2025 Annual Plan
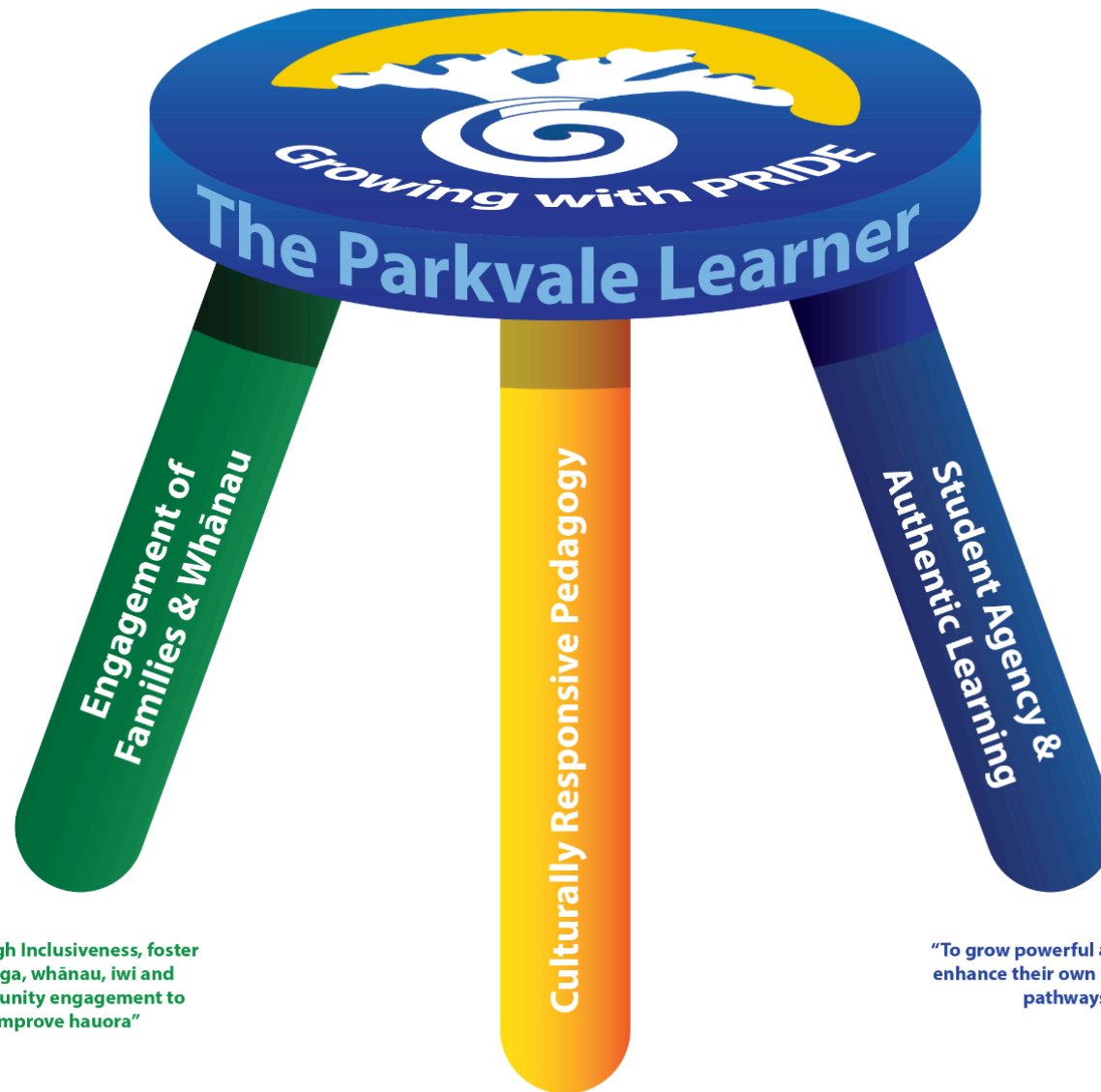

Together, growing with P.R.I.D.E.
"Poipoia te kakano, Kia puawai"
"Nurture the seed and it will blossom"

Growing with PRIDE

The Parkvale Learner

Engagement of
Families & Whānau

Culturally Responsive Pedagogy

Student Agency &
Authentic Learning

"Through Inclusiveness, foster
ākonga, whānau, iwi and
community engagement to
improve hauora"

"To grow culturally responsive
practices that value the hauora of
all ākonga"

"To grow powerful ākonga who
enhance their own educational
pathways"

