

# 2024 Annual Plan

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Together, growing with P.R.I.D.E

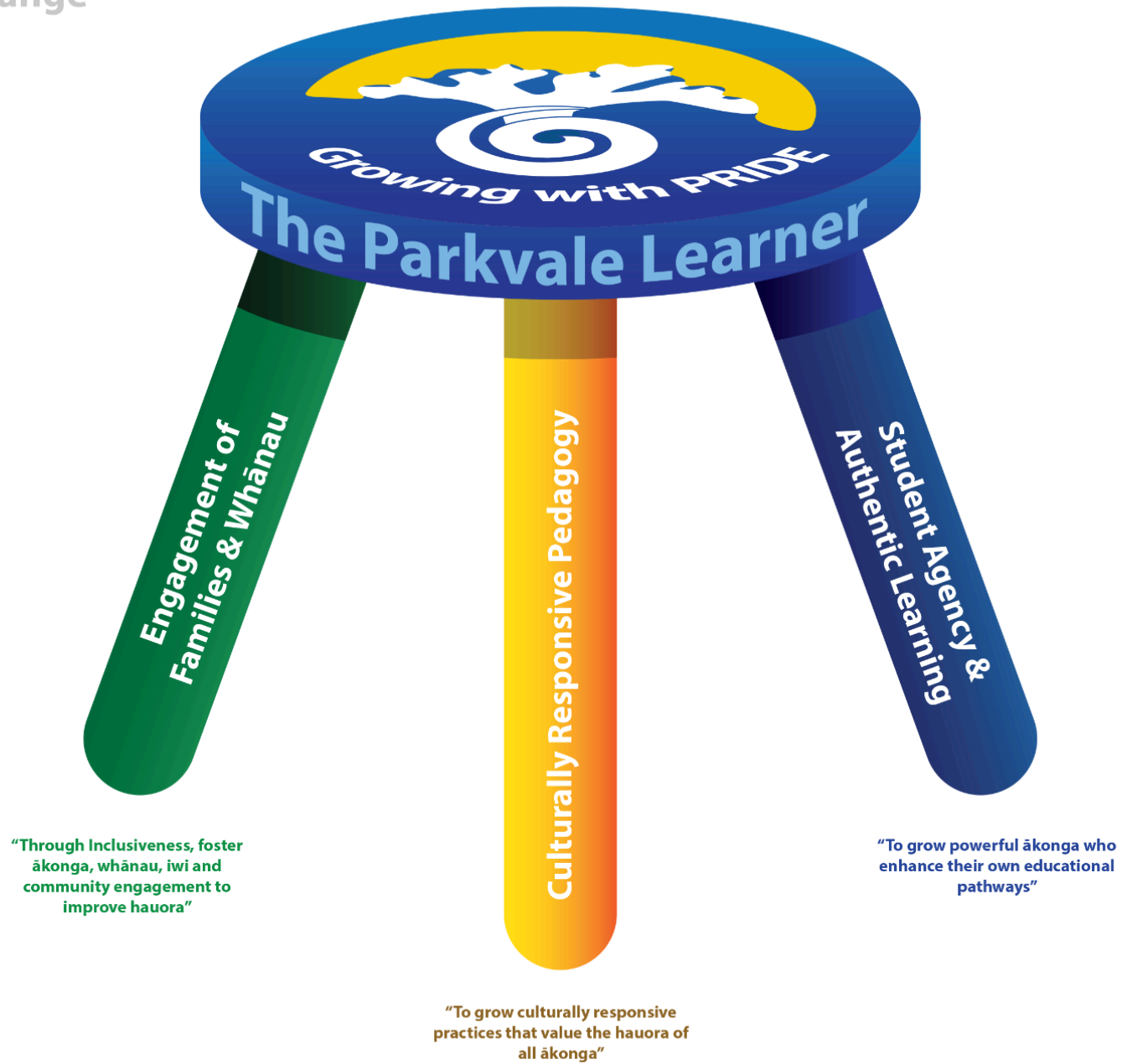
“Poipoia te kakano, Kia puawai”

“Nurture the seed and it will blossom”

