



# PARNELL DISTRICT SCHOOL

## Annual Plan Overview 2016

### OUR 2016 THEME IS

**CHANGE**

### MAIN FOCUS AREAS

- E Learning
- Literacy
- ACCoS Student agency/ transitions
- Te Ao
- Grow the Roll
- Mandarin/ ALLiS contract

### SCHOOL VALUES

***Respect, Integrity, Curiosity, Honesty,  
Empathy, Responsibility***

**Creating learners who are 'Richer' in  
character.**

Our values will be modelled, explored and encouraged.

### 2016 PROGRESS AND ACHIEVEMENT TARGETS

#### MATHEMATICS:

- *By the end of 2016, the 22 students identified as below the standard in Mathematics will be accelerated to at achieve at the standard and the 10 students identified as well below the standard in Mathematics will be working towards achieving at the standard.*

#### READING:

- *By the end of 2016, the 16 students identified as below in Reading, will be accelerated to achieve at the standard and the 19 students identified as well below the standard will accelerate and be working towards achieving at the standard.*
- *By the end of 2016 the number of boys achieving above the standard in Reading will be similar to the number of girls at this level.*

#### WRITING:

- *By the end of 2016, the 27 students identified as below in Writing, the majority of whom are boys, will be accelerated to achieve at the standard, and the 28 students identified as well below the standard in Writing will accelerate and be working towards achieving at the standard.*
- *By the end of 2016, the number of boys achieving above the standard in Writing will be similar to the number of girls at this level.*



## ACTION PLAN 2016- E-LEARNING

*Parnell District School students will develop 21st C skills to connect, collaborative and create with others in order to explore new ways of learning both within and beyond the classroom.*

**RELATED STRATEGIC AIM:** *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.*

WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS	LED BY	WHEN
Identify progress and next steps.	<ul style="list-style-type: none"> <li>• Use e-learning matrix to support the move towards using e-learning for inquiry and the creation of content.</li> <li>• Teachers to understand digital tools not an expensive way to simply replace paper and pen but to open up new ways of learning for students.</li> </ul>	Wendy	March
Professional support.  Develop options for staff to become Microsoft ambassadors.	<ul style="list-style-type: none"> <li>• Engage David Kinane and Microsoft.</li> <li>• Staff sharing of in-school expertise.</li> <li>• Learning more about Microsoft tools</li> <li>• One note</li> <li>• Edmodo</li> <li>• 365</li> <li>• Blendspace to set up groups and collaborate.</li> <li>• Re-visit Appraisal Connector to embed.</li> <li>• ULearn conference opportunities.</li> </ul>	Wendy  David K  Suppliers	
All classes using blogs to	<ul style="list-style-type: none"> <li>• Update school website to ensure access to blogs is easy for all.</li> </ul>	Principal	

<p>* communicate learning to parents * enable students to learn how to give and receive feedback, and * communicate with our sister school in China.</p>	<ul style="list-style-type: none"> <li>School wide protocols for feedback – Understanding what effective feedback is – Dweck, Hattie.</li> </ul>		
ACTIONS		OUTCOMES	
<p><b>Year 1</b> Develop skills so students can use digital technology available independently. Promote collaboration through group tasks.</p>	<p>Students talk and show what they have learned. Use computers to brainstorm, record independent stories, publish together in small groups – bouncing off each other’s ideas.</p>		
<p><b>Year 2</b> Basic key board skills. Encourage self and peer assessment. Create presentations. Record voice and pen. Research skills.</p>	<p>Can log on/ off, create a document, save and edit. Create a folder and save work. Post work to blog and give peer feedback on blog using e-learning cycle. Use powerpoint, slideshows, photostory and pictures using Paint. Use ipad apps and websites e.g. audioboom.</p>		
<p><b>Year 3-4</b> Introduce Edmodo. Maintain and extend skills learned by using these tools to extend classroom learning.</p>	<p>Know how to access, locate and respond to set tasks.  Bug club, Mathletics, Padlet, Kahoot, Blendspace.</p>		
<p><b>Year 5-6</b> Use One Note syndicate wide to promote collaboration. Continue to promote collaboration through Edmodo.</p>	<p>Writing together, giving feedback and sharing between students. Use tools to collaborate in multiple learning areas.</p>		
<p><b>Year 7-8</b> Use One Note Class creator syndicate wide to promote collaboration. Continue to promote learning programmes and provide feedback through Edmodo.</p>	<p>To develop strategies to use one note class created integrated with other e-learning to develop purposeful feedback and sharing between students. Use tools to collaborate in multiple learning areas. Promote innovation and ensuring that ICT assists, supports, and enhances student learning.</p>		