PARKVALE SCHOOL ANNUAL DEVELOPMENT PLAN 2025

Goal One: Student Agency and Authentic Learning 2025 Annual Plan

● To grow powerful akonga who enhance their own educational pathways

Sub-goal 1 - Formative Assessment Pedagogy

Actions	Led By	Resources	Timeframe	Outcomes

RELATIONSHIPS FIRST & FORMATIVE ASSESSMENT PEDAGOGY
 	
● Through the avenue of C&M led by Impact Coaches along with the Relationship First focussed staff meetings and external TOD PLD strengthen the use of and consistency of positive learning relationships and formative practice strategies across the school
● Impact coaches to help solidify key understandings of key formative assessment strategies (guided by the Guiding Coalition)
   ○ drawing on learners' prior learning
   ○ Co-construction processes – LIs and SCs
   ○ Using power-sharing strategies
● Branch Meetings used to deepen C&M sessions and troubleshoot RF conundrums.
● Induct PCT's into RF practices.
● Ensure all Branch leaders are RF trained as Impact Coaches.
 	
● Use BLP to strengthen Student Agency across all learning areas
	Impact Coaches, Branch Leaders	Coaching and Mentoring – release schedule
		Coaching Observations and follow up conversations – release schedule
		
		Staff Meetings – two a term run by Impact Coaches around Part 2 of the RF Profile
		
		Branch Leaders – classroom visit and follow up dialogue in branch meetings around target children
			Ongoing throughout the year	Impacts Coaches working together across Kāhui and within school
				● to strengthen their understanding of RF Profile, the coaching conversation and follow conversations
				● gain consistency of understanding of Profile and coaching conversation.
				
				1 x termly Impact Coaches running C&M sessions:
				● to deepen teacher understanding of Part 2 of the RF Profile – formative practices strategies to strengthen learner agency
				● build and deepen understanding and sustain BLP practices
				● to reflect on C&M process and the learnings from PLD
				
				Lesson observation with coded lesson in Term 1 and 3 to improvement of school graph in relation to teacher pedagogies
				● all teachers have a goal pertaining the the RF Profile and are using inquiry to look at their practice to impact learners performance
				● Follow up coaching conversations and collection of ā konga voice throughout the year to ensure 'students know their learning' and teachers 'know thy impact' – connected to teachers goal and children's learning

				Branch leaders to visit rooms – talking to target learners around what they are learning, how they know and next steps
				- Data hui at Branch meetings follow meeting protocol - Consistency of class visits and recording of visits – using same template - PCT session with DP's once termly. - Branch Leader sessions as part of Branch Leadership release to upskill as Impact Coaches.

Sub-goal 2 – New Curriculum Literacy and Maths				
Sub-goal 1 – New Curriculum Maths				
__Actions__	__Led By__	__Resources__	__Timeframe__	__Outcomes__
Cluster with Rob Proffitt-White (Learner First) - Branch Leaders & DPs a part of a Kāhui Cluster of teachers looking at the new curriculum and effective teaching practices 4 days across the year workshops – face to face 4 – 8 session of Q & A - BLs & DPs to examine the new curriculum and look for significant changes that teachers need to focus on to ensure children can meet expectation	DPs & Branch Leaders	4 x 4 days release (16 days relievers) BL mtg discussion and unpacking PLD to get unified	1 day per term face to face PLD for BL and DP Online sessions Q&A for BL & DP – 2 x term Q & A across the year 2 x term available	- Teachers grown their confidence and understanding of the new curriculum, (know, understand, do) pedagogies (practices) to get kids thinking as mathematicians and an increase in engagement through teachers improved practice - Growth of target learners meeting expectation of new curriculum – improved data overall
Staff and Branch Meetings – deepening understanding of the new curriculum and pedagogies - Branch Leaders & DPs to run staff meetings (1 per term) and Branch Hui (1 per term) - Target children identified and needs based teaching undertaken to ensure impact made - Branch meetings provide the vehicle for conundrum focussed dialogue. - Experts / more confident teachers within school used to share modelling	DPs & Branch Leaders Expert teachers / confident teachers	4 x staff meetings (1 per term) 4 x Branch Hui focus (1 per term) Branch meetings and Branch leader release	Across the year	- Teacher confidence, knowledge and depth of understanding of new curriculum improves and different pedagogy approaches widens - Target children are tracked within branches and dialogue is minuted around how maths teaching of target children is progressing - Open collegial dialogue minuted – conundrums, successes, struggles

Actions	Led By	Resources	Timeframe	Outcomes
● Branch Leaders to observe 2 maths lessons across the year – co-teach also an option				
Long term plan is reviewed and modified as needed ● Ro with BLs and Ngaio to look at current LTP and make changes where they believe necessary ● Ro to create a doc that shows the connections / links between key concepts / understandings	BLs & Ro & Ngaio	Branch Leader meetings used to reflect, review and refine	Ongoing through the year	● Creation of a working document that helps support teacher understanding and development to deliver effective maths programme that will impact student outcomes