PARKVALE  
SCHOOL



## Levers of Change



# PARKVALE SCHOOL ANNUAL DEVELOPMENT PLAN 2024

## Goal One: Student Agency and Authentic Learning 2024 Annual Plan

- To grow powerful akonga who enhance their own educational pathways

### Sub-goal 1 - Formative Assessment Pedagogy

<u>Actions</u>	<u>Led By</u>	<u>Resources</u>	<u>Timeframe</u>	<u>Outcomes</u>
<p><b>RELATIONSHIPS FIRST &amp; FORMATIVE ASSESSMENT PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>➤ Through the avenue of C&amp;M led by Impact Coaches along with the Relationship First focussed PLD strengthen the use of and consistency of positive learning relationships and formative practice strategies across the school</li> <li>➤ WST to help solidify key understandings of key formative assessment strategies                             <ul style="list-style-type: none"> <li>○ drawing on learners' prior learning</li> <li>○ using formative assessment:                                     <ul style="list-style-type: none"> <li>■ feedback</li> <li>■ feed forward</li> </ul> </li> <li>○ Co-construction processes - LIs and SCs</li> <li>○ Using power-sharing strategies</li> </ul> </li> <li>➤ Use BLP to strengthen Student Agency</li> </ul>	<p style="text-align: center;">Impact Coaches, Branch Leaders &amp; WST'</p>	<ul style="list-style-type: none"> <li>● Coaching and Mentoring - release schedule</li> <li>● Coaching Observations and follow up conversations - release schedule</li> <li>● Staff Meeting - workshop based around Part 2 of the RF Profile</li> <li>● Branch Leaders - classroom visit and follow dialogue in branch meetings around target children</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>● Impacts Coaches working together                             <ul style="list-style-type: none"> <li>○ across Kāhui</li> <li>○ within school</li> </ul> </li> <li>➔ to strengthen their understanding of RF Profile, the coaching conversation and follow conversations</li> <li>➔ gain consistency of understanding of Profile and coaching conversation.</li> <li>● 2 x termly Impact Coaches running C&amp;M sessions:                             <ul style="list-style-type: none"> <li>➔ to deepen teacher understanding of Part 2 of the RF Profile - formative practices strategies to strengthen learner agency</li> <li>➔ build and deepen understanding and sustain BLP practices</li> <li>➔ to reflect on C&amp;M process and the learnings from PLD</li> </ul> </li> <li>● Lesson observation with coded lesson in Term 1 and 3 to improvement of school graph in relation to teacher pedagogies                             <ul style="list-style-type: none"> <li>➔ all teachers have a goal pertaining the the RF Profile and are using inquiry to look at their practice to impact learners performance</li> <li>➔ Follow up coaching conversations and collection of ākonga voice throughout the year to ensure 'students know their learning' and teachers 'know thy impact' - connected to teachers goal and children's learning</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• Branch leaders to visit rooms - talking to target learners around what they are learning, how they know and next steps</li> <li>→ Data hui at Branch meetings follow meeting protocol</li> </ul>
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### Sub-goal 2 - Structured Literacy

<u>Actions</u>	<u>Led By</u>	<u>Resources</u>	<u>Timeframe</u>	<u>Outcomes</u>
<p><b>STRUCTURED LITERACY</b></p> <ul style="list-style-type: none"> <li>➤ Year 1 and 2 - deliver the teaching of reading through the structured literacy programme and introduce whole language approach texts (depending on needs of children)</li> <li>➤ Year 3 and 4 - teach a target group using the structured literacy programme</li> <li>➤ Year 3 - 6 Use The Code to explicitly teach spelling and link to reading/writing.</li> <li>➤ All year groups to use 'colour cards' to teach sentence formation and punctuation</li> <li>➤ Branch meetings provide the vehicle for conundrum focussed dialogue.</li> <li>➤ Experts within school used to share modelling and used Go-To people.</li> <li>➤ New staff are inducted into structured Literacy practices either through PRT Mentor teacher programmes, use of Go-To experts and DP</li> </ul>	Ngaio Reid Branch Leaders		<ul style="list-style-type: none"> <li>• Ongoing across the year</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers in the Iti are proficient teaching through Structured Literacy and decodable texts.</li> <li>• Teachers in Years 3-6 are explicitly teaching spelling patterns and reinforcing them with practical application</li> <li>• Teachers across the school are using coloured cards to teach sentence structure and children are able to articulate knowledge around sentence structures.</li> <li>• Structured Literacy practices are embedded in programmes and part of teachers' everyday pedagogy.</li> <li>• New staff have a developing understanding of Structured Literacy practices and are able to implement these in their programme.</li> </ul>

### Sub-goal 3 Branch Structures

<u>Actions</u>	<u>Led By</u>	<u>Resources</u>	<u>Timeframe</u>	<u>Outcomes</u>
<ul style="list-style-type: none"> <li>➤ TAI focussed around data targets.</li> <li>➤ Continue discussion around BLP - Learning Muscles and the how they are being used across the curriculum</li> <li>➤ Look at 'Big Picture Planning' to ensure impact</li> </ul>	Branch Leaders and Deputy Principals		Branch Meetings on a weekly basis	<ul style="list-style-type: none"> <li>• Concise and consistent planning of wider curriculum within branches.</li> <li>• Focussed data discussions around Numbers, Names, Needs of children in target groups and the movement or</li> </ul>

across the curriculum				<ul style="list-style-type: none"> <li>barriers they are encountering. Shared conundrums around teacher practice.</li> <li>Vigorous discussions around BLP development and what is occurring in class/ hubs/ branches.</li> </ul>
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## PARKVALE SCHOOL ANNUAL DEVELOPMENT PLAN 2024

### Goal Two: Culturally Responsive Pedagogy 2024 Annual Plan - To grow culturally responsive practices that value the hauora of all ākonga

<u>Actions</u>	<u>Led By</u>	<u>Resources</u>	<u>Timeframe</u>	<u>Outcomes</u>
Sub goal One - Teachers to work through the Relationships First profile as part of 'Impact Coaching'				
<p>Teachers engaged in PLD from “Cognition Education Ltd” around “Teaching to the Northeast” by Russell Bishop (Relationships First Educational Research)</p> <p>Initial instruction through “Impact Coaches” then working down through Deputy and Assistant Principals, followed by Branch Leaders.</p> <p><b>Impact Coaches</b> To undertake three 20 minute modelled observations with their team of teachers, providing coded feedback after each modelled session.</p> <p><b>Purpose</b> Deepen teachers understanding and delivery of learning with focus given to “teaching to the Northeast”</p> <p><b>Staff Meeting Focus and PLD Hui’s</b></p>	<p>Deputy Principals and Impact Coaches</p> <p>Vehicle of delivery “Coaching and Mentoring Sessions”</p>			<ul style="list-style-type: none"> <li>• Ethnicity and gender subgroups report the same level of engagement and success as each other               <ul style="list-style-type: none"> <li>○ Patterns of inequity are narrowed so that disparities in the achievements of subgroups are closed</li> <li>○ High quality explicit teaching</li> <li>○ Adaptive expertise underpinning responsive pedagogy</li> <li>○ Authentic, meaningful and culturally responsive programmes and policies</li> </ul> </li> <li>• Use the voice collection from all stakeholders to discuss changes that we as a school need to ensure so we have successful pathways and relationships with our marginalised learners</li> <li>• Teachers engaged in PLD through C&amp;M focus of Relationships First PLD - Teaching to the North East</li> <li>• Use the RF teachers profile to deepen understanding of Teaching to the North-East whilst making sure we know our               <ul style="list-style-type: none"> <li>○ Students’ cultural knowledge</li> <li>○ Life experiences</li> <li>○ Stories from cultures</li> <li>○ Frames of reference</li> <li>○ Languages</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>○ Performance and communication styles.</li> <li>○ Using the local environment to make connections</li> </ul>
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**Sub-goal two** - Teachers ensure tikanga is connected to planning and throughout daily practice.

