

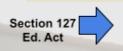
Pareawa Banks Avenue School

Four Year Overview 2021-2025

Effective Jan 1 2024



Living and Learning with HEART Hauora Excellence Aroha Respect Togetherness



Strategic Goal 1- Culture

A warm and welcoming culture, for teachers, students and whanau exists at PBAS.

Our HEART values are evident at school, in the community, at home and online.

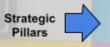
Our learning environment is physically and emotionally safe, inclusive and free from racism, discrimination and bullying.



Strategic Goal 2- Priority Learners

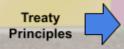
School and whanau work in partnership for the benefit of the child.

A holistic approach to needs results in a range of agencies, interventions and support people being accessed to support both the child and the family.



Strategic Goal 3 - Teaching, Learning, Curriculum

Students are engaged in their learning with programmes tailored to meet students needs and to let them experience success at their highest standard



Students are provided with a rich curriculum anchored in authentic and relevant learning experiences.

Their learning journey through PBAS is captured in a strengths based model.

Strategic Goal 4 - Te Tiriti o Waitangi

Kahui Ako PBAS gives effect to the Treaty of Waitangi.

- Te reo Māori and tikanga Māori meaningfully incorporated into the everyday life at PBAS
- Plans, policies and local curriculum reflect tikanga, te ao maori and matauranga Maori.
- Staff build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Equitable outcomes for Maori achieved

Strategic Goal 5 - Professional Growth

At PBAS we develop staff to strengthen teaching, leadership and learner support capability.







Parewa Banks Avenue School Strategic Overview 2023-2025

Living and Learning with HEART

With community support, Pareawa Banks Avenue School endeavours to provide a happy, secure working environment. Every attempt is made to provide balanced programmes, accept children as individuals and, as far as possible, cater for their needs. We aim to develop healthy attitudes and work habits while giving our pupils a sense of pride and success.

Parent Voice

In 2021 we collected <u>parent/ student and staff voices</u> to allow us to set our direction for the next four years. Three key themes arose; community, curriculum and school climate. These three themes form our strategic pillars for the next three years.

Connecting HEART (community): Our objective is to foster collaborative partnerships among the school, parents, and community organisations to promote the holistic development of students.

Active Learners at the HEART (curriculum): We recognize the importance of embracing a comprehensive curriculum that encompasses the arts, sports, and cultural events, providing students with barrier free learning opportunities embedded within the community and authentic contexts. The New Zealand Curriculum (NZC) is being revitalised with a strong emphasis on Aotearoa's cultural heritage. Additionally, we must proactively plan and prepare for potential future disruptions necessitating remote learning.

Living HEART (school climate): We are committed to enhancing the overall climate of our school by prioritising student well-being, fostering a vibrant cultural environment, upholding our school values, and ensuring an enjoyable learning experience. Effectively managing challenging behaviours and actively engaging students are integral components of cultivating a positive school climate.

Parents also identified the need to improve some of our processes in relation to communication and our processes around new enrolments.

PBAS Strategic Pillars

Active Learners at the HEART	Connecting HEART	Living HEART
Lifting student achievement and providing a rich curriculum.	Working in partnership with whanau, iwi, agencies and community groups	Providing a caring, inclusive, supportive and nurturing environment for all students
Treaty: Participation The Treaty ensures Māori students enjoy and achieve education success as Māori. The Treaty of Waitangi puts students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.	Treaty: Partnership The Treaty principle of partnership benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students' learning, including families, whānau, iwi, and other community members.	Treaty: Protection The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga Consequently, all students need opportunities to learn te reo Māori and gain knowledge and experience of important Māori concepts and customs, considering them in relation to those of other cultures.