Sub-goal 2 – Structured Literacy				
Actions	**Led By**	**Resources**	**Timeframe**	**Outcomes**
STRUCTURED LITERACY ● 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) ● Year 3 and 4 – Needs based teaching, using the structured literacy programme ● Year 4 teachers and Nui Branch Leaders to train in Structured Literacy through Massey University MoE PLD ● Year 3 – 6 Use The Code to explicitly teach spelling and link to reading/writing. ● Branch meetings provide the vehicle for conundrum focussed dialogue. ● Experts within school used to share modelling and used Go-To people. ● New staff are inducted into structured Literacy practices either through PRT Mentor teacher programmes, use of Go-To experts and DP	Ngaio Reid Branch Leaders	Release days – 3 x days for x 5 teachers	Ongoing across the year	● Teachers in the Iti are proficient teaching through Structured Literacy and decodable texts using a school established scope and sequence and moving children onto guided texts as appropriate. ● Year 3/4 teachers are able to use decodable texts and structured literacy practices with learners. ● Teachers in Years 3-6 are explicitly teaching spelling patterns and reinforcing them with practical application. ○ BL to discuss and minute teacher voice ● Teachers across the school are using coloured cards to teach sentence structure and children are able to articulate knowledge around sentence structures. ● Structured Literacy practices are embedded in programmes and part of teachers' everyday pedagogy. ● New staff have a developing understanding of Structured Literacy practices and are able to implement these in their programme.

Writing	DPs & Branch Leaders	4 x staff meetings (1 per term) 4 x Branch Hui focus (1 per term)	Ongoing across the year	
- BLs & DPs to examine the new curriculum and look for significant changes that teachers need to focus on to ensure children can meet expectation - All year groups to use 'colour cards' to teach sentence formation and punctuation - Use of models and exemplars (co-construction strategies) is consistent across the school				- Teacher confidence, knowledge and depth of understanding of new curriculum improves and different pedagogy approaches widens - Target children are tracked within branches and dialogue is minuted around how focussed writing teaching of target children is progressing - Open collegial dialogue minuted – conundrums, successes, struggles

Sub-goal 3 Branch Structures				
Actions	**Led By**	**Resources**	**Timeframe**	**Outcomes**
Target Learners and their needs – identifying two core learning areas - Targets are formatted together identifying the names, numbers and needs of learners across the Branch in two core learning areas - conversations are focussed around targeted learners - Branch minutes record detailed account of the conversations, what has been tried, successes, struggles and goal moving forward **Implementation of change initiatives** - Continue discussion around Formative Practice strategies from Part 2 of RF profile - Consider new curriculum as listed above **Ongoing initiatives** - BLP – Ensure we understand and know how each class and teacher are using Learning Muscles across the curriculum to deepen learners agency - Leaders are big picture planning with branches to ensure impact and connection across the curriculum	Branch Leaders and Deputy Principals		Branch Meetings on a weekly basis – following timetable of discussion areas	- Focussed data discussions around Numbers, Names, Needs of children in target groups and the movement or barriers they are encountering. Shared conundrums around teacher practice. - Positive impact made on the level of attainment by end of year - Follow up discussions after C&M and teacher goals around FP development and what is occurring in class/ hubs/ branches. - Vigorous discussions around BLP development and what is occurring in class/ hubs/ branches. - Concise and consistent planning of wider curriculum within branches.

PARKVALE SCHOOL ANNUAL DEVELOPMENT PLAN 2025

Goal Two: Culturally Responsive Pedagogy 2025 Annual Plan - To grow culturally responsive practices that value the hauora of all ākonga

Actions	Led By	Resources	Timeframe	Outcomes
Sub goal One - Teachers to work through the Relationships First profile as part of C&M, Coaching Conversation led by Impact Coaches & staff and Branch Hui				

Teaching to the North-East
Teachers engaged in PLD around "Teaching to the Northeast" by Russell Bishop (Relationships First Educational Research)
● Instruction delivered
  ○ Impact Coaches
  ○ Deputy Principals
  ○ Branch Leaders
	Impact Coaches, Deputy Principals and Branch Leaders
	
	Vehicle of delivery "C&M Sessions" and 2 x Termly Staff Meetings & Branch Hui
		CRT days
		Staff Meetings
		Branch Hui
			Duration of the year
			
			C&M 1 x term
			Staff Meetings
			Branch Hui
				Learner Voice across the school is indicating clear understanding of learning goals, process of learning, next steps and purpose of learning
				Ethnicity and gender subgroups report the same level of engagement and success in literacy and maths as each. Achieved by teachers engaging in
				● High quality explicit teaching
				● Explicit use of Formative Practice Strategies
				● Adaptive expertise underpinning responsive pedagogy
				● Authentic, meaningful and culturally responsive programmes and policies