<ul style="list-style-type: none"> <li>➤ Teachers practice tikanga beliefs as a part of daily practice <ul style="list-style-type: none"> <li>○ Whanaungatanga (sense of belonging, whanau inclusiveness, pepeha, waiata, collaboration)</li> <li>○ Manaakitanga (ability to extend aroha and kindness, empathy - coaching, empathy and listening)</li> <li>○ Kotahitanga (oneness - everyone working to do the same thing - cooperating and collaborating to support one another)</li> <li>○ Kaitiakitanga (guarding our taonga - reciprocity of ensuring our facilities are in the same condition or better than when we began)</li> <li>○ Tuakana Teina (older/younger relationships - building a culture of older supporting and nurturing our younger learners)</li> <li>○ Whakapapa (making whanau links and history through tipuna and the waahi - mihi / pepeha connections to others)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Branch meetings</li> <li>● All teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Staff to have dialogue around where they are at and value of unpacking these values within the context of their classroom</li> </ul>	<p>Ongoing throughout the year - teachers will engage with different values and share the meaning with their learners</p> <ul style="list-style-type: none"> <li>● students' cultural knowledge</li> <li>● life experiences</li> <li>● stories from cultures</li> <li>● frames of reference</li> <li>● languages</li> <li>● performance and communication styles.</li> <li>● using the local environment to make connections</li> </ul>	<ul style="list-style-type: none"> <li>● Voice from all stakeholders <ul style="list-style-type: none"> <li>○ Student voice through focus groups, questioning will be collected to gather school wide picture around the inclusion of key Maori concepts / values and impact it is having for children</li> <li>○ Parent voice</li> <li>○ Teacher voice</li> </ul> </li> <li>● Evidence will be identified and discussed <ul style="list-style-type: none"> <li>○ physical environments reflect Aotearoa, reo and tikanga</li> <li>○ planning incorporates connections to Te Ao Māori</li> <li>○ environments reflect a growing number of whakatauki, waiata, karakia being used</li> </ul> </li> </ul>
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**Sub-goal three** - Teachers are using and are ensuring their ākonga are building the kupu/rerenga kōrero of Te Reo

<ul style="list-style-type: none"> <li>➤ <b>“Education Perfect”</b> Online Professional Development course available for all staff to work at their pace and their time online to continue the growth and journey in the use of Te Reo</li> <li>➤ <b>Learning Assistants</b> Fortnightly 8.30am - 9.15 Te Reo sessions with Mali (Within School Teacher)</li> </ul>	<p><b>“Education Perfect” - online</b></p> <ul style="list-style-type: none"> <li>● Available for all staff</li> </ul> <p>Mali (Within School Teacher)</p>	<p>Board Funded online course</p> <p>Additional hours paid to Learning Support Staff</p>	<ul style="list-style-type: none"> <li>● Ongoing throughout the year</li> </ul> <p>Throughout the year</p>	<ul style="list-style-type: none"> <li>● All staff on the same journey</li> <li>● All staff have increased their everyday use of Te Reo within the school and this use is evident schoolwide..</li> <li>● Students heritages valued and reinforced.</li> </ul>
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<ul style="list-style-type: none"> <li>➤ All staff increasing their knowledge of tikanga and Maori customs and traditions <ul style="list-style-type: none"> <li>○ Upskilling broken into levels to suit the needs of staff.</li> </ul> </li>   <li>➤ Teachers are using and encouraging their akonga to use Te Reo as a part of daily language by incorporating phrases, nouns or commands in daily conversation <ul style="list-style-type: none"> <li>○ developing a range of kupu that relate to everyday activities, places around our local community, commands, nouns</li> <li>○ develop a range of phrases</li> </ul> </li> </ul>	<p>Within School Teachers</p> <p>Branch Leaders and Teachers</p> <p>Within School Teachers</p>	<p>Within School Teachers</p>	<p>ongoing throughout the year</p> <p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> <li>● Voice obtained as applicable – stakeholders involved and informed. <ul style="list-style-type: none"> <li>○ Student voice through focus groups, questioning will be collected to gather school wide picture around the inclusion of reo, waiata, whakatauki, karakia and impact it is having for children</li> <li>○ Parent voice</li> </ul> </li> <li>● Through the growth cycle evidence will be identified and discussed <ul style="list-style-type: none"> <li>○ physical environments reflect Aotearoa, reo and tikanga</li> </ul> </li> <li>● Communication with parents reflects use of reo</li> </ul>
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**2024 Professional Learning Annual Plan**

