

# 2024 ANNUAL PLAN

## SUMMARY OF STRATEGIC PLAN AND LINK TO 2024 ANNUAL PLAN

STRATEGIC GOALS	2024 Initiatives - see Annual Plan	2025 Initiatives	2026 Initiatives
<b>Enable progress, achievement and equitable outcomes for all students.</b>	<ul style="list-style-type: none"> <li>● Embed 'Russel Bishop Profiles 1&amp;2' into daily practice.</li> <li>● Consolidate structured literacy.</li> <li>● Embed Mathematical best practice.</li> <li>● Further develop a culturally responsive and localised curriculum.</li> <li>● Respond to EOY data.</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop a culturally responsive and localised curriculum.</li> <li>● Participate in Kahui Ako PLD where relevant to student and staff needs.</li> <li>● Respond to EOY data patterns.</li> <li>● Review impacts of reducing disparity.</li> </ul>	<ul style="list-style-type: none"> <li>● Review and refine culturally responsive and localised curriculum.</li> <li>● Respond to EOY data</li> </ul>
<b>Strengthen Connections with school whānau for the benefit of ākonga (learners).</b>	<ul style="list-style-type: none"> <li>● Engage whānau and families in mana enhancing ways, including: grow student population; hui; events; Learning support; attendance; Hero; BASC; Community waiata/Te Reo/Kapa Haka.</li> </ul>	<ul style="list-style-type: none"> <li>● Review school values with the community.</li> <li>● Review culturally responsive and localised curriculum and whanau expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● As identified by whānau hui and parental consultation.</li> </ul>
<b>Develop an inspiring school environment</b>	<ul style="list-style-type: none"> <li>● Maximise resources available to improve grounds and facilities, including: pump track, shade structure; pool seating; waharoa; outdoor classroom; swings shade.</li> </ul>	<ul style="list-style-type: none"> <li>● Enviroschool practices shared across school - apply for Gold.</li> <li>● Outdoor classroom further development and use.</li> <li>● Actions and improvements related to 10 year plan.</li> </ul>	<ul style="list-style-type: none"> <li>● Outdoor classroom further development and use.</li> <li>● Actions and improvements related to 10 year plan.</li> </ul>

## COMPARATIVE BASELINE DATA LAST 6 YEARS - ALL STUDENTS (%)

Learning Area	2018 -At/Above	2019 - At/Above	2020 - At/Above	2021 - At/Above	2022 - At/Above	2023 - At/Above
Reading	81	84	78	74	83	81
Writing	71	80	80	81	84	85
Mathematics	77	78	75	68	82	90

## ANNUAL PLAN INFORMATION

At-a-glance Annual Plan Monitoring (see right column) - Definition for RAG status (red, amber, green) - a 'quick glance' way to track progress of actions	
	Problems have arisen & need resolving. Unplanned time, money or expertise needed to resolve.
	Action has not started, no additional problems are on the 'radar'.
	Actions are underway.
	Completed or 'business as usual'

<b>Goal: Enable progress, achievement and equitable learning outcomes for all students.</b>					
Related ' <a href="#">National Education and Learning Priorities</a> ' (NELPs): 1, 2, 3 (see summary of NELPs below this Annual Plan)					
Overall Measures: Reduction in disparity between Māori and non-Māori, also between girls and boys - as measured through OTJs.					
<b>Initiative #1 - Embed 'Russell Bishop Profiles 1&amp;2' into daily teaching practice</b>					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> <li>IRIS videoing of practice minimum twice yearly using Parts 1&amp;2 of 'Teaching to the North-East' profile.</li> </ul>	Feb-Dec '24	SLT, Impact Coaches, teachers, Dianne Ogle	PLD release for Impact coach trg. Release for teachers and	<ul style="list-style-type: none"> <li>Scatter plot of video practice-analysis shows growing trend into N-E quadrant.</li> <li>Teachers 'own' professional practice</li> </ul>	

