



PARAKAI SCHOOL

DREAM IT BELIEVE IT ACHIEVE IT

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Strategic Plan

Strategic and Annual Plan for Parakai School 2019 - 2021

Principal	Yolanda Choromanski
Board of Trustees Endorsement	Des Ross (BOT Chairperson)
Submission Date to Ministry of Education	1 March 2019

Parakai School: An Introduction

Motto	<p>Dream it. Believe it. Achieve it. The basis of the motto is aspirational:</p> <ul style="list-style-type: none"> • Dream it: Having goals and visions to progress oneself in life. • Believe it: Believing your goals and visions are possible. Making a plan of action to achieve it. • Achieve it: Committing to and taking positive action to achieve your goals and then reflecting on the journey.
Vision	<p>To grow GREAT citizens, empowered to live successfully in their personal and global lives.</p> <p>G - Giving and receiving the very best. R - Respecting ourselves, others and our surroundings. E - Excelling by setting high expectations and having a strong work ethic. A - Attitude of being open-to-learning. T - Thinking critically and creatively in a changing world.</p>
Values	<p>New Zealand Curriculum Values are explicitly reflected in our curriculum planning:</p> <ul style="list-style-type: none"> • excellence • innovation, inquiry, and curiosity • diversity • equity • community and participation • ecological sustainability • integrity and respect
Principles	<p>Parakai School recognises the importance of, and aims to embed, the Principles of the New Zealand Curriculum as the foundation for our curriculum decision-making which places our students at the centre of teaching and learning:</p> <ul style="list-style-type: none"> • Setting high expectations for student success. • Recognising the Treaty of Waitangi and the bicultural foundation of Aotearoa New Zealand. • Actively exploring others' perspectives and cultural diversity in our learning. • Having an inclusive curriculum which is non-sexist, non-racist and non-discriminatory. • Normalising the act for our students to reflect on their learning; Learning to Learn. • Connecting our learners and their learning to the world they live in especially by community and whanau engagement. • Linking learning within and across curriculum so learning is transferable and coherent. • Developing future-focused learners with knowledge and skills to better understand and function in an ever-changing world.

School Context

<p>Maori Dimensions and Cultural Diversity</p>	<p>As at 1 March 2019, of its 198 enrolled students, Parakai School has a cultural mix of approximately 38.5 % NZ Maori, 48% NZ European, 7% Pasifika, 3.5 % Asian and 2.5 % Other (These include Filipino, Latin American, Australian and South African)</p> <p>At Parakai School, all cultures are valued and accepted and are seen as an integral part of our school culture. Students from all cultures are treated with respect and dignity, and every effort will be made towards maximising the potential of each student.</p> <p>Parakai School will continue to foster and develop an awareness of Tikanga Maori and Te Reo Maori. We will be exploring further opportunities to embed deeper cultural understanding consistent with Te Tiriti o Waitangi.</p> <p>Progress of Maori and Pacific Island students is monitored alongside the achievement of all students in the school wide data gathering systems to give us a clear picture of achievement.</p> <p>In 2019, we will continue to build and strengthen our relationship with Nga Maunga Whakahii o Kaipara as 2018 formed a strong foundation upon which to build.</p>
<p>Student Engagement</p>	<p>Implement Relationship Based Learning practices within our school and across the CoL . This will build positive learning relationships to build an agentic learning community . Review of the current learning situation in 2019 through in-class observation, meetings with staff, senior managers, BOT and parent feedback has identified the priorities below to be developed:</p> <ul style="list-style-type: none"> • continued embedding and implementation of our curriculum to reflect a 21C curriculum including systematic assessment of learning. • engaging family/whanau and community (local, national and international) and use of community expertise to enrich learning. A Wellbeing@School Student, Teacher and community Survey will help the Board of Trustees understand how students, teachers and the community feel about school. • performance development reflecting 21st century pedagogy including thinking-based learning and Relationship Based Learning.
<p>School Organisation and Structures</p>	<p>Parakai School is a decile 3 full primary school in the South Kaipara region of Auckland.</p> <p>Students reside predominantly in the immediate suburb of Parakai with others coming from Helensville and some travelling from further afar from South Head and Woodhill. A Kindergarten is adjacent to the school. An RTLB office is also located by the school.</p> <p>In responding to the National Education Priorities and the desires of the staff and community the school continues to place an emphasis on Literacy, Numeracy and the teaching of higher order thinking skills through our thinking-based learning programme.</p> <p>The purposeful and meaningful integration of Tikanga Maori through all learning and teaching programmes is a priority. Students with special learning needs are identified through early identification and an ongoing Special Needs Register managed by our SENCO. Students with high ability are catered for in Literacy and Mathematics through multi-leveled planning and ability-based grouping. Further extension programmes are being developed including ‘real world’ roles of journalists and photographers, student council, house captains etc.</p> <p>Parakai School is part of the Kaipara CoL (Community of Learning).</p>
<p>Review of Charter and Consultation</p>	<p>The Charter and strategic sections were reviewed and revised in late 2017 and early 2018 and the end of 2018 as part of our staff, student, BOT and community consultation. ERO reviewed the school in 2016 and confirmed the strategic direction of the school.</p> <p>National Education Goals and Priorities: All programmes are based on the New Zealand Curriculum framework and curriculum documents, with a pedagogical emphasis on Parakai School’s ‘Indicators of Effective Teaching Practice’ and its ‘21C Education @ Parakai School’ curriculum framework.</p> <p>The school will report to the community on the NZC achievement of all students.</p> <p>Regular monitoring of student achievement and learning programme self-review will be reported to students, parents, community and Col as appropriate. Programmes will be supported by the school’s policies, procedures, maintenance and financial plans, performance development systems and health and safety strategies.</p>

