



Pareawa Banks Avenue School

Four Year Overview 2021-2025

Effective Jan 1
2024

Te Mātaiaho



Living and Learning with HEART
Hauora Excellence Aroha Respect Togetherness

Section 127
Ed. Act



Strategic Goal 1- Culture

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

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

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

NELP
Learning
Priorities



Strategic Goal 2- Priority Learners

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

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

Strategic
Pillars



Strategic Goal 3 - Teaching, Learning, Curriculum

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

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

Treaty
Principles



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

Strategic Goal 4 - Te Tiriti o Waitangi

PBAS gives effect to the Treaty of Waitangi.

Kahui
Ako



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

Community
Consultation



Strategic Goal 5 - Professional Growth

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

Self Review



Parewa Banks Avenue School Strategic Overview 2023-2025

Living and Learning with HEART

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

Parent Voice

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

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

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

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

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

PBAS Strategic Pillars

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

Resource:

[Toolkit to Implement Planning and Reporting](#) [Implementation Pack](#) [Strategic Overview](#) - looking Ahead to 2024

Strategic Overview

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

PBAS Strategic Pillars aligned to NELP, Section 127 ED. Act and other Ministry objectives	Strategic goals	Measures of Success
<p style="text-align: center;">Strategic Pillars Living HEART Connecting HEART</p> <p>NELP Objective 1: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>Education Act: Section 127 The school is a physically and emotionally safe place, ensuring students human rights are upheld and it takes steps to eliminate racism, stigma, bullying and other forms of discrimination.</p> <p>The school is inclusive and caters for students with differing needs</p> <p>Other Ministry Initiatives Attendance and Engagement Strategy Child and Youth Wellbeing Strategy 2019 Learning Support Action Plan</p>	<p>Strategic Goal 1- Culture A warm and welcoming culture, for teachers, students and whanau exists at PBAS. Our HEART values are evident at school, in the community, at home and online.</p> <p>Our learning environment is physically and emotionally safe, inclusive and free from racism, discrimination and bullying</p> <p>Our HEART values are evident at school, in the community, at home and online.</p> <p>Strategic Goal 2- Priority Learners School and whanau work in partnership for the benefit of the child. A holistic approach to needs results in a range of agencies, interventions and support people being accessed to support both the child and the family.</p>	<p>Student hauora survey- annually and across time Staff well being survey Year 6 exit survey Behaviour reports ETAP data Sensory Audits Playground audits Well Being Action Plan 2024 Parent feedback / surveys - formal and informal Year 6 parent exit survey Tracking complaints HEART token tracker</p> <p>Learning Support Register Learning Support Report to Board Reading Recovery Report to Board ESOL mid year and end of year report Counselling attendance Kahui initiatives to lift achievement</p> <ul style="list-style-type: none"> • Otakaro way • 2024-25 Strategic plan • 2023 EOY report <p>Mana ake programmes and attendance Feedback from whanau- formal and informal Analysis of data - target students Gifted and talented register and programmes Attendance data and attendance reports</p>
<p style="text-align: center;">Strategic Pillar Active learners at the HEART</p> <p>NELP Objective 2: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p>	<p>Strategic Goal 3- Teaching , Learning, Curriculum Students are engaged in their learning with programmes tailored to meet students needs and to let them experience success at their highest standard</p> <p>Students are provided with a rich curriculum anchored in authentic and relevant learning experiences.</p>	<p>Student Achievement Data- annually and across time at class, team and school level Curriculum website Curriculum Reviews Curriculum Action Plan 2024 Local Curriculum developed Planning overviews</p>

<p>Education Act: Section 127 Every student and achieve to their highest educational standard</p> <p>Other Ministry Initiatives The Literacy and Communication and Maths Strategy Refreshed Curriculum Te Mataiaho and Common Practise Model</p>	<p>Their learning journey through PBAS is captured in a strengths based model.</p>	<p>Dynamic reporting samples EOTC overview and reports</p>
<p>Strategic Pillars Active learners (teachers) at the HEART Living HEART</p> <p>NELP Objective 3: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>Education Act: Section 127 The school gives effect to the Te tiriti o Waitangi by:</p> <p>Working to ensure plans, policies and local curriculum reflect tikanga, matauranga Maori and te ao maori</p> <p>Taking steps to make instruction available in tikanga Maori and te ao Maori</p> <p>Achieving equitable outcomes for Maori</p> <p>Other Ministry Initiatives Ka Hikitia Action Plan for Pacific Education 2020-2030 NZSTA Guidance for giving effect to Te Tiriti O Waitangi</p>	<p>Strategic Goal 4 - Te Tiriti o Waitangi PBAS gives effect to the Treaty of Waitangi.</p> <ul style="list-style-type: none"> Te reo Māori and tikanga Māori meaningfully incorporated into the everyday life at PBAS Plans, policies and local curriculum reflect tikanga, te ao maori and matauranga Maori. Staff build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori Equitable outcomes for Maori achieved 	<p>Tuahiwi Cultural Partnership Plan Cultural Indicators - across time Class observations Staff attending PD opportunities Maori student achievement data - annually and across time Cultural Responsiveness Action Plan 2024 Te reo acquisition plan implemented NZCER Te Reo staff test results and goals</p>
<p>Strategic Pillars Active learners (teachers) at the HEART Living HEART</p> <p>NELP Objective 3: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>Education Act: Section 127 The school gives effect to the Te tiriti o Waitangi by:</p> <p>Working to ensure plans, policies and local curriculum reflect tikanga, matauranga Maori and te ao maori</p> <p>Taking steps to make instruction available in tikanga Maori and te ao Maori</p> <p>Achieving equitable outcomes for Maori</p> <p>Other Ministry Initiatives Ka Hikitia Action Plan for Pacific Education 2020-2030 NZSTA Guidance for giving effect to Te Tiriti O Waitangi</p>	<p>Strategic Goal 5- Professional Growth At PBAS we develop staff to strengthen teaching, leadership and learner support capability.</p>	<p>Staff participation in professional development on and off site Budget for professional development Minutes from Professional Growth (appraisal) meetings Slideshares / notes from professional development Mid and end of year reports to Board on progress toward strategic goals Induction plans / document Inquiry Markers - across time</p>