Actions	Led By	Resources/\$	Timeframe	Outcomes
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<b>TEACHING STAFF</b>				
➤ Full Day First Aid Training for all staff	First training Ltd	\$4,400	Teacher Only Day (Term One)	
➤ St John's 2 Day First Aid Course Bex Porou (Pastoral Care) Anne Gifkins (Kaiāwhina)	St John's	\$400	Term One	
➤ Neurodiversity Online Workshop	Life Education Trust Hawke's Bay (Nurturing Healthy Minds)	\$2,880	Term Three	
➤ Te Reo fortnightly hui Staff and Kaiāwhina	Maliana Lowe (Within School Teacher and Cultural Resource Teacher)	Nil	Throughout the year	
➤ Te Reo Online Course (Own time, own pace) 90% staff uptake	Education Perfect	\$3,000	Ongoing throughout the year	
➤ Curriculum Connectors Hui Ngaio, Kieren. Maliana	Ministry of Education (Curriculum Advisor)	Nil	Twice a term, throughout the year	
➤ Structured Maths Ro, Ngaio and Kathy	Ministry of Education	Nil	Twice a term, throughout the year	
➤ Staff Meetings run by "Within School Teachers" Focus; Curriculum Refresh	Within School Teachers Kieren and Mali	Nil	Twice a term (term one - three)	
➤ Teacher Only Days 31 May	Deputy Principals	Nil	Term Two	



<p>“Review of Parkvale Curriculum and methods of planning and coverage</p> <p>➤ Teacher Only Days 15 November (Topic to be confirmed)</p> <p>➤ COACHING and MENTORING Teaching Staff placed in six ‘Coaching and Mentoring’ teams facilitated by Impact Coaches Focus on Relationships First ‘Teaching from the North East’</p> <p>➤ <b>Structured Literacy Programme</b> Structured Literacy - Year 1-3 The Code - Year 4-6 (For untrained staff)</p> <p>➤ <b>Branch Leaders</b> Leadership ‘One on One Professional Development through Cognition Education Ltd. This is an opportunity to grow leaders in a confidential setting - between Branch Leader and the Aleise our provider. The first session will be in Week 8 - the focus of the session will be:</p> <ul style="list-style-type: none"> <li>● Where you are at in leadership journey / your style of leadership</li> <li>● Identifying what is going well</li> <li>● Identifying any challenges you have</li> </ul>	<p>Deputy Principals</p> <p>Impact Coaches</p> <p>Ministry of Education</p> <p>Cognition Education Ltd Aleise White</p>	<p>Nil</p> <p>Nil</p> <p>Funded by Ministry</p> <p>PLD Ministry funded hours</p>	<p>Term Three</p> <p>Two Coaching and Mentoring sessions per term</p> <p>Term three and Four</p> <p>Nicole, Sarah, Kieren &amp; Amy will be released on Tuesday - hour online - 20 minutes for a cuppa and then 10 min change over with reliever. Sessions will be held in Kathy's office where you have a personal space and Kathy will share Ro and Ngaio's office for the days. <u>Tuesday</u> 9 - 10.30 - Sarah -</p>	
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<ul style="list-style-type: none"> <li>● setting a goal moving forward</li> </ul>			<p>10.30 - 12 noon - Amy 12 noon - 1.30 - Nicole</p> <p>1.30 - 3pm - Kieren</p> <p><u>Thursday</u> will be Kathy, Ngaio and Ro</p>	
<p><b>HASTINGS EAST KAHUI AKO PLD PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>➤ Full Staff PLD focus on Relationships First “Teaching to the North East”</li> <li>➤ Across School Leaders Hui Ro PLD focus on ‘Schoolwide sustainability of “Teaching to the Northeast -Teaching Profile</li> <li>➤ Impact Coaches Hui Focus on “The Profile”</li> <li>➤ AP and DP’s Hui Ro and Ngaio</li> <li>➤ Middle School Leaders Hui Ro, Kieren, Nicole, Kathy, Amy and Sarah</li> <li>➤ PCT’s Hui</li> </ul> <p>Learning Support Coordinators</p>	<p>Cognition Education Ltd</p> <p>Cognition Education Ltd</p> <p>Cognition Education Ltd</p> <p>Cognition Education Ltd</p> <p>Cognition Education Ltd</p> <p>Cognition Education Ltd plus expert teachers within the Kahui Ako</p> <p>Facilitated by ASL and Cognition Education Ltd</p>	<p>Ministry Funded PLD</p> <p>Ministry Funded PLD</p> <p>Ministry Funded PLD</p> <p>Ministry Funded PLD</p> <p>Ministry Funded PLD</p> <p>Ministry Funded PLD and school coverage</p> <p>Ministry Funded PLD</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p>	

<b>PRINCIPAL</b>				
➤ HBPPA Seminar Days	HBPPA Exec	\$500	One seminar in term one and three.	
➤ Principal PLG Group	Four Principals (Rotation)	\$1500	Meetings scheduled throughout the year at various venues	
➤ HBPPA Conference Hilton - Taupo	HBPPA Exec	\$2000	12 -15 June	
➤ NZPF Conference	NZPF Exec	\$4,000	Sept Term Three	
<b>TOTAL =</b>				

# PARKVALE SCHOOL ANNUAL DEVELOPMENT PLAN 2024

## Goal three: 2024 Annual Plan - 'Engagement of Whanau' - Through Inclusiveness foster akonga, whanau, iwi and community engagement to improve hauora.