Baseline Data: Student Achievement End of Year at a Glance (% Working At/ Beyond NZC Curriculum Levels)

2018 EOY Achievement 'At and Beyond' NZC Levels	
Curriculum	Achievement levels
Reading	76%
Writing	75%
Mathematics	69%

<p>Strategic Goal 1 (2019-2021) Domain: Student Learning and Achievement</p>	<p>All students will make progress towards reaching/exceeding the NZC in reading, writing and maths, regardless of their ethnicity, if they have a disability or have special educational needs.</p>
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2019	2020	2021
<ul style="list-style-type: none"> • accelerate progress of all students but especially those not achieving at expected curriculum level. 	<ul style="list-style-type: none"> • accelerate progress of all students but especially those not achieving at expected curriculum level. 	<ul style="list-style-type: none"> • accelerate progress of all students but especially those not achieving at expected curriculum level.
<ul style="list-style-type: none"> • analyse assessment data from 2018 to identify target groups and focus areas for teaching and learning with a particular focus on Maori, Pasifika and students with diverse needs. • Kaipara CoL and school targets will be achieved or bettered. 	<ul style="list-style-type: none"> • analyse assessment data from 2019 to identify target groups and focus areas for teaching and learning with a particular focus on Maori, Pasifika and students with diverse needs. • Kaipara CoL and school targets will be achieved or bettered. 	<ul style="list-style-type: none"> • analyse assessment data from 2020 to identify target groups and focus areas for teaching and learning with a particular focus on Maori, Pasifika and students with diverse needs. • Kaipara CoL and school targets will be achieved or bettered.
<ul style="list-style-type: none"> • Investigate Linc- ed as a new Management system. all critical assessment data entered onto management system • Implement new 'Dream Machine' Writing Progressions for planning, teaching and learning, goal setting and reporting student achievement. • ongoing and systematic analysis of assessment data to track progress of all learners whether target learners or not. 	<ul style="list-style-type: none"> • all critical assessment data entered onto management system. • Explore reporting student learning, achievement in real time through uploading short videos, photos and samples of student learning either in the moment or soon after learning. • ongoing and systematic analysis of assessment data to track progress of all learners whether target learners or not. 	<ul style="list-style-type: none"> • ongoing and systematic analysis of assessment data to track progress of all learners whether target learners or Not. • <i>Implement</i> reporting student learning, achievement in real time through uploading short videos, photos and samples of student
<ul style="list-style-type: none"> • ongoing review of schoolwide curriculum framework and its efficacy to increase student engagement and achievement. 	<ul style="list-style-type: none"> • ongoing review of schoolwide curriculum framework and its efficacy to increase student engagement and achievement. 	<ul style="list-style-type: none"> • ongoing review of schoolwide curriculum framework and its efficacy to increase student engagement and achievement.
<ul style="list-style-type: none"> • 'Teaching as Inquiry' model systematically used to review and revise teaching and learning for all students. 2019 monitor inquiry in 10 week / Term blocks to accelerate impact. 	<ul style="list-style-type: none"> • 'Teaching as Inquiry' model systematically used to review and revise teaching and learning for all students. 	<ul style="list-style-type: none"> • 'Teaching as Inquiry' model systematically used to review and revise teaching and learning for all students.
<ul style="list-style-type: none"> • investigate sharing evidence of learning through Linc-ed 	<ul style="list-style-type: none"> • investigate web-based parent portal to access their child's achievement results 	<ul style="list-style-type: none"> • ongoing online reporting to parents

