

Parnell District School Strategic Plan 2026 - 2028

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, BSLA assessment 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, tests designed by the New Zealand Council for Educational Research (NZCER), which gives 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, with one being the lowest, nine the highest, and standard achievement against the New Zealand Curriculum in the range 4-6

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

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) Embed an evidence-informed Maths and statistics curriculum that is rigorous, challenging and consistent.	(1) every student at the School is able to attain their highest possible standard of educational achievement.	Objective 1, P2 Objective 2, P4 Objective 3, P6	<p>Teaching staff engage in ongoing professional learning around the implementation of Maths - No Problem! and the refreshed New Zealand Curriculum</p> <p>Class teachers are supported with a rigorous Scope and Sequence, specific by 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"> • Embed Maths - No problem! programme year 1-8 • Monitor progress and achievement in year 3-8 through PAT Mathematics, reported in achievement report • Individual, team and school-wide teacher professional learning targeted to ensure the implementation of the Maths No Problem! programme meets the needs of all learners, and the New Zealand Curriculum • Communities of practice ensure implementation fidelity and open sharing of learning amongst teachers to build collective capability. 	<ul style="list-style-type: none"> • >50% of students achieve stanine 7-9 in mid-year Maths Progressive Achievement Test (PAT) • <10% of students achieve stanine 1-3 in mid-year Maths Progressive Achievement Test (PAT) • 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

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			Data driven decision making ensures all children receive targeted support to achieve		
(2) Embed an evidence-informed English curriculum that is rigorous, challenging and consistent	(1) every student at the School is able to attain their highest possible standard of educational achievement	Objective 1, P2 Objective 2, P4 Objective 3, P6	<p>Embedding the structured Literacy approach (BSLA) school wide provides a framework for the implementation of the refreshed English Curriculum.</p> <p>All teachers are trained in teaching BSLA and use the assessment tools within the programme to understand the learning and teaching programme needs for their students.</p> <p>Standardised, Norm referenced assessment tools (PAT) are used to ensure children at Parnell School meet national expectation of achievement.</p>	<ul style="list-style-type: none"> Introduce PAT writing assessment in term 2 and 4 for Year 5-8, using this assessment to understand student achievement and progress Support teachers in implementing the BSLA programme informed by BSLA assessment tools. Teacher professional learning targeted to ongoing implementation of the BSLA programme and the new English Curriculum Communities of practice ensure implementation fidelity and open sharing of learning amongst teachers to build collective capability. 	<ul style="list-style-type: none"> >50% of students achieve stanine 7-9 in mid-year Reading comprehension Progressive Achievement Test (PAT) (excluding students funded for additional ESOL support) <10% of students achieve stanine 1-3 in mid-year Reading Progressive Achievement Test (PAT) (excluding students funded for additional ESOL support) >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) 70% of children in year 1 achieve proficiency at 10 week BSLA progress check All ESOL students evaluated against the English Language Learning Progressions (ELLP) twice a year
(3) Build teacher capability to ensure inclusive learning environments	(1) every student at the School is able to attain their highest possible standard of educational achievement (3) The school is inclusive of and caters for students with differing needs	<u>Objective 1, P2</u> <u>Objective 2, P3</u> <u>Objective 3, P6</u>	<p>All teachers engage in professional learning about supporting learners in their class with additional barriers to success.</p> <p>Teachers identify which learners will be their focus and explain how this focus will strengthen their capability to meet a wide range of learning needs.</p>	<ul style="list-style-type: none"> Every teacher's professional growth cycle is informed by student needs Classroom observations identify development of innovative practice Data analysis informs professional learning programmes Universal Design for Learning principles support teachers in creating inclusive learning environment Ongoing assessment identifies children at risk of underachievement to ensure we respond to emerging needs. 	<ul style="list-style-type: none"> All teachers complete 10 hours of professional learning per year specifically focussed on target student learning needs 3 team meetings a term include discussions focussed on target learner programme adaptations.
(4) Ensure Students are equipped for the rigours of high school, both academic and pastoral	(2) the School— (i) is a physically and emotionally safe place for all students and staff, and (ii) gives effect to relevant student rights set out in this	Objective 1, P2 Objective 2, P3 Objective 2, P4 Objective 4 P7	Parnell District School students are equipped to seamlessly transition from Year 8 to high school, through rigorous and challenging learning programmes, effective study skills, and strong partnerships with feeder high schools.	<ul style="list-style-type: none"> Review curriculum provision for Year 7/8 students to ensure programmes are rigorous and challenging for all students Review overall provision and resourcing for the Year 7/8 programme, to ensure learners have access to opportunities and experiences across the curriculum 	<ul style="list-style-type: none"> <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