Impact Coaches To undertake two 20 minute modelled observations with their team of teachers, providing coded feedback after each modelled session to deepen teachers understanding and delivery of learning with focus given to "teaching to the Northeast'. Set goals around areas that are key focus ● Goals are shared with BLs and follow up dialogue is maintained around progress to achieving it Create spotlight templates that are used across all staff	Impact Coaches, Deputy Principals and Branch Leaders Vehicle of delivery "C&M Sessions" and 2 x Termly Staff Meetings & Branch Hui	CRT days Staff Meetings Branch Hui	Duration of the year C&M 1 x term Staff Meetings Branch Hui	**Teacher Pedagogy** – using coded lessons from Impact Coaches observations we will see an improvement across the schoolwide graph depicting the RF outcomes

Impact Coaches Continue their development and growth through collegial discussions, debate and partnership at varying levels; kā hui, school and with external provider online Review and reflect session – where we are at – fidelity of programme with Aleise White – Colab – ½ day	Kā hui ASL Impact Coaches Collegial effort Impact Coaches	Release time – 4 x 0.1 x 3 (1.2 release days) 4 x 0.1 release – 0.4	Duration of the year Impact Coaches across Kā hui – 4 x ½ days – 1 per term Term 3	Impact Coaches have consistency of practice and there is fidelity to the programme. Depth of understanding of the programme, process and evaluation has developed Consistency across coding, conversations and understanding of all parts of the profile

Staff Meeting Focus and PLD Hui's – determined by Guiding Coalition after review of Voices feedback
  ● Prior Learning
  ● Depth of Co-construction
  ● Power sharing
	Impact Coaches, Deputy Principals and Branch Leaders
	
	Vehicle of delivery "C&M Sessions" and 2 x Termly Staff Meetings & Branch Hui
		CRT days
		Staff Meetings
		Branch Hui
			Duration of the year
			
			C&M 1 x term
			Staff Meetings
			Branch Hui
				The depth of teacher practice within each of the areas identified has deepened and the evidence within coded observations is evident

Sub-goal two – Teachers ensure tikanga is connected to planning and throughout daily practice.				

Daily Practices – using and reflecting on the Voice collection from end of 2024 (SLT, teachers, whānau & ākonga)
Leadership team reflect and scrutinise the 2024 voice feedback and look at ways to rectify any glaring barriers with the stakeholders
 	
Teachers practice tikanga beliefs as a part of daily practice to help accomplish our school vision 'Together, Growing with PRIDE' Poipoia to kā kano, kia puawai (Nurture the seed and it will blossom)
  ● **Whanaungatanga** sense of belonging, whanau inclusiveness, pepeha, waiata, collaboration
  ● **Manaakitanga** ability to extend aroha and kindness, empathy – coaching, empathy and listening
  ● **Kotahitanga** oneness – everyone working to do the same thing – cooperating and collaborating to support one another
	Leadership Team (SLT & BLs)
	Share with all teachers
	
	Branch meetings / All teachers
	Staff to have dialogue around where they are at and value of unpacking these values within the context of their classroom
			Ongoing throughout the year – teachers will engage with different values and share the meaning with their learners
			students' cultural knowledge
			life experiences
			stories from cultures
			frames of reference
			languages
			performance and communication styles.
			using the local environment to make connections
				Voice from all stakeholders around learner needs and what helps make their child or child being successful at school is indicating positive outcomes and helps identify successes and barriers
				  ● 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
				  ● Parent voice
				  ● Teacher voice
				  ● Evidence will be identified and discussed
				    ○ physical environments reflect Aotearoa,
				    ○ reo and tikanga planning incorporates connections to Te Ao Māori

● **Kaitiakitanga** guarding our taonga – reciprocity of ensuring our facilities are in the same condition or better than when we began ● **Tuakana Teina** older/younger relationships – building a culture of older supporting and nurturing our younger learners ● **Whakapapa** making wh ā nau links and history through tipuna and the waahi – mihi / pepeha connections to others Ensuring we are connecting with wh ā nau through varying channels, seesaw, messages, newsletters, phone calls – giving opportunities for two way conversations and sharing successes of our ā konga				○ environments reflect a growing number of whakatauki, waiata, karakia being used
Sub-goal three – Teachers are using and are ensuring their ā konga are building the kupu/rerenga k ō rero of Te Reo				

"Education Perfect" 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
 	
● **Learning Assistants "Education Perfect"** Online Professional Development course working through this together on Thursday mornings 8.30 – 9am – Kathy to monitor and work and learn alongside
 	
● **All staff** increasing their knowledge of tikanga and Maori customs and traditions and te reo through 3 x termly sessions with Maliana (Friday – school singing release time)
 	
● Teachers are using and encouraging their ā konga to use Te Reo as a part of daily language by incorporating phrases, nouns or commands in daily conversation
	"Education Perfect" – online
	● Available for all staff
	
	Branch Leaders and Teachers
		Board Funded online course	Ongoing throughout the year	● All staff on the same journey
				● All staff have increased their everyday use of Te Reo within the school and this use is evident schoolwide..
				● Students heritages valued and reinforced.
				