## ACTION PLAN 2016- LITERACY

*Parnell District School students will be fully literate in English: fluent oral, written and visual communicators who use language and literature to connect, create and express ideas effectively.*

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WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS
<p><b>School wide focus – CPL contract...WRITING</b></p> <p>Develop a school wide understanding of what effective pedagogy in Literacy looks like.</p> <p>Promote effective pedagogy by supporting teachers as reflective practitioners in responding to identified student literacy learning needs.</p> <p>Consider the particular needs of students and how to adapt learning to meet these needs.</p>	<p>Shape and blend the PLD for 2016 to ensure the focus on writing meets the needs of students and the professional growth needs and aspirations of teachers.</p> <p><b>Build on first year of Literacy PLD and support achievement of all learners:</b></p> <ul style="list-style-type: none"> <li>• Invite speakers such as Gail Loane to help staff clarify their thinking.</li> <li>• Deepen curriculum knowledge and the use of authentic contexts.</li> <li>• Review instruction time and promote sharing of ideas for effective programme management</li> <li>• Analyse data from e-AsTTle writing in terms of trends and focus areas – moving away from surface features to deeper feature aspects.</li> <li>• Embed teacher understanding of LLP and build assessment literacy.</li> <li>• Grow reflective pedagogy using the teacher capability matrix and through PAC coaching and feedback. Tie this to appraisal rather than to attestation.</li> <li>• Explore PACT tool for sample moderations and deepening of curriculum steps.</li> <li>• Explore writing for its own sake and writing across the curriculum.</li> </ul>

<p>Support on-going development of data literacy.</p>	<ul style="list-style-type: none"> <li>• Consider the needs of boys and ESOL students in programme design.</li> <li>• Promote student agency through self and peer assessment and student use of evidence.</li> <li>• Collaboration and moderation of assessment across the school.</li> </ul>
<p><b><u>Accelerated Literacy Learning (ALL)- programme for specific students</u></b>  <b><i>To accelerate all students at risk of not achieving at National Standards.</i></b></p> <p>School OTJS moderated.  Target data to be entered.</p>	<p><b>Expand ALLs student programme.</b></p> <ul style="list-style-type: none"> <li>• First half of year – expand teachers taking target groups.</li> <li>• Us moderation and monitoring processes to track and accelerate student progress.</li> <li>• Second year programme –second intake focus on acceleration of target students and expanding practice across the school so groups operate in each syndicate.</li> <li>• Engage a second teacher from each syndicate in working with small groups of target students.</li> <li>• Use ELP to enrich ALLs group programmes.</li> <li>• Share and celebrate successes.</li> </ul>
<p><b>COMMUNITY OF SCHOOLS-WRITING</b></p>	<p><b>ACCoS – Auckland Central Community of Schools</b></p> <ul style="list-style-type: none"> <li>• Define role and appoint 2 ACCoS in-school teachers who will can act as literacy and inquiry coaches.</li> <li>• Place Teaching as inquiry within the appraisal programme so staff can inquire into aspects of literacy in terms of impact on student achievement for target students identified in OTJ analysis.</li> <li>• Attend meetings and work with across school staff on emerging aspects for development.</li> <li>• Support teacher inquiry by assigning Inquiry Time for inquiries related to these targets.</li> </ul>
<p><b>ESOL</b></p> <p><i>“I will lift the achievement of all students in writing, but particularly ESOL students through the use of specific learning strategies.”</i></p>	<ul style="list-style-type: none"> <li>• Continue to support the use of ELLs by classroom teachers for students identified as ESOL – These are both precursors and companion indicators for LLP.</li> <li>• Build teaching responsiveness to the Literacy needs of these students.</li> <li>• Build links between effective literacy practice and specific responses for ESOL students.</li> <li>• Graduate diploma in TESSOL.</li> <li>• Use of expertise in ESOL learning and support – MOE/ University.</li> </ul>
<p><b>Digital literacy</b></p>	<ul style="list-style-type: none"> <li>• Access tools that support learning objectives and support teachers to blend these into daily programmes.</li> <li>• Support students to use digital tools critically and creatively through a focus on skills for collaboration and responsible use.</li> <li>• Look for opportunities to increase student motivation to write and tell stories using digital tools.</li> </ul>
<p><b>READING</b></p>	<ul style="list-style-type: none"> <li>• School target programme. Consider whether Reading needs to be a major focus in 2017.</li> <li>• Inquire into the reading achievement at Parnell – where relevant make and strengthen teacher understanding of the links between writing and reading.</li> </ul>