(Inclusion assumes that living and learning together is a better way that benefits everyone, not just children who are labeled as having a difference - Falvey, Ginver & Kimm)

<u>Actions</u>	<u>Led By</u>	<u>Resources</u>	<u>Timeframe</u>	<u>Outcomes</u>
Subgoal One - Communication with Whanau				
<ul style="list-style-type: none"> <li>➤ Pōwhiri to start the year and welcome new learners and their whanau</li> <li>➤ Term 1 - Meet the Hub teachers and learn about learners - gather information about students to ensure teachers have a thorough understanding of individuals</li> <li>➤ Term Two and Four Conferences - Ensure termly opportunities are provided for three way dialogue (children, teacher, whanau)</li> <li>➤ Ongoing communication made with whanau about hub / class happenings and going ons through digital and paper formats</li> <li>➤ An openness across the school where whanau are encouraged to be a part of the environment, feel welcomed, respected and included</li> <li>➤ Continue class and individual seesaw accounts to celebrate and share learning journeys and newsletters</li> <li>➤ Written communication; reports, fliers Facebook updates, newsletters and flyers will be communicated to inform parents and whanau of upcoming events etc</li> </ul>	<p>Mark, Mali, and Phil and staff</p> <p>Principal and DP</p> <p>Principal and DP's</p> <p>Teachers All staff</p> <p>Sandy (ICT)</p> <p>PA Andrea, Sandy (ICT) Principal and DP's</p>	<ul style="list-style-type: none"> <li>• Afternoon tea and Evening meal</li> <li>• Afternoon tea and Evening meal</li> </ul>	<ul style="list-style-type: none"> <li>• Term One</li> <li>• Term two and four</li> <li>• Ongoing throughout the year</li> <li>• Ongoing throughout the year</li> <li>• Ongoing throughout the year</li> <li>• Ongoing throughout the year</li> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Families feel welcomed and included to our school</li> <li>• Feedback collected from the participants about their emotions towards and make changes where needed so impact of Pōwhiri for our whanau</li> <li>• Evaluate the impact of conferences to answer the question of effectiveness and openness for our whanau</li> <li>• Parents are informed and feel they can approach us and feel they are a part our kura</li> <li>• Collect community/whanau feedback around our attitudes and communication - evaluate and see where changes need to be made in relation to                             <ul style="list-style-type: none"> <li>○ Belonging -Kotahitanga</li> <li>○ Efficacy - Mana Motuhake</li> <li>○ Agency - Whakapiringatanga</li> <li>○ Hauora- Maanakitanga</li> </ul> </li> </ul>

### Subgoal Two - Whanau Roopu

<ul style="list-style-type: none"> <li>➤ Reinvent the Whanau Support Roopu to ensure we have effective communications and connections with whanau and iwi.</li> <li>➤ Collect parent voice around well being of their child and openness of our school towards culturally responsive pedagogy</li> <li>➤ Construct a “Family, whanau, iwi, community school engagement plan”</li> </ul>	Principal/ Maliana Lowe / DPs / WSL		<ul style="list-style-type: none"> <li>● Ongoing throughout the year from Term 2</li> </ul>	<ul style="list-style-type: none"> <li>● Re-establishment of Whanau Roopu with positive outcomes around next steps</li> <li>● Parent / whanau voice collected</li> <li>● Engagement plan constructed</li> </ul>
Subgoal Three - Maōri Achievement				
<ul style="list-style-type: none"> <li>➤ A significant number of Māori learners are achieving alongside their non-Māori counterparts</li> <li>➤ A number of Māori learners are currently identified as achieving below curriculum expectations and need acceleration progress to achieve curriculum expectations</li> <li>➤ Teachers are strengthening their knowledge of te reo and tikanga</li> </ul>	DPs and Branch leaders	<ul style="list-style-type: none"> <li>● Structured Literacy teaching</li> <li>● Target groups</li> </ul>	<ul style="list-style-type: none"> <li>● ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>● An increased percentage of Maōri have recorded data at expectation</li> <li>● Evaluation of TAI strategies undertaken to know the impact on learners</li>   <li>● Teachers are using more reo in the room - learner voice and observations evaluate the impact of teachers new learnings</li> </ul>

# Finance and Property 2024 Annual Plan

**5YA 2022 - 2027 Funding \$419,820**

**To provide and implement effective systems so resources have a positive impact on student outcomes**

## Painting Schedule

Action	Provider	Costing	Timeframe	Outcomes
<ul style="list-style-type: none"> <li>Block A Admin</li> <li>Block G Rooms 10 -15</li> <li>Block H Rooms 16 - 17 and Resource Room</li> </ul>		\$15,000 \$18,000 \$10,000	End of 2024 End of 2024 End of 2024	

Actions	Led By	Resources/\$	Timeframe	Outcomes
<b>MINISTRY BUILDING WEATHER TIGHTNESS</b> <ul style="list-style-type: none"> <li>The Ministry will be leading and funding a project to replace leaking outside cladding.</li> <li>These include the new extensions to Old Library, including computer suite, offices and resource room. Rooms 13 and 15 New Library</li> </ul>	Ministry	Funded by Ministry	Still on hold	

<b>MINOR ITEMS FROM CONDITION ASSESSMENT;</b> <ul style="list-style-type: none"> <li>● Hall toilet urinal</li> <li>● Block E (Room 8 and 9) corner roof flashing broken</li> </ul>	Principal property team  Caretaker	5YA  Op Grant		
<b>NEW FIVE-YEAR FUNDING</b>			<b>JULY 2022- JUNE 2027</b>	
<ul style="list-style-type: none"> <li>● <b>Stormwater Drain Remediation</b>   Open drain to the left of rooms 5 -9 needs to be fully replaced.  School staff car park stormwater drain currently does not empty and floods during heavy rain –</li> </ul>	Property Officer	\$37,000	2024 Planned Project	
<b>Roofing Remediation and Fixed Canopies;</b> <ul style="list-style-type: none"> <li>● <b>Block A (Admin)</b> Corroded flashings, and replacement of butynol roof</li> <li>● <b>Block C (Rm 2-4)</b> Replace corroded section of spouting at end of life</li> <li>● <b>Block D (Rm 5-7)</b> <ol style="list-style-type: none"> <li>1. Loose nails and barge cover requires replacement</li> <li>2. Replace corroded spouting over rm 6/7</li> <li>3. Replace sheets to rear of room 7</li> </ol> </li> <li>● <b>Block F (Room 20 -22)</b> <ol style="list-style-type: none"> <li>1. Replace 11 damaged sheets</li> </ol> </li> </ul>	Property Manager      Board	\$150,000      \$5,000  \$5,000 \$25,000 \$15,000  \$5,000 \$30,000	2028          2028	