<ul style="list-style-type: none"> investigate online reporting of achievement results to parents. 		
<ul style="list-style-type: none"> systematically address any identified shortcomings of schoolwide unit planning format and continue embedding of areas of strength. Planning to identify target students, Thinking skills, 6 Cs . 	<ul style="list-style-type: none"> review of schoolwide unit planning format to ensure its currency, relevancy and efficacy to engage learners. 	<ul style="list-style-type: none"> to be actioned from review.

Strategic Goal 2 (2019-2021) Domain: Curriculum	In depth review of the school curriculum with a particular focus on the vision, principles, values, key competencies and learning areas.
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2019	2020	2021
<ul style="list-style-type: none"> continue to strengthen our schoolwide curriculum framework including strategic literacy programme from Y1-8 and thinking-based learning inquiry model from Y1-8 Review Writing Progressions established in 2018. (Internal and external across the COL) Curriculum Review Maths- Major 	<ul style="list-style-type: none"> curriculum review: (Major) Maths Continued : (Minor) Health & PE, Reading investigate whole school vocabulary development programme 	<ul style="list-style-type: none"> curriculum review: (Major) Science, Soc. Sciences : (Minor) Arts implement whole school vocabulary development programme
<ul style="list-style-type: none"> monitor implementation of schoolwide unit planning format to ensure it is being skilfully implemented especially as a means to engage students and raising achievement esp for Maori, Pasifika and Special Needs 	<ul style="list-style-type: none"> review schoolwide unit planning format to ensure it is effective in engaging students and raising achievement esp for Maori, Pasifika and Special Needs 	
<ul style="list-style-type: none"> review current draft schoolwide te reo Maori and tikanga Maori programme with a view to implement on a single 'expert class' basis then implement schoolwide (Mrs Komene) 	<ul style="list-style-type: none"> implement schoolwide te reo Maori and tikanga Maori programme 	<ul style="list-style-type: none"> review te reo Maori and tikanga Maori programme
<ul style="list-style-type: none"> continue to embed perspectives analysis into curriculum planning and implementation, especially Maori perspectives. 	<ul style="list-style-type: none"> review perspectives analysis into curriculum planning and implementation. Strengthen School Kapa Haka 	<ul style="list-style-type: none"> continued
	<ul style="list-style-type: none"> review e-learning framework for efficacy to date 	<ul style="list-style-type: none"> continue to explore how e-learning can enrich both