Resource:

Toolkit to Implement Planning and Reporting Implementation Pack Strategic Overview - looking Ahead to 2024

Strategic Overview
Aligned to PBAS Strategic Pillars, National Educational Learning Priorities (NELPs). Education Act, Ministry Initiatives,

PBAS Strategic Pillars aligned to NELP, Section 127 ED. Act and other Ministry objectives	Strategic goals	Measures of Success
Strategic Pillars Living HEART Connecting HEART NELP Objective 1: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education Education Act: Section 127 The school is a physically and emotionally safe	Strategic Goal 1- Culture A warm and welcoming culture, for teachers, students and whanau exists at PBAS. Our HEART values are evident at school, in the community, at home and online. Our learning environment is physically and emotionally safe, inclusive and free from racism, discrimination and bullying Our HEART values are evident at school, in the community, at home and online.	Student hauora survey- annually and across time Staff well being survey Year 6 exit survey Behaviour reports ETAP data Sensory Audits Playground audits Well Being Action Plan 2024 Parent feedback / surveys - formal and informal Year 6 parent exit survey Tracking complaints HEART token tracker
place, ensuring students human rights are upheld and it takes steps to eliminate racism, stigma, bullying and other forms of discrimination. The school is inclusive and caters for students with differing needs Other Ministry Initiatives Attendance and Engagement Strategy Child and Youth Wellbeing Strategy 2019 Learning Support Action Plan	Strategic Goal 2- Priority Learners School and whanau work in partnership for the benefit of the child. A holistic approach to needs results in a range of agencies, interventions and support people being accessed to support both the child and the family.	Learning Support Register Learning Support Report to Board Reading Recovery Report to Board ESOL mid year and end of year report Counselling attendance Kahui initiatives to lift achievement
Strategic Pillar Active learners at the HEART NELP Objective 2: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Strategic Goal 3- Teaching, Learning, Curriculum Students are engaged in their learning with programmes tailored to meet students needs and to let them experience success at their highest standard Students are provided with a rich curriculum anchored in authentic and relevant learning experiences.	Student Achievement Data- annually and across time at class, team and school level Curriculum website Curriculum Reviews Curriculum Action Plan 2024 Local Curriculum developed Planning overviews

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Education Act: Section 127 Every student and achieve to their highest educational standard	Their learning journey through PBAS is captured in a strengths based model.	Dynamic reporting samples EOTC overview and reports
Other Ministry Initiatives The Literacy and Communication and Maths Strategy Refreshed Curriculum Te Mataiaho and Common Practise Model		
Strategic Pillars Active learners (teachers) at the HEART Living HEART NELP Objective 3: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau Education Act: Section 127 The school gives effect to the Te tiriti e Weitengi	 Strategic Goal 4 - Te Tiriti o Waitangi PBAS gives effect to the Treaty of Waitangi. Te reo Māori and tikanga Māori meaningfully incorporated into the everyday life at PBAS Plans, policies and local curriculum reflect tikanga, te ao maori and matauranga Maori. Staff build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Equitable outcomes for Maori achieved 	Tuahiwi Cultural Partnership Plan Cultural Indicators - across time Class observations Staff attending PD opportunities Maori student achievement data - annually and across time Cultural Responsiveness Action Plan Cultural Responsiveness Action Plan NZCER Te Reo staff test results and goals
The school gives effect to the Te tiriti o Waitangi by: Working to ensure plans, policies and local curriculum reflect tikanga, matauranga Maori and te ao maori Taking steps to make instruction available in tikanga Maori and te ao Maori Achieving equitable outcomes for Maori Other Ministry Initiatives Ka Hikitia Action Plan for Pacific Education 2020-2030 NZSTA Guidance for giving effect to Te Tiriti 0 Waitangi	Strategic Goal 5- Professional Growth At PBAS we develop staff to strengthen teaching, leadership and learner support capability.	Staff participation in professional development on and off site Budget for professional development Minutes from Professional Growth (appraisal) meetings Slideshares / notes from professional development Mid and end of year reports to Board on progress toward strategic goals Induction plans / document Inquiry Markers - across time