				● Voice obtained as applicable – stakeholders involved and informed.
				  ○ 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
				  ○ Parent voice
				● Through the growth cycle evidence will be identified and discussed

○ developing a range of kupu that relate to everyday activities, places around our local community, commands, nouns ○ develop a range of phrases				○ physical environments reflect Aotearoa, reo and tikanga ● Communication with parents reflects use of reo

2025 Professional Learning Annual Plan				
Actions	**Led By**	**Resources / $**	**Timeframe**	**Outcomes**
Teacher Only Day / s ● Introduction of new curriculums – Literacy and Maths and deepening of RF pedagogies	DPs Cognition ASL	Nil (Kāhui funding Jenna)	Term 1 ?	● Teacher confidence, knowledge and depth of understanding of new curriculum improves and different pedagogy approaches widens ● Deepen teacher understanding of Part 2 of the RF Profile – formative practices strategies to strengthen learner agency
New Curriculum – Literacy ● Year 4 teachers and Nui Branch Leaders to train in Structured Literacy through Massey University MoE PLD	Ngaio	Release days – 3 x days for x 5 teachers	Throughout the year	● Year 3/4 teachers are able to use decodable texts and structured literacy practices with learners.
New Curriculum – Maths Cluster with Rob Proffitt-White (Learner First) ● Branch Leaders & DPs a part of a Kāhui Cluster of teachers looking at the new curriculum and effective teaching practices ○ 4 days across the year workshops – face to face ○ 4 – 8 session of Q & A	Ro	4 x 4 days release (16 days relievers)	Throughout the year	● Teachers grown their confidence and understanding of the new curriculum, (know, understand, do) pedagogies (practices) to get kids thinking as mathematicians and an increase in engagement through teachers improved practice
RF – Teaching to the North-East Impact Coaches ● Continue their development and growth through collegial discussions, debate and partnership	Ro		Throughout the year	● Impact Coaches have consistency of practice and there is fidelity to the programme. ● Depth of understanding of the programme, process and evaluation has developed

at varying levels; k ā hui, school and with external provider online • Review and reflect session – where we are at – fidelity of programme with Aleise White – Colab – ½ day		Release time – 4 x 0.1 x 3 (1.2 release days) 4 x 0.1 release – 0.4		• Consistency across coding, conversations and understanding of all parts of the profile
Coaching & Mentoring • 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'	Impact Coaches	Part of CRT release schedule	1 x term	• Will see an improvement across the schoolwide graph depicting the RF outcomes and an impact on learner voice – children being able to articulate their learning journey

Leadership Development – Aleise White – Colab
• Development of Leadership Team skill set
• Development of leadership skills One on one coaching for Principal, DP Branch Leaders to help develop:
  ○ Where you are at in leadership journey / your style of leadership
  ○ Identifying what is going well
  ○ Identifying any challenges you have
  ○ setting a goal moving forward
	DPs
	
	Ro
		2 x days with Aleise White (Cognition) $1750 per day ($3500)
		4 x leadership release
		7 sessions per person online $9800 in total
			Twice in year to work together as a leadership team
			
			2 x sessions per term 1 – 4 & 1 x session Term 4
				• Uniformed and effective leadership team that will create strong, confident, and capable leaders who can motivate and inspire one another to solve complex problems, make strategic decisions, and drive organisational success.
				
				• Ensure effective leadership styles are developed
				• To help clarify your vision
				• Empower success
				• Boost confidence
				• Develop current skills and teach new, valuable skills
				• Improve communication skills

Education Perfect Te Reo Online Course (Own time, own pace) **Learning Assistants Education Perfect** Te Reo Online Course done Thursday morning 8.30 – 9am	Ngaio	?	Throughout the year (Own time, own pace)	• Strength use of te reo across the school, developing confidence