		teaching and learning experiences
<ul style="list-style-type: none"> • Introduce options program for Years 4 -8 to build learning relations, variety/ choices and greater diversity 	<ul style="list-style-type: none"> • Fund Music / performing Arts teacher as part of teacher CRT to provide more variety and opportunities for students to develop more skills in the wider curriculum of Arts. 	<ul style="list-style-type: none"> • Fund Music / performing Arts teacher as part of teacher CRT to provide more variety and opportunities for students to develop more skills in the wider curriculum of Arts.
<ul style="list-style-type: none"> • (Property)Design the hall to be able to hold productions 	<ul style="list-style-type: none"> • (Property)Design the hall to be able to hold production 	<ul style="list-style-type: none"> • (Property)Design the hall to be able to hold production
<ul style="list-style-type: none"> • continue student agency initiatives to include <ul style="list-style-type: none"> - <i>Parakai School</i> goal setting - reflections on learning in assorted rubrics - questioning and meta-cognitive learning Students to record new insights and understanding 	<ul style="list-style-type: none"> • continue development of student agency initiatives Students to record new insights and understanding <ul style="list-style-type: none"> - <i>Introduce learning conversations</i> 	<ul style="list-style-type: none"> • continue development of student agency initiatives <ul style="list-style-type: none"> - Embed Learning conversations - Introduce concluding conversations
<ul style="list-style-type: none"> • review PB4L school wide including readiness for PB4L Tier 2 -DP to run PB4L workshops in learning spaces during CRT release . 	<ul style="list-style-type: none"> • implement Tier 2 -DP to run PB4L workshops in learning spaces during CRT release . 	
<ul style="list-style-type: none"> • investigate emerging practices of integrated curriculum such as STEAM 	<ul style="list-style-type: none"> • trial new integrated curriculum initiatives on a systematic basis 	<ul style="list-style-type: none"> • review new integrated curriculum initiatives especially STEM programmes
<ul style="list-style-type: none"> • investigate effective models of international languages programme implementation term 3 possibly NZ sign language 	<ul style="list-style-type: none"> • implement international languages programme TBC 	<ul style="list-style-type: none"> • review international languages programme TBC

<p>Strategic Goal 3 (2019-2021) Domain: Student Learning and Achievement</p>	<p>Formative and summative assessment practices will continue to be an integral part of all classroom programmes. This will further enhance the current quality of curriculum delivery and student learning outcomes across the school.</p>
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2019	2020	2021
<ul style="list-style-type: none"> • quality and moderation of OTJs PD within school and across Col 	<ul style="list-style-type: none"> • quality and moderation of OTJs is well-embedded practice 	<ul style="list-style-type: none"> • quality and moderation of OTJs is well-embedded practice

<ul style="list-style-type: none"> investigate online formative assessment tools and innovative use of these to assess student learning and inform teaching 	<ul style="list-style-type: none"> implement online formative assessment tools 	
<ul style="list-style-type: none"> review <i>planning for assessment</i> component of schoolwide unit planning 	<ul style="list-style-type: none"> '<i>planning for assessment</i>' to be well-embedded in planning process 	
<ul style="list-style-type: none"> target students / annual goals will be evident in planning and on teacher walls 	<ul style="list-style-type: none"> target students / annual goals will be evident in planning and on teacher walls 	<ul style="list-style-type: none"> target students / annual goals will be evident in planning and on teacher walls

Strategic Goal 4 (2019-2021) Domain: Student Engagement	To raise student engagement, we will explore how digital learning can supplement traditional ways of teaching and learning and also how it can open up new and different ways of learning.
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2019	2020	2021
<ul style="list-style-type: none"> Digital Learning leadership role provides shared delivery of PLD opportunities to staff e.g. in staff/syndicate meetings and individually as needed. 	<ul style="list-style-type: none"> Digital Literacy PLD 	<ul style="list-style-type: none"> Digital Literacy PLD
<ul style="list-style-type: none"> research into efficacy of digital learning devices and impact on engagement and achievement. 	<ul style="list-style-type: none"> implement recommendations from outcomes of digital learning device research. 	<ul style="list-style-type: none"> review into efficacy of digital learning devices and impact on engagement and achievement.
<ul style="list-style-type: none"> investigate local, national and international learning partnerships. 	<ul style="list-style-type: none"> implement inter-school partnerships including overseas educational trips for students. 	<ul style="list-style-type: none"> overseas educational trips for students is a regular learning event.
<ul style="list-style-type: none"> begin implementation of STEAM-based programme using LEGO Robotics for a small group as a trial 	<ul style="list-style-type: none"> continue implementation of STEAM-based programme using LEGO Robotics and FLL Jnr evidenced by shadow participation of regional competitions. 	<ul style="list-style-type: none"> continued implementation of STEAM-based programme using LEGO Robotics and FLL Jnr evidenced by participation of regional and possibly national competitions.