## ACTION PLAN 2016- Auckland Central Community of Schools (ACCoS)

*As part of the Auckland Central Community of Schools, Parnell District School we will work collaboratively on strengthening the pathways for our students throughout their schooling journey.*

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WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS	LED BY	WHEN
Appoint two in-school leaders with a focus on <ul style="list-style-type: none"> <li>Enhanced transition to school, and</li> <li>Promoting student agency.</li> </ul> When roll numbers allow, appoint a third to promote e-learning.	<ul style="list-style-type: none"> <li>Advertise and appoint two in-school leaders.</li> <li>Develop a plan for this work and support inquiry actions.</li> <li>Encourage these teachers to attend meetings and network with other in-school teachers within the community.</li> </ul>	Principal	February  ACCoS meetings.
Work with the community group to develop a plan for across school community teachers.	<ul style="list-style-type: none"> <li>Planning a programme pathway that blends with current initiatives and adds value and knowledge to Parnell and the wider group of schools.</li> <li>Identifying our needs through self-review.</li> </ul>	Principal and in-school ACCoS teachers.	

	<ul style="list-style-type: none"> <li>• If one of our staff win an across schools position, develop plans of support to that staff member.</li> </ul>		
Promote community professional development options.	<ul style="list-style-type: none"> <li>• Plan for these events during the year as the community develops ideas and direction.</li> <li>• Share robust, rigorous data across our schools.</li> <li>• Seek opportunities to share our expertise in regard to culturally appropriate support for student's transition between schools.</li> </ul>	Principal and in-school ACCoS teachers.	
Promote collaborative inquiry.	<ul style="list-style-type: none"> <li>• Incorporate into appraisal and PLD work, to develop our inquiry into writing and share our learning during the year both insider and between schools.</li> <li>• Promote student agency in writing through engaging students more in setting intentions, success criteria and reflecting on progress and next steps.</li> </ul>	Principal and in-school ACCoS teachers.	



## ACTION PLAN 2016- Appraisal

*Parnell District School staff will view appraisal as an opportunity for development.*

**RELATED STRATEGIC AIM: *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.***

WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS	LED BY	WHEN
Separate attestation from appraisal.	<ul style="list-style-type: none"> <li>• Re-write policy procedures and define procedure for attestation using Interim Professional Standards.</li> <li>• Develop flowchart for appraisal.</li> <li>• Put Practising Teacher Criteria into Job Descriptions instead of Interim professional standards.</li> </ul>	Board personnel, NZSTA	Feb- May
Consolidate use of Appraisal Connector.	<ul style="list-style-type: none"> <li>• Agree on clear procedures, expectations, SMART goals.</li> <li>• Clarify set of documents to be used.</li> <li>• Determine evidence needed for re-registration especially for part time staff and relievers. Develop paper forms for relievers and part timers to record PLD and observations/ goals.</li> </ul>	SLT/ Principal	Appraisal flowchart.
All staff appraised annually.	<ul style="list-style-type: none"> <li>• Senior staff ensure teams keep their appraisal progress up to date – including journaling and reflections.</li> </ul>	SLT/ Principal	Appraisal flowchart.