<ul style="list-style-type: none"> <li>Teacher self analysis + reflective discussion with Impact Coach.</li> <li>Reflective conversations and videos included in the annual Professional Growth Cycle (PGC)</li> <li>Train further Impact Coaches.</li> </ul>			<p>Impact Coach discussions. Inclusion in TODs. 4 staff meetings. IRIS annual fee. MoE PLD applications and funding for Cognition facilitator.</p>	<p>goals and make solid gains achieving Professional Growth Cycle targets.</p> <ul style="list-style-type: none"> <li>Student Overall Teacher Judgements (OTJs) indicate disparity gaps closing.</li> <li>Student voice illustrates feeling valued and included.</li> </ul>	
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**Initiative #2 - Consolidate Structured Literacy**

Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> <li>Review Reading practices and assessment.</li> <li>Identify and embed key Spelling practices from The Code (Liz Kayne).</li> <li>Staff PLD to implement the Better Start Literacy Approach (BSLA) for Years 1&amp;2. Wider staff awareness of BSLA. Timely BSLA info sessions for parents.</li> <li>Instigate and consolidate Writer's Toolbox (WTB) writing approaches Years 1 to 8.</li> <li>1 hour of Reading and Writing per day taking place in integrated and stand-alone settings.</li> <li>Use/explore formative and summative assessment tools/curriculum level descriptors that best serve</li> </ul>	Feb-Dec '24	SLT, Literacy Unit holder, Kahui Ako WST, Kahui Ako ASTs, Staff	<p>Reading inclusion in 4 staff meetings. The Code included in 4 staff meetings. New Yr2 staff inducted into BSLA courses. WTB included in 4 staff meetings. Kahui Ako WST &amp; AST expertise. 4 moderation of writing meetings. Bi-weekly SLT and Team Leader meetings.</p>	<ul style="list-style-type: none"> <li>Disparity gaps between ethnicities and genders are reduced, as measured by OTJs.</li> <li>Staff consultation indicates a growing confidence with structured literacy initiatives.</li> <li>Timely BSLA information/ 'how to help at home' sessions for parents.</li> </ul>	

<p>students' needs in reading and writing, incl. moderation.</p> <ul style="list-style-type: none"> <li>Review expectations within Hero.</li> </ul>					
<b>Initiative #3 - Embed Mathematical 'best practice'</b>					
<b>Actions</b>	<b>Timeframe</b>	<b>Who?</b>	<b>Resourcing</b>	<b>Action Measures</b>	<b>RAG status</b>
<p><b>Mathematics PLD:</b></p> <ul style="list-style-type: none"> <li>Collaborative mathematics planning taking place in teaching teams.</li> <li>Embed mathematics collaborative problem solving across all classes and teams.</li> <li>Track targeted students' achievement using the PaCT tool.</li> <li>Embed use of PaCT and moderation discussions.</li> <li>Review expectations within Hero.</li> <li>1 hour of Mathematics per day taking place in integrated and stand-alone settings.</li> </ul>	Feb-Dec '24	Dianne Maths unit holder Team Leaders SLT	Inclusion in TODs Inclusion in 4 staff meetings. Unit holder attends termly Maths Leaders PLD. MoE PLD applications and funding for Cognition facilitator.	<ul style="list-style-type: none"> <li>Disparity gaps between ethnicities and genders are reduced, as measured by OTJs.</li> <li>Teams consistently plan and share teaching ideas collaboratively.</li> <li>Student voice samples indicate engagement and understanding.</li> </ul>	
<b>Initiative #4 - Further develop a culturally responsive and localised curriculum.</b>					
<b>Actions</b>	<b>Timeframe</b>	<b>Who?</b>	<b>Resourcing</b>	<b>Action Measures</b>	<b>RAG status</b>
<ul style="list-style-type: none"> <li>Include parent and community kanohi ki te kanohi hui suggestions for the localised curriculum.</li> <li>Seek wider parent and school</li> </ul>	Jan-Dec '24	SLT, Kahui Ako WST, Staff, Te Reo Unit holder	Inclusion in Call Back and TODs. Part of 12 staff meetings. 1 WST position.	<ul style="list-style-type: none"> <li>2 year localised and culturally responsive rolling programme created.</li> <li>2 year curriculum map includes appropriate coverage of Te Mātaiaho.</li> </ul>	