Strategic Goal	Actions Time Frame / Responsibility / Resources	Success Measurement
Goal 1 A warm and welcoming culture, for teachers, students and whanau exists at PBAS. Our learning environment is physically and emotionally safe, inclusive and free from racism, discrimination and bullying. Our HEART values are evident at school, in the community, at home and online.	Attendance-targets Method noce-targets	Student Hauora Survey - Jen Well being Action plan- Jen Behaviour data- Jen and David Attendance reports - Jan Kaitiaki - Muriel

	 Publish Our Kaupapa, Our Journey \$3000 Path gate at back of school to Warden Street \$3000 Bike track\$100000 ■ \$70 000 grant from Bikes in schools to help fund this Access gate / track to Avon hub \$3000 Staff area , shade , plants , citrus \$3000 Library shelving \$10000 Sport uniform - e.g sport top, \$5000 Next lot of memory bricks to be sold and installed BOT re working lease and maintenance obligations for the Avon Hub 5YA to be completed in November Defects schedule to be worked through and signed off by end of July 	
Goal 2 School and whanau work in partnership for the benefit of the child. A holistic approach to needs results in a range of agencies, interventions and support people being accessed to support both the child and the family.	Identify priority learners and provide interventions and programmes to support their needs. Data from end of last year and beginning of year used to identify target children, target groups and curriculum needs — based on curriculum level data Each team will have their own targets. Each team will monitor and report on progress. Identify cohorts who are underachieving, e.g., pacifica or male writers- consider what else? SENCOs and LSC to oversee interventions to support needs. Ongoing monitoring, analysing, and adaptation of programmes to meet needs. Reports to BoT twice a year to show progress toward targets. ESOL programme to be developed due to growing number of ESOL students o increased hours (20-35 hours), o two staff providing programme, o based in classes. o ESOL PD for teachers Gifted and Talented students identified at team level o At the team level discuss how to offer extension to students who have been identified. O Work with families to support strengths o Children's University offered o In senior school Mindplus being introduced	Sensory audit Learning Support register SENCO Reports Analysis of data - target students ESOL report 2024-25 Kahui Strategic plan Learning Support Strategic plan

Goal 3

Students are engaged in their learning with programmes tailored to meet students needs and to let them experience success at their highest standard
Students are provided with a rich curriculum anchored in authentic and relevant learning experiences.
Their learning journey through PBAS is captured in a strengths based model.

Analyse and report on student progress and achievement at class, team and school level

- Continue with <u>tracking at class level</u> for teacher (teacher ownership of progress)
- Collect data over time
- Identify and report target students

Collaborative Teaching

- Introduce Collaborative Capabilities
- Any next steps from parent feedback at the end of '23?
 - Parents often don't know what we are already doing, e.g. to meet needs of neuro diverse students be more proactive in sharing strategies.
 - Snapshot parents mid year:
 - Spotlight
 - Collaborative spaces
 - Wellbeina
- Revisit <u>collaborative expectations</u> and agreements.
 - Having important conversations with colleagues
 - Student reflection on learning (outcome from TOD PD)
 - Cultural audit -
 - Revisit how using spaces term 2
- Consider how additional CRT time can be used to support class programmes and reduce teacher workload.
 - All teachers visit and observe in two other rooms twice a term.
 - CRT Tracker

Assessment

- Staff PD on <u>Assessment for Learning</u>
 - All teachers to explicitly build in reflection time/ skills for children
 - o Revisit use of scale scores with the senior team after they have done their first PAT test.

Work to a plan to implement the Curriculum Refresh - all year led by Rhonda and Helen

- Follow our <u>Long Term Plan</u> for the next four years for the Curriculum Refresh
- Introduce The Common Practises Model
- Continue to update our Curriculum website. Include the updated Arts Curriculum.
- Investigate TIMA as an option to provide an Adapted PE programme.
- Align planning to three hours of reading, writing and maths a day
 - Track this is happening
- Focus on English, maths, science refresh 2024.
 - Note with change of government there will be a delay

Build on our inquiry model- led by Jan

- New Inquiry graphic to be introduced
- Inquiry linked to 2024 planning theme 'we have the power"