HASTINGS EAST KĀHUI AKO PLD PROGRAMMES				
Teacher Only Day • Teacher Only day PLD focus on Relationships First "Teaching to the North East" unpacking Literacy and maths refreshed curriculums	Cognition Education Ltd Ro, Ngaio & ASL	Kāhui / Ministry Funded PLD	Term 1	
Across School Leaders • PLD focus on 'Schoolwide sustainability of "Teaching to the Northeast -Teaching Profile • **Ed leaders Lab** Online platform to build capability, discover resources and build network	Ro Aleise White / ASL	Ministry Funded PLD 3 x $290 subscription fee	Throughout the year Throughout the year	• Ensure effective leadership styles are developed • To help clarify vision • Empower success • Boost confidence • Develop current skills and teach new, valuable skills • Improve communication skills
Impact Coaches Hui • Focus on "The Profile"	ASLs Possible Kāhui	Ministry Funded PLD	Throughout the year	
AP and DP's Hui • Ro and Ngaio	ASL	Ministry Funded PLD and each school coverage of release	1 x term ½ day session	
Literacy and Maths Hui • Ngaio and Ro	ASL	Ministry Funded PLD and each school coverage of release		• A leadership network to discuss how schools are embedding the new curriculums. • A troubleshooting forum, sharing practice collaboratively
PCT's Hui	ASL	Ministry Funded PLD and each school coverage of PRT release	2 x termly ½ days	• Create a PCT network • Provide a place to share successes, struggles and conundrums • Deliver PLD around literacy, maths, RF, class management and formative practice strategies
Learning Support Coordinators	ASL	Ministry Funded PLD and each school coverage of release	1 x term ½ day session	• Connect LSC and provide a collaborative network where robust dialogue can take place to support and problem-solve together
DEPUTY PRINCIPALS				
Ed leaders Lab Online platform to build capability, discover resources and build network	Ngaio	$290 subscription fee	Throughout the year	• Ensure effective leadership styles are developed • To help clarify vision • Empower success • Boost confidence

				● Develop current skills and teach new, valuable skills ● Improve communication skills
PRINCIPAL				
● HBPPA Seminar Days ● Principal PLG Group ● HBPPA Conference ○ Hilton – Taupo? ● NZPF Conference – Wellington	HBPPA Exec ? ? 8TH – 10TH Sept	$500 ? $2000? $2000? $4000?	 8TH – 10TH Sept	
TOTAL =				

PARKVALE SCHOOL ANNUAL DEVELOPMENT PLAN 2025

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)

Actions	Led By	Resources	Timeframe	Outcomes
Subgoal One – Communication with Whānau				
Pōhiri ● Pōhiri to start the year and welcome new learners and their whanau	Aaron, Mali, Kris and Phil and staff	Morning Tea for new parents and ice blocks for the tamariki	Day One – Term One	● Families feel welcomed and included to our school
Whānau Hui **Term 1** ● Meet the Hub teachers and learn about learners – gather information about students to ensure teachers have a thorough understanding of individuals **Term Two and Four Conferences** ● Ensure termly opportunities are provided for three way dialogue (children, teacher, whanau)	Principal and DP	Afternoon tea and Evening meal Afternoon tea and Evening mea	Term One Term two – Week and four	

Term 1
● Meet the Hub teachers and learn about learners – gather information about students to ensure teachers have a thorough understanding of individuals
Term Two and Four Conferences
● Ensure termly opportunities are provided for three way dialogue (children, teacher, whanau)
 	
● Ongoing communication made with whanau about hub / class happenings and going ons through digital and paper formats
● An openness across the school where whanau are encouraged to be a part of the environment, feel welcomed, respected and included
● Continue class and individual seesaw accounts to celebrate and share learning journeys and newsletters
● Written communication; reports, fliers
● Facebook updates, newsletters and flyers will be communicated to inform parents and whanau of upcoming events etc
	Principal and DP's
	
	Teachers
	All staff
	
	Sandy (ICT)
	
	PA Andrea, Sandy (ICT) Principal and DP's
		l	Ongoing throughout the year
			
			Ongoing throughout the year
			
			Ongoing throughout the year
			
			Ongoing throughout the year
			
			Ongoing throughout the year
				● Families feel welcomed and included to our school
				● Feedback collected from the participants about their emotions towards and make changes where needed so impact of P ō whiri for our whanau
				● Evaluate the impact of conferences to answer the question of effectiveness and openness for our whanau
				
				● Parents are informed and feel they can approach us and feel they are a part our kura
				● Collect community/whanau feedback around our attitudes and communication – evaluate and see where changes need to be made in relation to
				   ○ Belonging –Kotahitanga
				   ○ Efficacy – Mana Motuhake
				   ○ Agency – Whakapiringatanga
				   ○ Hauora– Maanakitanga

Subgoal Two - Whanau Roopu				
➢ Reinvent the Whanau Support Roopu to ensure we have effective communications and connections with whanau and iwi. ➢ Collect parent voice around well being of their child and openness of our	Principal/ Maliana Lowe / DPs / WSL		● Ongoing throughout the year from Term 2	● Re-establishment of Whanau Roopu with positive outcomes around next steps ● Parent / whanau voice collected ● Engagement plan constructed

school towards culturally responsive pedagogy ➢ Construct a "Family, whanau, iwi, community school engagement plan"				
Subgoal Three - Maōri Achievement				
➢ A significant number of Māori learners are achieving alongside their non-Māori counterparts ➢ A number of Māori learners are currently identified as achieving below curriculum expectations and need acceleration progress to achieve curriculum expectations ➢ Teachers are strengthening their knowledge of te reo and tikanga	DPs and Branch leaders	● Structured Literacy teaching ● Target groups	● ongoing throughout the year	● An increased percentage of Maōri have recorded data at expectation ● Evaluation of TAI strategies undertaken to know the impact on learners ● Teachers are using more reo in the room - learner voice and observations evaluate the impact of teachers new learnings