Strategic Goal	<p style="text-align: center;">Actions</p> <p style="text-align: center;">Time Frame / Responsibility / Resources</p>	Success Measurement
<p>Goal 1 A warm and welcoming culture, for teachers, students and whanau exists at PBAS.</p> <p>Our learning environment is physically and emotionally safe, inclusive and free from racism, discrimination and bullying.</p> <p>Our HEART values are evident at school, in the community, at home and online.</p>	<p>Support and monitor student (and staff) well being</p> <p>Attendance-targets</p> <ul style="list-style-type: none"> ● Increase our attendance percentages with a specific focus on those who are in the 80-90% bracket. <ul style="list-style-type: none"> ○ We have no outside funding to support this. ○ Toni sitting on Attendance Panel for Pou Whirinaki ○ Jan working closely with Shirley Village Project <p>Wellbeing</p> <ul style="list-style-type: none"> ● Introduce Te Whare Mauri Ora- a well being initiative to act as a cultural coathanger for our well being initiatives. ● Across cluster monitor and analyse student and staff wellbeing data ● Introduce te whare mauri ora as a coat hanger to hang our well being initiatives off of. ● NE teachers participating in Engagement project - through games teaching social skills ● Investigating I am Hope - mental health support ● Unpack staff data where they have identified other staff as being verbally aggressive (done TOD) ● Develop a Healthy Heroes module for parents <p>Continue to embed PB4L</p> <ul style="list-style-type: none"> ● Support induction of new staff to PB4L- take them through the HEART Guidelines and PBAS Staff Website ● Act on playground audit findings from '23 ● Revisit sensory audit ● Tier Two classroom practice teams at team meetings in order to complete FBA for the identified students. ● All students being aware there are consequences for 'naughty children. Look at how we can tighten these consequences up (From year 6 leavers survey) <p>Establish a Kaitianga programme</p> <ul style="list-style-type: none"> ● Growi the roles of the Kaitiaki Leaders by having them lead small lunchtime workshops they prepare for ... ● Establish The Garden to Table Project so it is an active component of each pod's learning. ● Deepen our work on Enviro afternoons by taking components of the Care Code and breaking them down for real life meaning. ● Create an enviro logo and phrase that defines the Kaitiaki in our school ● Begin the journey of a whole school vision. <p>Create a warm and welcoming environment for whanau and community groups</p> <ul style="list-style-type: none"> ● Create and develop community resources / events ● Look at the wellbeing of our ESOL families, transition of our muslim families, resources to help with this, cultural celebration awareness within the school. Appoint a "Cultural Leadership" person , Sally, to oversee implementation of Community Hub <ul style="list-style-type: none"> ○ Learning Community Hub ○ Application Form ○ Topics ○ Programme Planner ● Flags for hall - our community ● Shared Pasifika Fono with SIS <p>Continue to enhance our physical environment</p>	<p>Student Hauora Survey - Jen Well being Action plan- Jen Behaviour data- Jen and David Attendance reports - Jan Kaitiaki - Muriel</p>