<p>Staff come to see appraisal as a tool to enhance their career and develop their expertise.</p>	<ul style="list-style-type: none"> <li>• Develop skills of staff to act as coaches.</li> <li>• Learning conversation groups and forums.</li> </ul>		
<p>Link appraisal more with teaching as Inquiry.</p>	<ul style="list-style-type: none"> <li>• Consider areas for inquiry – John Hattie research, other research on effect and impact on achievement.</li> </ul>	<p>SLT/ Principal</p>	<p>Appraisal flowchart.</p>
<p>Refine Staff Code of Conduct.</p>	<ul style="list-style-type: none"> <li>• Include Code of Ethics in job descriptions.</li> <li>• Co-ordinate Staff Code of Conduct, school values, Leadership Attributes sheet and Code of Ethics to give clarity and direction to staff.</li> </ul>	<p>SLT/ Principal</p>	<p>Appraisal flowchart.</p>



## ACTION PLAN 2016-Te Ao

*Parnell District School students will experience the richness of our bi-cultural heritage through learning programmes.*

**RELATED STRATEGIC AIM:** *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.*

WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS	LED BY	WHEN
Teaching and Learning	<ul style="list-style-type: none"> <li>Inclusion of local history in curriculum programmes.</li> <li>Ensure students are aware of local landmarks and local groups of significance.</li> <li>Each syndicate will develop and teach at cycle plan with a strong Te Ao focus at least once a year.</li> </ul>	Principal Suzanne Wendy	
Development of Te Reo/ Tikanga knowledge in classes.	<ul style="list-style-type: none"> <li>For a Kaiako to provide a teaching programme in a series of classes, prior to the Marae visit, to support teachers with reo and tikanga specific to our rohe and Marae.</li> </ul>	Principal Suzanne Wendy	
Visits to the local marae. Tikanga o Kura Parnell	<ul style="list-style-type: none"> <li>Students to learn protocols of such visits and learn waiata appropriate to that occasion. Embed into daily practice of the school in welcoming new students.</li> <li>Refine school protocols for visitors – kawa/ tikanga- whakatau.</li> </ul>	Principal Suzanne Wendy	

Māori community consultation.	<ul style="list-style-type: none"> <li>• Hold a hui to discuss student progress and achievement and consider ideas for developing curriculum to be more fully inclusive.</li> </ul>	Principal Suzanne Wendy	
Use of Tātaiako – Cultural competencies.	<ul style="list-style-type: none"> <li>• Use Connector to enable staff to identify next steps with PTC 3 and 10 cultural competency and seek professional development for areas of need.</li> <li>• Teachers to know the iwi heritage of Māori students in their care.</li> <li>• Use of Unitech and other free Te Reo courses for staff as well as apps shared and discovered by staff.</li> <li>• All staff to be able to recite a simple mihi.</li> </ul>	Principal Suzanne Wendy	



## ACTION PLAN 2016- Grow the Roll

*Parnell District School will regain community confidence in the school through a focus on quality learning and relationships.*

**RELATED STRATEGIC AIM: Enhance strong partnerships by providing a welcoming and inclusive environment for all learners and their families in our school community.**

WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS	LED BY	WHEN
Grow the Y1 roll.	<ul style="list-style-type: none"> <li>Actively promote the school through attendance at pre-school meetings to talk to prospective parents.</li> <li>Review and redevelop promotional materials – Powerpoint, prospectus, website, Facebook, pamphlets.</li> <li>Review current strategies such as start day, visits to classrooms and other programmes.</li> <li>Promote inquiry into transitions that best support early learning and literacy achievement.</li> <li>Develop the Y1-2 environment and refresh the classrooms in a manner that promotes collaborate learning for students.</li> <li>Visits to other schools.</li> </ul>	AP Y1-2 staff ACCoS, AP and Y1-2 staff	5YA property programme.
Grow the Y7-8 roll.	<ul style="list-style-type: none"> <li>Develop an Intermediate promotion plan.</li> <li>Consider feedback from parents and students.</li> <li>What changes can we make to help parents choose to stay?</li> <li>Information evenings? Brochures? Website information?</li> </ul>	Board Y7/8 staff	