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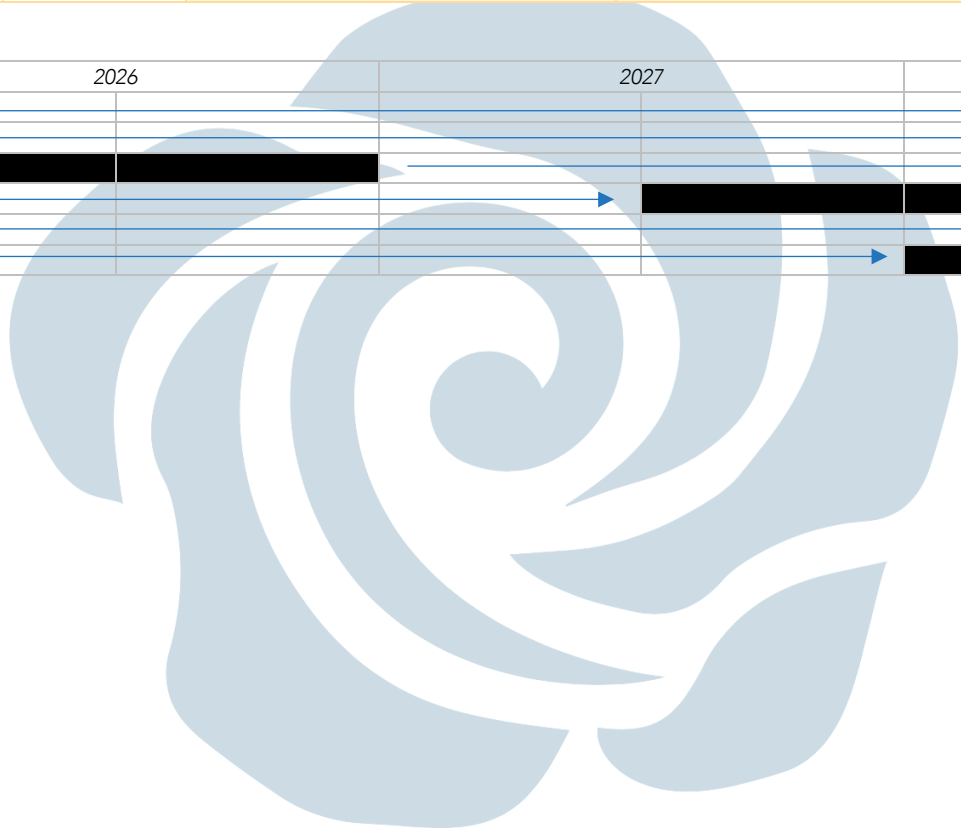
	Act, the <u>New Zealand Bill of Rights Act 1990</u> , and the <u>Human Rights Act 1993</u> ; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the School;		Parnell District School is the school of choice for all students in our zone for intermediate years tuition.	<ul style="list-style-type: none"> Develop communication strategy for all years, to ensure transparency about programmes on offer, and how these meet the needs of our students Refine study skills programme to align with the specific needs of children attending Epsom girls and Auckland Grammar 	& 8 and at the end of year 8 and shared thematically with Board on an annual basis
(5) Embed consistent school-wide procedures and practices to ensure Te Tiriti o Waitangi is appropriately reflected	(4) The school gives effect to <u>Te Tiriti o Waitangi</u> , including by— (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and (iii) achieving equitable outcomes for Māori students.	Objective 1, P2 Objective 2, P3 Objective 3, P5	<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> <p>Local curriculum includes specific links to the stories and history of Ngāti Whātua</p>	<ul style="list-style-type: none"> All achievement monitoring includes specific monitoring of Māori achievement Staff handbook practices reflect agreed PDS tikanga Consult with local iwi and hapu to ensure procedures and practices and learning are culturally appropriate Engage with whānau to ensure we capture their aspirations for their children 	<ul style="list-style-type: none"> 80% of Māori whanau attend annual consultation 100% of Māori whanau attend Student Learning Conferences Māori students achieve equitable academic outcomes in relation to all students in their cohort
(6) Increase regular attendance by focusing on unexplained and chronic absence.	(1) every student at the School is able to attain their highest possible standard of educational achievement.	Objective 1, P2	<ul style="list-style-type: none"> 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. Chronic absence (students attending less than 70 % of the time) is reduced through targeted, strengths-based support and engagement with whānau. Attendance data is regularly analysed and drives responsive 	<ul style="list-style-type: none"> Regular monitoring of student attendance Clear communication with students and families Engage with external agencies to support regular attendance 	<ul style="list-style-type: none"> All classes maintain attendance of 90% or higher Exceed Ministry target of 80% of children present 90% of the time Unexplained or chronic absence is less than 5% of total absence

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			actions before chronic absence develops.		
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Proposed phasing of Strategic goals

Goals	2026	2027	2028
1 (Maths)	→	→	→
2 (English)	→	→	→
3 (Teacher Capability)	→	→	→
4 (High School preparedness)	→	→	→
5 (Te Tiriti o Waitangi)	→	→	→
6 (Attendance)	→	→	→



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