Finance and Property 2025 Annual Plan

5YA 2022 - 2027 Funding $419,820

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

2025 Painting Schedule

Action	Provider	Costing	Timeframe	Outcomes
● Block A Admin ● Block G Rooms 10 -15 ● Block H Rooms 16 - 17 and Resource Room ● Block I Room 18/19	Brad Stubbs	$16,500 $20,000 $14,000 $9,600	End of term one 2025 End of Term two 2025 Beginning of 2025 End of 2025	Completed at the beginning of 2025

2025 Property Actions	Led By	Resources/$	Timeframe	Outcomes
MINISTRY BUILDING WEATHER TIGHTNESS ● The Ministry will be leading and funding a project to replace leaking outside cladding. ● These include the Resource room, Rooms 16 and 17 Rooms 13 and 15 New Library attached to hall	Ministry	Funded by Ministry	Still on hold	

Projects completed early 2025 funded from School Reserves				
• Tree Removal (Four trees removed -silver elms)	BOT	School Reserves	Beginning 2025	Completed by "Garden Maintenance Hawke's Bay"
• Supply and install clear Perspex into girls/boys changing rooms in the pool area.	BOT	School Reserves $2,719.75	Beginning 2025	Completed by Town and Country Glass
• Pool perimeter seating replaced	BOT	Building Maintenance	Beginning 2025	Undertaken by caretaker
• New Phone Lines and Communication	BOT	School Reserves	Beginning 2025	Konetic -
• School Cameras and Security Upgrade	BOT	School Reserves	Beginning 2025	Advance Security - Upgrade of all alarm panels, power supplies and backup batteries. Replaced all PIR detectors to Digital Quad Detectors. CCTV Upgrade to a ProVision ISR CCTV System. **COST $48,000 + gst**
• Blinds - Deputy Principals Office Room 22	BOT	School Reserves (Assets)	Beginning 2025	
FIVE-YEAR AGREEMENT FUNDING			**JULY 2022- JUNE 2027**	
• **Stormwater Drain Remediation** 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 –	Property Officer Robin Larkworthy	$37,000	2025	
TOILET REMEDIATION • 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 • F/P Block rm 20 -22 Toilets Boys need vinyl and needs hot water upgrade	Property Officer Robin Larkworthy	$54,000	2025	

• Block N Main Toilet Block Main toilet block looking tired, needs repaint and hot water to hand washing troughs				
HEAT PUMPS REPLACEMENT • Block D Room 5 -7 Heat pump replacement	Principal to Lead	$11,000	2025	
QUALITY LEARNING ENVIRONMENTS – UPGRADE **REPLACEMENT OF FLOOR COVERINGS** • Block D – Room 5 only • Block E – Room 8 and 9 • Block G Room 12 • Block H Room 16 and 17 (PMC) • Block N Main toilets **REPLACEMENT OF AUTEX** • Block D (Rooms 5 only The paint is in poor condition. There is autex – but it is dark • Block E (Room 8 and 9) Autex is old and has dust coming through. The paint is in poor condition. • Block G Room 12 Requires new flooring, vinyl, autex • Block H (Room 16 and 17) **PMC** Teaching spaces are very dark as there are limited window openings, and have original navy broadloom carpet and navy autex. Carpet is stained,	Property Officer Robin Larkworthy	$200,000	2025 Planned Project	
LED LIGHTING REPLACEMENT • Room 1 and Admin (PMC) • Room 5 -7 • Room 8 and 9 • Room 16 and 17 (PMC) • Room 18 and 19 (PMC)	Property Officer Robyn Larkworthy	$43,000	Completed beginning 2025	Undertaken by Direct Earth

● Room 20 – 22 ● Deputy Principals Office				
● LSC OFFICE FUNDS Internal upgrade LSC office	Property Officer Robin Lark	$85,000	Completed end of 2024	