<p>community localised curriculum ideas on line.</p> <ul style="list-style-type: none"> <li>● Staff agree themes or ‘big ideas’ for a new 2 year rolling programme.</li> <li>● Provide opportunities for staff collectively and in teams to mind-map culturally responsive localised curriculum ideas reflecting both Māori and non-Māori aspirations.</li> <li>● Te Mātaiaho (refreshed NZC) incorporated into localised curriculum.</li> <li>● Selected staff to attend Kahui Ako culturally responsive PLD.</li> <li>● NZ Histories incorporated into curriculum plan and experiences for ākonga.</li> <li>● Te Reo me ona Tikanga firmly embedded in the daily experiences of ākonga.</li> <li>● Hall and classrooms reflect local culture.</li> </ul>			<p>Te Reo Unit holder position. Kaka Porowini and Pehiāwiri Marae hire. Multiple Kaumatua and Karanga Whaea Koha. Multiple bus hire for local trips. Multiple bus hire for Kapa Haka group. Te Reo budget.</p>	<ul style="list-style-type: none"> <li>● Localised curriculum includes parental and whānau aspirations.</li> <li>● Student voice indicates positive levels of agency and engagement.</li> </ul>	
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<p><b>Goal: Strengthen connections with school whānau for the benefit of ākonga (learners)</b></p>					
<p>Related <a href="#">‘National Education and Learning Priorities’</a> (NELPs): 1, 2, 3</p>					
<p><b>Overall Measures:</b> Regular and constructive engagement takes place between Parents/whānau and the Staff and Senior Leadership Team.</p>					
<p><b>Initiative #5 - Engage whānau and families in mana enhancing ways.</b></p>					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> <li>● Grow the student population -</li> </ul>	All year	SLT, Staff,	Evening for	<ul style="list-style-type: none"> <li>● Roll increases from 2023 number.</li> </ul>	

<p>focus on retaining students into the intermediate (Year 7&amp;8) years + New Entrants (Year 1)</p> <ul style="list-style-type: none"> <li>• NE/Yr1 teacher to visit wide range of pre-schools.</li> </ul>	<p>with particular focus on promos in Term 2 and 3.</p>	<p>Board</p>	<p>prospective parents; staff visits to classes; flyer for Onerahi area; release for NE/1 teacher; Board funding of 1 teacher to keep class sizes lower.</p>	<p>Staffing entitlement increases.</p>	
<ul style="list-style-type: none"> <li>• Hui and questionnaire to glean localised curriculum aspirations.</li> </ul>	<p>Term 1</p>	<p>SLT</p>	<p>SLT time + hui kai.</p>	<ul style="list-style-type: none"> <li>• Suggestions recorded and included in curriculum planning. SLT monitor and follow up. Emerging localised curriculum shared with parents and whānau.</li> </ul>	
<ul style="list-style-type: none"> <li>• In-school and out-of-school events for parents &amp; grandparents to attend/support, including: sports; mathex; BSLA; Kapa Haka; Meet the Teacher; SLCs; Matariki; Book Character day; Grandparents' Day; whole school assemblies; Prize Giving; Fun Friday Festival; Camps, including payment plans and fundraisers; support PTA events &amp; Kea Crossing team.</li> </ul>	<p>Feb-Dec '24</p>	<p>SLT, Staff</p>	<p>Class release.. Planning discussions in staff meeting. Morning teas. WPSSA fees. Mathex/Lit Quiz/ Debating/ Science Fair registration fees. Events Manager Board Funded position. Hospitality funding as per budget.</p>	<ul style="list-style-type: none"> <li>• Parents and whānau are engaged in positive mana enhancing experiences to support their children and tamariki.</li> <li>• Multiple events take place for parents and whānau each term.</li> </ul>	
<ul style="list-style-type: none"> <li>• Learning Support hui and IEPs.</li> </ul>	<p>Feb-Dec '24</p>	<p>LSC, SENCO, TAs, Teachers, SLT, RTL.B.</p>	<p>Staff release/ reliever costs; Learning support related PLD.</p>	<ul style="list-style-type: none"> <li>• Parents and whānau engaged with the Learning Support team and teachers.</li> </ul>	