<p>2. Replace spouting</p> <ul style="list-style-type: none"> <li>● <b>Block G (Room 10 – 15)</b> <ul style="list-style-type: none"> <li>1. Walkway sheets in poor conditions – replace</li> <li>2. Replace damaged sheets</li> <li>3. Replace spouting rooms 13, 14, and 15</li> </ul> </li> <li>● <b>Block H (Room 16/17) (PMC)</b> <ul style="list-style-type: none"> <li>1. Replace apron flashing</li> <li>2. Replace flat roofing overlay system</li> </ul> </li> <li>● <b>Block I (Room 18/19) (PMC)</b> Replace failed ridge flashing and replace 5 no leaking velux</li> <li>● <b>Block K (DP's Office)</b> Replace EOL roof and spouting</li> <li>● <b>Block N (Toilets)</b> Replace damaged sheets</li> </ul>		<p>\$35,000</p> <p>\$15,000</p> <p>\$34,000</p> <p>\$5,000</p> <p>\$40,000</p> <p>\$88,000</p> <p>\$35,000</p> <p>\$2,000</p>	<p>2028</p>	
<p><b>TOILET REMEDIATION</b></p> <ul style="list-style-type: none"> <li>● Hall Boys Toilet Old urinal in the gent's toilet is odorous given its limited use, option to remove and replace with a toilet bowl and cubical</li> <li>● F/P Block rm 20 -22 Toilets Boys need vinyl and needs hot water upgrade</li> <li>● Block N Main Toilet Block Main toilet block looking tired, needs repaint and hot water to hand washing troughs</li> </ul>		<p>\$54,000</p>		
<p><b>REPLACEMENT OF FLOOR COVERINGS</b></p> <ul style="list-style-type: none"> <li>● Block D – Room 5 -7</li> <li>● Block E – Room 8 and 9</li> <li>● Block G Room 12</li> <li>● Block H Room 16 and 17 (PMC)</li> </ul>		<p>\$63,000</p>	<p>2024 Planned Project</p>	



<ul style="list-style-type: none"> <li>Block N Main toilets</li> </ul>				
<p><b>HEAT PUMPS AND ELECTRICAL BOARD</b></p> <ul style="list-style-type: none"> <li>Block D Room 5 -7 Heat pump replacement</li> <li>Room 10 -15, room 18,19 DP's Office) Distribution Board replacement RCD protection should be fitted to DB unless a full ILE upgrade is planned</li> </ul>		\$11,000	2024 Planned Project	
<p><b>QUALITY LEARNING ENVIRONMENTS – UPGRADE</b></p> <ul style="list-style-type: none"> <li>Block D (Rooms 5 -7) Rooms are noisy so could benefit from suspended ceilings and LED lighting. The paint is in poor condition. There is autex – but it is dark</li> <li>Block E (Room 8 and 9) Autex is old and has dust coming through. The paint is in poor condition.</li> <li>Block G Room 12 Requires new flooring, vinyl, autex LED Lighting and interior paint.</li> <li>Block H (Room 16 and 17) <b>PMC</b> Teaching spaces are very dark as there are limited window openings, and have original navy broadloom carpet and navy autex. Carpet is stained, but the sink and joinery and vinyl are in good condition.</li> </ul>		\$160,000	2024 Planned Project	
<p><b>LED LIGHTING REPLACEMENT</b></p> <ul style="list-style-type: none"> <li>Room 1 and Admin (PMC)</li> <li>Room 5 -7</li> <li>Room 8 and 9</li> <li>Room 16 and 17 (PMC)</li> <li>Room 18 and 19 (PMC)</li> <li>Room 20 – 22</li> <li>Deputy Principals Office</li> </ul>		\$43,000		

<p><b>HEATING REPLACEMENT (2028 -2029)</b></p> <ul style="list-style-type: none"> <li>• Administration – Replace older gas heater in principals office and reception area</li> <li>• Room 8 and 9 Replace heat pumps and gas heaters</li> <li>• Room 20 – 22 Replace heat pumps</li> <li>• Room 12, 13 and 14 Replace heat pumps 12, 13 and 14</li> </ul>		\$60,000	2028 -2029	
<ul style="list-style-type: none"> <li>• <b>LSC OFFICE FUNDS</b> Internal upgrade LSC office</li> </ul>	Property Officer	\$85,000	2024 Planned Project	

# PARKVALE SCHOOL

## 2024 Review Timeline

Item	Responsible	Ref #	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
<b>BOARD ADMIN POLICY/ PROCEDURE REVIEW</b>	As per 2022 School Docs Review Schedule (below)											
<b>STRATEGIC GOALS</b>	Principal			<b>Goal One</b> Student Agency		<b>Goal Two</b> Culturally Responsive Pedagogy		<b>Goal Three</b> Whanau Engagement		<b>Review of Strategic Goals</b>		
<b>PLANNING &amp; REPORTING Student Achievement</b>	Principal Curriculum Leaders	School Targets And Student Reports	School Charter And Targets Discussion  2024 Budget Final Approval			Year 3-6 PAT / STAR Analysis Report -Comp -Vocab -Maths	Coaching & Mentoring (Inquiry) Mid-Year Report (Principal, DPs)	Mid Year Report Against School-Wide Targets Nui Report Iti Report		Structured Literacy Programme Report	Coaching & Mentoring (Inquiry) End of Year Report	Report on School-wide Targets Analysis of Variance Parkvale Expectations data