Develop our Literacy practices - Led by Tricia

- Embed BSLA
- Seniors Sharp reading PD and The Code PD
- Stocktake reading materials
- Celebrate 30 years of Duffy
- Align BSLA with other reading practices

Student data - teacher / team / schoolwide/ across time/ target

Student Achievement Website
Inquiry Markers - Across the
whole school - Leadership: Term
4 2023

BSLA data

Curriculum at PBAS website
Dynamic Reporting samples

Curriculum Action Plan

Writing very low - look at what else we can do • Review role of reading recovery teacher- aligned to BSLA Pedagogy /HITS Sustain the work we did around Metacognition in 2023 by incorporating it into our goal setting and literacy programmes. • Continue to build our understanding of the HITs within our professional learning group foci on *Multiple Exposures* and Differentiated Teaching throughout the year and our in Term one class teaching observations. Introduce Dynamic Reporting Led by Jan Whole school shift to Spotlight in 2024 Parent support needed Create the annual overview Look at other aspects of spotlight, e.g. notices Tuahiwi Cultural Partnership Goal 4 Enhance the relationship with Tuahiwi. Review Tuahiwi Cultural Partnership plan - update it Plan PBAS gives effect to the Unpack The Otakaro Way - guiding principles **Cultural Responsiveness** Treaty of Waitangi. Kahikatea will be our guiding document as we give effect to the Tiriti o Waitangi, Action Plan 2024 Te reo Māori and tikanga As a kahui we are committed to growing te reo Maori amongst staff, whanau and students Lifting cultural capability at Māori meaningfully incorporated into the We will partner with maori whanau in decision making and co design, sharing power **PBAS** everyday life at PBAS Relationships with nga tuhuriri will be embedded and Review of Whanau Hui Plans, policies and local Our curriculum will be localised and supported by mana whenua **Board Succession Planning** curriculum reflect tikanga, ■ Workshop March 1 to start to unpack this. te ao maori and 17 Habits of a Valued Treaty matauranga Maori. Access professional development to build knowledge and understanding <u>Partner</u> Staff build their teaching Te ahu te reo available for staff in 2024 capability, knowledge and All staff to set a te reo goal in 2024 Staff and Students te reo skills in te reo Māori and All staff to have complete Tuahiwi workshop 1 by March then all attend workshop 2 in April TOD assessment tikanga Māori All staff to know and use pepeha https://www.nzcer.org.nz/te-reo-Equitable outcomes for In depth look at teaching Treaty of Waitangi Maori achieved maori TOD workshop https://www.nzcer.org.nz/taku-re New resources Continuing to develop and embed te ao Māori in planning and practice and give prominence Our Kaupapa to bicultural practices Introduce te reo testing for staff and students- https://www.nzcer.org.nz/te-reo-maorl https://www.nzcer.org.nz/taku-reo • Expect teachers to set goals based on where they are with this assessment One more teachers to attend te ahu Māori PD (Toni) All teachers to attend second Marae workshops at Tuahiwi- focus Treaty Share Māori achieving success as Māori as a conversation starter Look at starting all staff meetings with te reo game/ activities or pepeha of staff Analyse data at class, team and school level Identify ethnicity treads looking for next steps to improve achievement Cultural wall of iwi on display

We have funding, \$5000, for a Cultural Leadership Allowance. This will be given to a staff member to set up and

Community

Organise community hangi

	initiate a series of sessions for parents -A Community Learning Hub	
	Embed Te Reo at Pareawa Language Acquisition Plan	
	 Look to what would need to be done to have a level 3 maori immersion class in senior school -, e.g. staff training 	
Goal 5 At PBAS we develop staff to strengthen teaching, leadership and learner support capability.		Principal PLG Report Mid Year Kāhui Ako 2023 Ōtākaro Kāhui Ako Achievement Challenges Strategic Plan 2023 Principal and DP PLG reports Staff Summary reports Achievement reports Review documents
	Whānau hui	

 Health curriculum (every two years) Policy changes Cell phones in school policy introduced Student achievement policy updated to be aligned to 3 hours of reading, writing, maths a day. 	