal: Curriculum	Programme resources	Term 2	Staff and Student feedback
Gather data through surveying parents who leave at the end of year 6/8	Principal	Time, development of survey	Term 1	Parent survey feedback analysis

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**Strategic**

Embed consistent school-wide procedures and practices to ensure Te Tiriti o Waitangi is appropriately reflected

**Annual Target/Goal:**

- 80% of Māori whānau attend annual consultation
- 100% of Māori whānau attend Student Learning Conferences
- Māori students achieve equitable academic outcomes in relation to all students in their cohort

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

Procedures and practices in place at Parnell District School reflect meaningful partnerships with Ngāti Whātua o Ōrākei and Parnell District School Whānau.  
The implementation of the New Zealand Curriculum reflects local stories and history

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Annual Māori whānau consultation hui	Senior Leadership Team	Hospitality budget	Term 2	Attendance data, synthesis of findings
Staff tikanga refresh through professional learning	Senior Leadership Team	External facilitator	Term 3	5 hours or greater of Māori Tikanga PLG for all staff
Integration of local narratives into curriculum	Learning Leaders, Deputy Principal Curriculum	Curriculum development time	Ongoing	Planning at school and team level

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<b>Strategic</b> Increase regular attendance by focusing on unexplained and chronic absence while recognising that planned family holidays occur				
<b>Annual Target/Goal:</b> <ul style="list-style-type: none"> <li>All classes maintain attendance of 90% or higher</li> <li>Exceed Ministry target of 80% of children present 90% of the time</li> <li>Unexplained or chronic absence is less than 5% of total absence</li> </ul>				
<b>What do we expect to see by the end of the year?</b>				
All whānau understand our attendance expectations, and families requesting leave follow school systems. Patterns of unexplained absence are swiftly identified and responded to through timely follow-up and investigation. Attendance data is regularly analysed and drives responsive actions before chronic absence develops.				
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
Communicate attendance expectations including planned holidays and need for prior notice	Principal / Senior Leadership Team	Parent communications platforms	Ongoing	>90% explained absence is approved ahead of leave
Targeted engagement with families for chronic absence	Deputy Principals / Attendance Lead	Time for meetings and support planning	Ongoing	Reduction in number of chronically absent students
Regular reporting to Board on trends and actions	Principal	Board reporting time	Termly	Board receives termly attendance report

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