Item	Responsible	Ref #	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
<b>LEARNING SUPPORT COORDINATOR REPORT ON SPECIAL NEEDS PROGRAMME (S)</b>							2024 Mid Year LSC Report					2024 LSC End of Year Report
<b>INCLUSIVE REVIEW</b>	Deputy Principal			Review Surveys			Report Findings				Review Action plan	
<b>TRANSITION TO SCHOOL</b>	Deputy Principal						Report					
<b>ATTENDANCE &amp; PASTORAL</b>	Pastoral Care				Attendance Report End of Term 1 Ongoing report to Principal			Attendance Report End of Term 2 Ongoing report to Principal		Ongoing report to Principal	Attendance Report End of Term 3	Pastoral EOY Report  Attendance Report Term 4 (DEC)
<b>LIBRARY REPORT</b>	Librarian											Library Report End of Year
<b>PERSONNEL PRINCIPAL APPRAISAL</b>	Chairperson/ BOT Committee	Appraisal Folder	Performance Agreement tabled				Mid Review and Self Appraisal				Final Appraisal against Performance Agreement	Report to BOT
<b>STAFF APPRAISAL</b>	Principal Senior Management	Appraisal Folder	Staff Appraisal <i>Goal Setting</i>	Individual PLD Plans created	Ongoing Coaching and Mentoring	Ongoing Coaching and Mentoring	Mid Year Self Appraisal	Ongoing Coaching and Mentoring	Ongoing Coaching and Mentoring	Ongoing Coaching and Mentoring	Final Appraisal Cycle Complete	2025 PLD Draft Planned

Item	Responsible	Ref #	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
<b>STAFF DEVELOPMENT</b>	Principal	PD Folder	Proposed Programmed Presented		Ongoing reporting through Principal and Curriculum Reports/Reviews						Report includes outcome	
<b>BOARD DEVELOPMENT</b>	Chairperson	Board Folder	Plan Developed		Reports from Development Plan each meeting or to Committees						Review Report	
<b>HEALTH, SAFETY &amp; WELFARE HAZARD IDENTIFICATION</b>	Health, Safety & Welfare Person	Health and Safety Folder	Monthly Identify and Remedy Reports		Monthly Identify and Remedy Reports		Monthly Identify and Remedy Reports		Monthly Identify and Remedy Reports			
<b>FINANCIAL BUDGET</b>	Finance Committee	Budget Folder	Accepted	March Returns and Bank Staffing Balanced pp26	Accounts Ready for Audit		1st July Returns					Final Day for staffing requests 15th Nov  Draft for 2025 Budget
			To present monthly reports on the Schools Financial Position at each Monthly Board of Trustees Meeting									
<b>ANNUAL FINANCIAL STATEMENT</b>	Finance Committee	Annual Financial Report				Annual Accounts to MOE 4 copies						
<b>BOARD PROCESS REQUIREMENTS</b>	Board and Principal	Education Act	Appoint Presiding Member	Accounts to Auditor March Roll return completed		Annual Report approved and sent to MOE	Parent Reporting and Interviews	July Roll return		Health Curriculum Consultation	Succession Planning  Parent Reporting and Interviews	

Item	Responsible	Ref #	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
<b>10 YEAR PROPERTY PLAN</b>	Property Committee	School Organisation Folder		Review and Report		Review and Report	Review and Report		Review and Report			Review and Report
<b>EVACUATION NOTIFICATION</b>	Staff Rep		Trial Evacuation Report		Trial Evacuation Report		Trial Evacuation Report		Trial Evacuation Report			
<b>CONSULTATION MAORI/WHANAU ROOPU</b>	Board Member						Roopu Meeting				Roopu Meeting	
<b>COMMUNITY</b>	Chairperson / Principal	Plan In School Organisation	Meet the Teacher 'Know my Child"				Meet the Teacher Conferences	Community Health Consultation		Parent / Teacher / Student Interviews		Report on Student Achievement Parkvale School Expectations

# 2024 Review Schedule and Board Assurances

## BOARD ASSURANCES

The principal assures the board through regular reporting that the school complies with legislative and regulatory requirements, that policies and procedures are up to date, and that appropriate actions have been taken. Topics that may not apply to all schools are indicated with an asterisk \*.

### REVIEW SCHEDULE

Reviews are open to the whole school community. The board is welcome to review all topics, but should focus on shaded rows with *(board)* beside the topic.

### TOPIC(S)

### ACTIONS

**Risk Management**  
*(every term)*

- Assure the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection and EOTC activities.

**Planning and Preparing for Emergencies, Disasters, and Crises**  
*(every term)*

- Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. Assure the board that trial evacuations have been completed every term.

## TERM 1

Te Tiriti o Waitangi *(board)*

Board Responsibility *(board)*

Parent Involvement

Communicating with Parents

Community Conduct Expectations

School Character / Special Character \* *(board)*

**DOCUMENTATION AND SELF-REVIEW POLICY** *(board)*  
*Review main board-level policy*

School Planning and Reporting

Reporting to Parents on Student Progress and Achievement

**School Planning and Reporting**

- Assure the board that the strategic plan is submitted to the Ministry of Education by 1 March; that the annual implementation plan for the current school year is published by 31 March; that annual financial statements have been sent to the school auditor by 31 March; that the annual report (including audited financial statements) is submitted to the Ministry of Education by 31 May; and that the annual report is published as soon as practicable following this.