<p>Parents actively choose PDS as their school of first choice and talk highly about the school.</p>	<ul style="list-style-type: none"> <li>• Review enrolment form – can this be simplified? – Consider a number of parents may not speak English.</li> <li>• Refresh prospectus. Brochures in other languages?</li> <li>• Website– it is up to date, should we review it?</li> <li>• Rebuild and promote the school’s vision.</li> </ul>	<p>Principal ADP</p> <p>Principal Board SLT Staff</p>	
<p>Regain confidence in the school - community and staff</p>	<ul style="list-style-type: none"> <li>• Implement the ERO action plan.</li> <li>• Promote open days for parents to view learning in the school.</li> <li>• Increased information about term themes and class blogs about on-going learning at the school.</li> <li>• Team building and positivity will be expected and promoted among staff.</li> </ul>	<p>Principal Board SLT Staff</p>	
<p>Code of Practice for International Students.</p>	<ul style="list-style-type: none"> <li>• Review plan and policies.</li> <li>• Review enrolment and induction procedures.</li> </ul>	<p>Principal Anna</p>	



## ACTION PLAN 2016- Mandarin

*To ensure students in Y5-8 have the opportunity to learn Mandarin and this is supported by resources and opportunities developed within the Asian Language Learning in Schools Project plan.*

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WHAT/ TARGETS	ACTIONS TO ACHIEVE TARGETS	LED BY	WHEN
Lead Teacher's Role	<ul style="list-style-type: none"> <li>• Lead second language teaching and learning across the school (Learning Language Curriculum).</li> <li>• Continue to promote the Mandarin programme and staff support for ethnic diversity and cultural awareness of students' backgrounds.</li> <li>• Ensure smooth transitions/ support for newly appointed Mandarin teacher.</li> <li>• ALLiS lead teacher meetings during the year to share ideas and resources.</li> <li>• Engage with the local network of schools to support language learning at secondary school.</li> </ul>	Principal Stephanie	Ongoing
Employment of teachers .4 teaching	<ul style="list-style-type: none"> <li>• .2 Teacher 1– released from class (cover cost of release teacher).</li> <li>• .2 Teacher 2.</li> <li>• 1 hour per week – Apprentice.</li> </ul>	Principal Stephanie/Emily/ Andrew	Ongoing
Confucius Classroom	<ul style="list-style-type: none"> <li>• Continue to maintain and develop school's existing strong Mandarin programme.</li> <li>• Chinese Character Art Competition.</li> <li>• Review school classroom/ spaces needs.</li> <li>• Examine the possibilities of participating HSK Mandarin Proficiency Test.</li> </ul>	Principal Stephanie	Ongoing

Sister School Exchange (Cixi)	<ul style="list-style-type: none"> <li>• Hosting 2016 February Cixi's NZ Visit.</li> <li>• Manage host families/ Programme for visit.</li> <li>• Review International Student Code of Practice and update.</li> <li>• Planning and preparing for our second group of "buddies" to start our next exchange.</li> </ul>	<p>Anna</p> <p>Suzanne</p> <p>Stephanie</p>	<p>Feb</p> <p>June</p>
Performances	<ul style="list-style-type: none"> <li>• 2016 Allis Opening event 16 February 3.30pm (Tuesday).</li> <li>• 2016 Auckland Lantern Festival Performance (Saturday 20th February).</li> <li>• 2016 Taiwan Festival Performance.</li> <li>• 2016 APPA Music Festival Performance.</li> <li>• 2016 Chinese Calligraphy Competition.</li> </ul>	Stephanie	<p>Feb</p> <p>June</p> <p>October</p>
Resources	<ul style="list-style-type: none"> <li>• Drum hire.</li> <li>• Costume/ Props.</li> <li>• Purchasing new drum sticks.</li> <li>• Chinese Character Art Competition.</li> <li>• Exercise book making/ Photo-copying allowances.</li> </ul>	<p>Principal</p> <p>Stephanie</p>	Ongoing
PLD	<ul style="list-style-type: none"> <li>• Apprentice .2 Teacher to observe and earn from Lead Teacher.</li> <li>• TPDL for interested staff.</li> <li>• ILep courses considered.</li> <li>• TESSOL papers.</li> <li>• Asia Aware opportunities.</li> <li>• Release for teachers for PLD/ networking with ALLiS teachers.</li> </ul>	Principal	Ongoing