Strategic Goal 5 (2019-2021)

Domain: Teacher Professional Learning & Development and Self-Review

Further develop effective pedagogy and teaching as inquiry to support curriculum implementation.

2019	2020	2021
<ul style="list-style-type: none">• maintain focus on highly effective, student-centred appraisal and attestation system.	<ul style="list-style-type: none">• review appraisal and attestation system.	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• high quality BT induction programme is reviewed according to new standards.	<ul style="list-style-type: none">• high quality BT induction programme is embedded	<ul style="list-style-type: none">• high quality BT induction programme is well-embedded.
<ul style="list-style-type: none">• continued emphasis on targeted PLD opportunities for staff to assist with implementation of school's curriculum framework and Relationship - Based Learning	<ul style="list-style-type: none">• PLD to remain a priority for staff growth so Parakai becomes a recognised centre of excellence for developing excellent teaching practice.	<ul style="list-style-type: none">• PLD to remain a priority for staff growth so Parakai becomes a recognised centre of excellence for developing excellent teaching practice.

Strategic Goal 6 (2019-2021)

Domain: Community Engagement & Connections: Local, National, International

Learning will be enhanced and enriched by strengthening home-school and community partnerships and locating the school as a focal point for the local community. This includes making our school a centre for cultural inclusion and celebration for all: Maori, Pasifika, Pakeha, Asian, all ethnicities.

2019	2020	2021
<ul style="list-style-type: none"> • (Property) maintain community garden and orchard as new fences may affect the orchard. • Enhance street appeal of the school. Painting and gardens. 	<ul style="list-style-type: none"> • investigate becoming an accredited <i>Enviro School</i>. 	<ul style="list-style-type: none"> • new gardens.
<ul style="list-style-type: none"> • strengthen connection with Haranui marae. 	<ul style="list-style-type: none"> • Haranui marae sleepover. 	<ul style="list-style-type: none"> • Haranui marae integral partner of our school.
<ul style="list-style-type: none"> • invite local DJ's in to train our radio DJs 	<ul style="list-style-type: none"> • deploy Parakai Youtube Channel and internet radio station. 	<ul style="list-style-type: none"> • Parakai Youtube Channel and internet radio station seen as integral communication.
<ul style="list-style-type: none"> • engage in internet-driven interviews with experts in related disciplines across curriculum areas e.g. NASA scientists relating to space, or other internet-driven solutions like LEARNZ. • connecting using Skype, face time with other schools. • presenting to all of school with smaller scholar groups visiting learning environments such as Te Papa in WLG. 	<ul style="list-style-type: none"> • Visit other schools to share learning experiences. 	
<ul style="list-style-type: none"> • use radio station to promote a sense of community. 	<ul style="list-style-type: none"> • use of radio station to promote community. 	<ul style="list-style-type: none"> • use radio station to promote community.
<ul style="list-style-type: none"> • increase use of community expertise as a teaching & learning resource. Options program 	<ul style="list-style-type: none"> • increase use of community expertise as a teaching & learning resource. 	<ul style="list-style-type: none"> • increase use of community expertise as a teaching & learning resource.
<ul style="list-style-type: none"> • investigate school partnerships and options of school exchanges in NZ. 	<ul style="list-style-type: none"> • begin international school exchange. 	
<ul style="list-style-type: none"> • Ensure relevance of school website by keeping it current to continue improvement. Create a class blog for each Learning Space accessible via the class page on the school website to increase parent engagement in 	<ul style="list-style-type: none"> • establish partnership with Entity and Haranui with a view to providing free community wifi for school families to increase learning engagement beyond the school day. • investigation of community wifi. 	<ul style="list-style-type: none"> • provide free wifi for parent community.