PARKVALE SCHOOL - 2025 Review Timeline

Item	Responsible	Ref #	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
BOARD ADMIN POLICY/ PROCEDURE REVIEW	As per 2025 School Docs Review Schedule (below)											
STRATEGIC GOALS	Principal			Goal One **Student Agency**		Goal Two **Culturally Responsive Pedagogy**		Goal Three **Whanau Engagement**		**Review of Strategic Goals**		
PLANNING & REPORTING Student Achievement	Principal Curriculum Leaders	School Targets And Student Reports	School Annual Plan And Targets Discussion 2025 Budget Final Approval			Year 3-6 PAT / STAR Analysis Report -Comp -Vocab	Coaching & Mentoring (Inquiry) Mid-Year Report (Principal, DPs)	Mid Year Report Against School-Wide Targets Nui Report		Structured Literacy Programme Report	Coaching & Mentoring (Inquiry) End of Year Report	Report on School-wide Targets Analysis of Variance

						-Maths	Iti Report				Parkvale Expectations data
Item	**Responsible**	**Ref #**	**Feb**	**Mar**	**Apr**	**May**	**June**	**July**	**Aug**	**Sep**	**Oct**	**Nov**
LEARNING SUPPORT COORDINATOR REPORT ON SPECIAL NEEDS PROGRAMME (S)							2025 Mid Year LSC Report					2025 LSC End of Year Report
INCLUSIVE REVIEW	Deputy Principal			Review Surveys			Report Findings				Review Action plan	
TRANSITION TO SCHOOL	Deputy Principal						Report					
ATTENDANCE & PASTORAL	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)
LIBRARY REPORT	Librarian											Library Report End of Year
PERSONNEL PRINCIPAL APPRAISAL	Chairperson/ BOT Committee	Appraisal Folder	Performance Agreement tabled				Mid Review and Self Appraisal				Final Appraisal against Performance Agreement	Report to BOT
STAFF APPRAISAL	Principal Senior Management	Appraisal Folder	Staff Appraisal *Goal Setting*	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	2026 PLD Draft Planned

Item	Responsible	Ref #	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
STAFF DEVELOPMENT	Principal	PLD Folder	Proposed Programmed Presented		Ongoing reporting through Principal and Curriculum Reports/Reviews						Report includes outcome	
BOARD DEVELOPMENT	Chairperson	Board Folder	Plan Developed		Reports from Development Plan each meeting or to Committees						Review Report	
HEALTH, SAFETY & WELFARE HAZARD IDENTIFICATION	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			
FINANCIAL BUDGET	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 2026 Budget
			To present monthly reports on the Schools Financial Position at each Monthly Board of Trustees Meeting									
ANNUAL FINANCIAL STATEMENT	Finance Committee	Annual Financial Report				Annual Accounts to MOE 4 copies						
BOARD PROCESS REQUIREMENTS	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
10 YEAR PROPERTY PLAN	Property Committee	School Organisation Folder		Review and Report		Review and Report	Review and Report		Review and Report			Review and Report
EVACUATION NOTIFICATION	Staff Rep		Trial Evacuation Report		Trial Evacuation Report		Trial Evacuation Report		Trial Evacuation Report			
CONSULTATION MAORI/WHANAU ROOPU	Board Member						Roopu Meeting				Roopu Meeting	
COMMUNITY	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

SchoolDocs
Policies and Procedures

2024 Review Schedule and Board Assurances

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.

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 *.

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	

TOPIC(S)	ACTIONS
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			
EMPLOYER RESPONSIBILITY POLICY (board) *Review main board-level policy*	Safety Checking and Police Vetting	• 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. • 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.	
Appointment Procedure (board)			
Equal Employment Opportunities	Teacher Registration and Certification	• 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.	
Teacher Relief Cover			
Safety Checking (board)	Performance Management	• Assure the board that the school annually assesses the principal against professional standards, and regularly assesses the performance of teachers.	
Police Vetting	Appointment Procedure, Staff Conduct and Professional Development	• 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.	
Classroom Release Time (primary) Timetable (composite and secondary)			
	Equal Employment Opportunities	• 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).	
	Child Protection and Abuse Recognition and Reporting	• Assure the board that the Child Protection policy is in use, being implemented correctly, and is publicly available. • Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.	
	Curriculum and Student Achievement Policy	• Assure the board that teaching and learning programmes give effect to foundation curriculum policy statements and national curriculum statements. • 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.)	
	Cellphones and Other Personal Digital Devices	• 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.	

TERM 3			
Concerns and Complaints (board)	Student Attendance	• Assure the board that student absences are correctly recorded, monitored, and followed up.	
Media	Reporting to Parents on Student Progress and Achievement	• 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.	
Performance Management (board)			
Professional Development	Searches, Surrender, and Retention of Property	• 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. • 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.	
Protected Disclosure (board)			
Staff Conduct	Minimising Physical Restraint	• 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.	
Staff Leave			
	Stand-down, Suspension, and Exclusion	• Assure the board that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.	
	School Records Retention and Disposal	• Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.	
	Safety and Welfare for Students on Work Experience *	• Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.	

TERM 4

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.