**Learning Support**

- Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.

**Health Education**

- Assure the board that at least once every two years, a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.

**Safety Management System and Worker Engagement, Participation, and Representation**

- Assure the board that the school safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and minimising risks to health and safety.
- Assure the board that workers have had the opportunity to participate in improving workplace health and safety.

**Healthcare**  
*(also see subtopics)*

- Assure the board that the policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.

**Digital Technology and Online Safety**

- Assure the board that Digital Technology and Online Safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.

**Boarding House/Hostel Policies \***

- Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.

**TERM 2**

<b>EMPLOYER RESPONSIBILITY POLICY</b> (board) <i>Review main board-level policy</i>	<b>Safety Checking and Police Vetting</b>	<ul style="list-style-type: none"> <li>Assure the board that all children’s workers employed or engaged by the school have been safety checked before their appointment. Confirm that children’s workers have been safety checked as required within 3 years of the previous check.</li> <li>Assure the board that any non-teaching staff (who are not registered teachers or holders of a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Confirm that police vets have been completed every 3 years.</li> </ul>
<b>Appointment Procedure</b> (board)		
<b>Equal Employment Opportunities</b>	<b>Teacher Registration and Certification</b>	<ul style="list-style-type: none"> <li>Assure the board that all teachers employed at the school are registered with the Teaching Council and hold a current practising certificate, or have a limited authority to teach.</li> </ul>
<b>Teacher Relief Cover</b>	<b>Performance Management</b>	<ul style="list-style-type: none"> <li>Assure the board that the school annually assesses the principal against professional standards, and regularly assesses the performance of teachers.</li> </ul>
<b>Safety Checking</b> (board)	<b>Appointment Procedure, Staff Conduct and Professional Development</b>	<ul style="list-style-type: none"> <li>Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.</li> </ul>
<b>Police Vetting</b>	<b>Equal Employment Opportunities</b>	<ul style="list-style-type: none"> <li>Assure the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).</li> </ul>
<b>Classroom Release Time</b> (primary) <b>Timetable</b> (composite and secondary)	<b>Child Protection and Abuse Recognition and Reporting</b>	<ul style="list-style-type: none"> <li>Assure the board that the Child Protection policy is in use, being implemented correctly, and is publicly available.</li> <li>Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.</li> </ul>
	<b>Curriculum and Student Achievement Policy</b>	<ul style="list-style-type: none"> <li>Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements.</li> <li>Assure the board that the school complies with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and maths; or pānui, tuhituhi, and pāngarau. (This applies to year 0-8 only.)</li> </ul>
	<b>Cellphones and Other Personal Digital Devices</b>	<ul style="list-style-type: none"> <li>Assure the board that the school does not allow students to use cellphones during school hours, including break times, unless students have been granted an exemption.</li> </ul>

**TERM 3**

<b>Concerns and Complaints</b> (board)	<b>Student Attendance</b>	<ul style="list-style-type: none"> <li>Assure the board that student absences are correctly recorded, monitored, and followed up.</li> </ul>
<b>Media</b>	<b>Reporting to Parents on Student Progress and Achievement</b>	<ul style="list-style-type: none"> <li>Assure the board that teachers have used good quality assessment information to report to each student and their parents/caregivers at least twice a year on student progress and achievement.</li> </ul>
<b>Performance Management</b> (board)	<b>Searches, Surrender, and Retention of Property</b>	<ul style="list-style-type: none"> <li>Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all surrenders and searches, and retention of any property held for more than 2 nights.</li> <li>Assure the board that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and acknowledge the receipt in writing.</li> </ul>
<b>Professional Development</b>	<b>Minimising Physical Restraint</b>	<ul style="list-style-type: none"> <li>Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Assure the board that staff authorised to apply restraint receive appropriate training and support.</li> </ul>
<b>Protected Disclosure</b> (board)	<b>Stand-down, Suspension, and Exclusion</b>	<ul style="list-style-type: none"> <li>Assure the board that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.</li> </ul>
<b>Staff Conduct</b>	<b>School Records Retention and Disposal</b>	<ul style="list-style-type: none"> <li>Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.</li> </ul>
<b>Staff Leave</b>	<b>Safety and Welfare for Students on Work Experience*</b>	<ul style="list-style-type: none"> <li>Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.</li> </ul>



**FINANCE AND ASSET MANAGEMENT POLICY** (board)

*Review main board-level policy*

**Managing Income and Expenditure** (board)

**Financial Conflicts of Interest** (board)

**School Donations and Student Activity Payments / Attendance Dues and Other Income**

**Expenditure**

**Asset Management and Protection** (board)

**Property Planning and Maintenance**

**Prevention of Bribery, Corruption, Fraud, and Theft**

**APRIL 2024**

**School Year, Terms, and Holidays**

- Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction for the next year.

**Managing Income and Expenditure and Expenditure**

- Assure the board that the school has complied with section 155 of the Education and Training Act, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing.
- A nominated board member assures the board that they have completed three randomly timed checks of the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities.

**School Donations and Student Activity Payments \***  
(government scheme only)

- Assure the board that if the school has opted in to the government donation scheme, this has been decided in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, assure the board that the school has not asked for donations, except for overnight camps.

**Gifts**

- Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and proportionate to the reason they are given.

**School Swimming Pool \***

- See **School Swimming Pool** on your SchoolDocs site for the assurances relevant to your swimming pool.

**Daily School Bus \***

- See **Daily School Bus** on your SchoolDocs site for the assurance relevant to your school bus.

**International Learners Review \***

- Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date (1 December) each year.

PARKVALE  
SCHOOL