<ul style="list-style-type: none"> <li>Attendance monitoring, contact and support.</li> </ul>	Feb-Dec '24	SLT, LSC, SENCO, All Teachers	Phone calls, texts, kanohi ki te kanohi discussions	<ul style="list-style-type: none"> <li>Staff and SLT act early to contact families and whānau where a pattern of absences begins to appear.</li> <li>Attendance improves.</li> </ul>	
<ul style="list-style-type: none"> <li>Review anti-bullying processes by: <ul style="list-style-type: none"> <li>Ensuring staff are aware of signs of bullying and/or abuse and subsequent actions.</li> <li>Ensure students are clear on steps to take if they see bullying or are bullied.</li> </ul> </li> </ul>	Term 2,3	SLT, LSC, Team Leaders, Staff.	Staff meetings & PLD. Discussed at Board meetings. Class sessions with students.	<ul style="list-style-type: none"> <li>Students, parents and staff can recognise and take appropriate action in the event of bullying taking place.</li> <li>Student voice indicates children feel safe at school.</li> <li>Anti-bullying policy on School website.</li> </ul>	
<ul style="list-style-type: none"> <li>Community Waiata/Te Reo/ Kapa Haka.</li> </ul>	Term 2, 3, 4	Staff and or community volunteers	Venue made available, e.g. hall or staff room. Self funding.	<ul style="list-style-type: none"> <li>A regular evening or weekend session is established - e.g. every Wednesday for 6 weeks.</li> </ul>	
<ul style="list-style-type: none"> <li>Before and After School Care (BASC) term time provision + holiday programmes.</li> </ul>	All Terms	SLT, BASC Team Leader, BASC staff	'Accounts' admin position; BASC staffing; BASC transport funding.	<ul style="list-style-type: none"> <li>WINZ support for families qualifying for help with OSCAR accredited BASC.</li> <li>Enrolments increase - financially viable to sustain the BASC service to school families and whānau.</li> </ul>	
<ul style="list-style-type: none"> <li>'Hero' online posts from teachers to share learning with parents - timely and consistent.</li> </ul>	All Terms	SLT, teachers	Annual Hero subscription; inclusion in 2 staff meetings.	<ul style="list-style-type: none"> <li>Parental comments indicate Hero is a useful and informative link between school and home.</li> </ul>	
<ul style="list-style-type: none"> <li>Frequent communication and messaging - via school FB posts, emails, team letters, fortnightly newsletters. Up-to-date website.</li> </ul>	All Terms	SLT, Admin team, teachers, Board	Time to prep weekly 'What's on' messaging, time for	<ul style="list-style-type: none"> <li>Admin team, teachers, SLT and Board of Trustees communicate with the community in a timely manner.</li> <li>Board considers the pros, cons and</li> </ul>	

			Newsletter prep.	costing of a digital messaging board.	
<ul style="list-style-type: none"> <li>Twice termly Board of Trustee meetings focus on strategic direction and governance related responsibilities. Summary of meetings shared with school families.</li> </ul>	All Terms	School Administrator, Board Chair, Staff Rep, Principal, Board Members	Time for twice termly meetings. Document preparation by School Administrator, SLT and Board specific Board members.	<ul style="list-style-type: none"> <li>See agenda/minutes of Board meetings.</li> <li>See Annual Financial Report.</li> </ul>	
<ul style="list-style-type: none"> <li>Support PTA growth and activities</li> </ul>	All Terms	Current PTA, SLT, CH as teacher rep	Termly meetings; use of buildings, BBQ & sound system; staff support for key activities.	<ul style="list-style-type: none"> <li>PTA run activities continue.</li> <li>PTA team increases in number of active helpers.</li> </ul>	

<b>Goal: Develop an inspiring school environment</b>					
Related ' <a href="#">National Education and Learning Priorities</a> ' (NELPs): 1, 2					
Overall Measures: Multiple improvements to the school environment, providing richer or safer settings for students to enjoy.					
<b>Initiative #5 - Maximise resources available to improve grounds &amp; facilities for students and staff</b>					
Actions	Timeframe	Who?	Resourcing	Action Measures	RAG status
<ul style="list-style-type: none"> <li>10 Year Property Plan (10YPP), priorities for the first 5 years (5YA) and an updated Cyclical Maintenance Plan created.</li> </ul>	Term 1	Scope, MoE, Board, SLT	As per 10YPP and 5YA budget.	<ul style="list-style-type: none"> <li>10YPP, 5YA and Cyclical Maintenance clear and agreed between MoE, Board and SLT.</li> </ul>	
<ul style="list-style-type: none"> <li>Property modifications for higher needs students</li> </ul>	Term 2	MoE, LS team, SLT	MoE funding.		