<p>child's learning journey.</p> <ul style="list-style-type: none"> investigate providing free wifi for parent community on school grounds. 		
<ul style="list-style-type: none"> investigate reinstating Kapa Haka group. 	<ul style="list-style-type: none"> Kapa Haka group enters local competitions. 	<ul style="list-style-type: none"> Kapa Haka group is well-embedded and seen as an integral part of Parakai School.
<ul style="list-style-type: none"> continue focus on enhancing school environment by placement of student and community art works across the school such as murals/art pieces. 	<ul style="list-style-type: none"> school environment enhanced by further placement of student and community art works across the school such as murals and art pieces. 	<ul style="list-style-type: none"> school environment richly reflects student and community art works.
<ul style="list-style-type: none"> (Property) whanau room/parent cafe (in breakfast club) to provide parents with an alternative means to establish and strengthen parent relationships and with principal/staff. Provide internet access, wi-fi educational resources for use as a community learning space 	<ul style="list-style-type: none"> (Property) whanau room/parent cafe established Establish a student-led technical support group to foster community IT skills (e.g. teaching the elderly to use Skype to retain contact with dispersed family members Explore further ways to integrate Parakai School as a community-wide meeting place for the school community and the wider community as a whole. 	<ul style="list-style-type: none"> (Property) whanau room/parent cafe fully utilised

<p>Strategic Goal 7 (2019-2021) Domain: BOT Self-Review, Charter and Consultation</p>	<p>To review and refine school and BOT self review processes, systems and procedures.</p>
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2019	2020	2021
<ul style="list-style-type: none"> policy review completed with regular BOT input undertaken on G Suite. Investigate use of School Docs to ensure that policies have expert legal input. 	<ul style="list-style-type: none"> ongoing policy review Investigate use of School Docs to ensure that policies have expert legal input. 	<ul style="list-style-type: none"> ongoing policy review Investigate use of School Docs to ensure that policies have expert legal input.
<ul style="list-style-type: none"> community consultation / sharing and celebration of learning and achievement occurs termly. Include a digital sharing platform -Skool Loop 	<ul style="list-style-type: none"> review of community consultation, sharing and celebration of learning and achievement 	

Annual Operations to support Strategic Vision

<p>Property (Buildings/Furniture/Grounds)</p> <ul style="list-style-type: none"> - in consultation with project manager, continue with property upgrade through 5YA. 	<p>Finance</p> <ul style="list-style-type: none"> - operate within and effectively manage annual operations' grant.
<p>Personnel</p> <ul style="list-style-type: none"> - (students) continue to build student voice/agency through RBL initiatives 	<p>BOT Self-Review, Charter and Consultation</p> <ul style="list-style-type: none"> - regular meetings to review progress in relation to: <ol style="list-style-type: none"> 1) annual improvement plan and meeting of NEG and NAG requirements 2) management of the school's and Board's capability, resources, assets, liabilities, human resources, finances and property.
<p>Curriculum</p> <ul style="list-style-type: none"> - career guidance components to be added to lessons when appropriate. - Mathematics: PWC Financial literacy for Year 5 - 8. 	

Strategic Vision: Future Positioning for the next 3-5 years

<p>Property (Buildings/Furniture/Grounds)</p> <ul style="list-style-type: none"> - New building design to start in 2019. - increase playground challenges for older students by installation of new play equipment (cf Student survey 2015). - extra security cameras to ensure school is a safe environment outside of school hours. - all weather surface for court area including extension of basketball court to make it full sized. - scooter trail separate from courts. -- picnic tables and increased shade areas (cf Friends and Family). - cricket pitch upgrade. - update junior sandpit surrounds and boards with new murals. Factor in new build - fitness circuit around school grounds. 	
<p>Personnel</p> <p>through role growth, investigate employment of specialist teachers as a means to enrich our curriculum e.g. Te Reo, kapa haka, languages, PE, Performing Arts.</p>	