completed.					
<ul style="list-style-type: none"> <li>Storm damage to Hall and Swing's structure remediated.</li> </ul>	Term 1 & 2	MoE, Avail, LM Consulting,	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	
<ul style="list-style-type: none"> <li>Shade Structure completed.</li> </ul>	Term 1	MoE, Avail, SLT	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	
<ul style="list-style-type: none"> <li>Pool Seating completed.</li> </ul>	Term 1	MoE, Avail, SLT	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	
<ul style="list-style-type: none"> <li>Waharoa completed.</li> </ul>	Term 3	MoE, Avail, SLT	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	
<ul style="list-style-type: none"> <li>Pump track completed</li> </ul>	Term 1	MoE, Avail, SLT	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	
<ul style="list-style-type: none"> <li>Bike Storage completed.</li> </ul>	Term 1	MoE, Avail, SLT	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	
<ul style="list-style-type: none"> <li>Second basket swing completed.</li> </ul>	Term 4	MoE, Avail, SLT	MoE funding.	<ul style="list-style-type: none"> <li>Build completed.</li> </ul>	

SLT=Senior Leadership Team (Principal + Assistant Principals); WST=Within School Teachers; MOE=Ministry of Education; LSC = Learning Support Coordinator.

#### **BOARD OF TRUSTEES REPORTING & REVIEW SCHEDULE FOR 2024**

[Link to SchoolDocs rolling policy review, see 'Current Review' tab](#)

Meetings	7/02/2024	21/02/2024	19/03/2024	22/05/2024	26/06/2024	14/08/2024	18/09/2024	6/11/2024	11/12/2024
<b>Policy Review</b>		Te Tiriti Board Responsibility		Appointments Safety Checking		Concerns and Complaints Performance Management	Protected Disclosure	Managing Income and Expenditure. Financial Conflicts of Interest	Asset Management
<b>Curriculum Review</b>		2024 EOY data (see also SOV & Annual Plan)		EOTC	Mathematics	Reading	Writing	Localised Curriculum	
<b>Strategic Focus</b>	Draft 2024 Annual Plan, Budget, Elect Chair	Annual Plan, SOV, Strategic Plan. 10YPP and 5YA	Annual Financial Report Roll Growth Initiatives	<ul style="list-style-type: none"> <li>Assessment data &amp; analysis shared at mid and EOY</li> <li>Ongoing progress of initiatives in Annual Plan indicated by 'RAG' status and information in each Principal's Report.</li> </ul>					EOY 'headline' data  Draft Budget 2025

**PARUA BAY SCHOOL PLANNED INTERNAL EVALUATION (IE) 2023** (Other IEs may be added in response to needs arising during the year)

Terms	Week 3	Week 5	Week 7	Week 9
1		Swimming	Cybersafety + KOS	Wellbeing, Healthy Eating, PE
2	Collaborative Planning & Collaborative Teaching	Te Reo + NZ Histories	Mathematics provision, tracking students & progress	Whānau Engagement
3	Student Led Conferences	BSLA/WTE/The Code	Environmental Sustainability	Moderation, Assessment & Target Student Progress
4			Reporting to Whānau & Parents	

Self review/Internal Evaluation is carried out in several contexts, including in Collaborative Teams (syndicates). Self review is shared with the Senior Leadership Team (SLT) who monitor and adjust school actions, if required, to achieve overall strategic and annual goals. Internal Evaluation is shared with the BOT via the Principal's Report during Board of Trustee meetings.

**NATIONAL EDUCATION & LEARNING PRIORITIES (NELPs)**

Government has set the following **objectives** and *priorities* for the education system of New Zealand in accordance with the Education and Training Act 2020. NELPs have replaced the 'NEGs' and 'NAGs' from 1st January 2023. **NELPs inform the role of Parua Bay School and the Board of Trustees:**

**NELP 1 - Learners at the centre -**

- *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying;*
- *Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.*

**NELP 2 - Barrier free access -**

- *Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs;*
- *Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.*

**NELP 3 - Quality teaching and leadership -**

- *Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning;*
- *Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.*

**NELP 4 - Future of learning and work -**

- *Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.*