	<ul style="list-style-type: none"> ○ Publish <i>Our Kaupapa, Our Journey</i> \$3000 ○ Path gate at back of school to Warden Street \$3000 ○ Bike track \$100000 <ul style="list-style-type: none"> ■ \$70 000 grant from Bikes in schools to help fund this ○ Access gate / track to Avon hub \$3000 ○ Staff area , shade , plants , citrus \$3000 ○ Library shelving \$10000 ○ Sport uniform - e.g sport top, \$5000 ○ Next lot of memory bricks to be sold and installed ○ BOT re working lease and maintenance obligations for the Avon Hub ○ 5YA to be completed in November ○ Defects schedule to be worked through and signed off by end of July 	
<p>Goal 2</p> <p>School and whanau work in partnership for the benefit of the child.</p> <p>A holistic approach to needs results in a range of agencies, interventions and support people being accessed to support both the child and the family.</p>	<p>Identify priority learners and provide interventions and programmes to support their needs.</p> <ul style="list-style-type: none"> ● Data from end of last year and beginning of year used to identify target children, target groups and curriculum needs – based on curriculum level data ● Each team will have their own targets. Each team will monitor and report on progress. ● Identify cohorts who are underachieving, e.g. pacifica or male writers- consider what else? ● SENCOs and LSC to oversee interventions to support needs. ● Ongoing monitoring, analysing, and adaptation of programmes to meet needs. ● Reports to BoT twice a year to show progress toward targets. ● ESOL programme to be developed due to growing number of ESOL students <ul style="list-style-type: none"> ○ increased hours (20-35 hours), ○ two staff providing programme, ○ based in classes. ○ ESOL PD for teachers ● Gifted and Talented students identified at team level <ul style="list-style-type: none"> ○ At the team level discuss how to offer extension to students who have been identified. ○ Work with families to support strengths ○ Children’s University offered ○ In senior school <i>Mindplus</i> being introduced ● Build in enough time to moderate in reading, writing and maths at team level as well as whole school level. ● Access and work with a range of agencies to support needs ● Implement a Learning Support Strategic plan ● Learning Assistants support <ul style="list-style-type: none"> ○ 127 hours a week across classes ○ PD on children with diverse needs ○ Some LA to do BSLA training <p>Partnerships</p> <ul style="list-style-type: none"> ● Cohort entry: Establish parent meetings and parent agendas aligned to cohort entry points. ● Parent sessions on BSLA developed and implemented ● Parent sessions on dynamic reporting introduced ● Work with Shirley village project on attendance ● Work with the Pool Community Project to activate pools at SIS. ● Work with and engage in Kahui initiatives to lift achievement. (see the 2024-25 Kahui Strategic plan) 	<p>Sensory audit</p> <p>Learning Support register</p> <p>SENCO Reports</p> <p>Analysis of data - target students</p> <p>ESOL report</p> <p>2024-25 Kahui Strategic plan</p> <p>Learning Support Strategic plan</p>

Goal 3

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

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

- Continue with [tracking at class level](#) for teacher (teacher ownership of progress)
- Collect data over time
- Identify and report target students

Collaborative Teaching

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

Assessment

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

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

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

Build on our inquiry model- led by Jan

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

Develop our Literacy practices - Led by Tricia

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

Student data - teacher / team / schoolwide/ across time/ target
[Student Achievement Website](#)
[Inquiry Markers - Across the whole school - Leadership: Term 4 2023](#)
BSLA data
Curriculum at PBAS website
Dynamic Reporting samples
[Curriculum Action Plan](#)

	<ul style="list-style-type: none"> ● Writing very low - look at what else we can do ● Review role of reading recovery teacher- aligned to BSLA <p>Pedagogy /HITS</p> <ul style="list-style-type: none"> ● Sustain the work we did around Metacognition in 2023 by incorporating it into our goal setting and literacy programmes. ● Continue to build our understanding of the HITS within our professional learning group foci on <i>Multiple Exposures</i> and <i>Differentiated Teaching</i> throughout the year and our in Term one class teaching observations. <p>Introduce Dynamic Reporting Led by Jan</p> <ul style="list-style-type: none"> ● Whole school shift to Spotlight in 2024 ● Parent support needed ● Create the annual overview ● Look at other aspects of spotlight, e.g. notices 	
<p>Goal 4 PBAS gives effect to the Treaty of Waitangi.</p> <ul style="list-style-type: none"> ● Te reo Māori and tikanga Māori meaningfully incorporated into the everyday life at PBAS ● Plans, policies and local curriculum reflect tikanga, te ao maori and matauranga Maori. ● Staff build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori ● Equitable outcomes for Maori achieved 	<p>Enhance the relationship with Tuahiwi.</p> <ul style="list-style-type: none"> ● Review Tuahiwi Cultural Partnership plan - update it ● Unpack The Otakaro Way - guiding principles <ul style="list-style-type: none"> ○ Kahikatea will be our guiding document as we give effect to the Tiriti o Waitangi, ○ As a kahui we are committed to growing te reo Maori amongst staff, whanau and students ○ We will partner with maori whanau in decision making and co design, sharing power ○ Relationships with nga tuhuriri will be embedded and ○ Our curriculum will be localised and supported by mana whenua <ul style="list-style-type: none"> ■ Workshop March 1 to start to unpack this. <p>Access professional development to build knowledge and understanding</p> <ul style="list-style-type: none"> ● Te ahu te reo available for staff in 2024 ● All staff to set a te reo goal in 2024 ● All staff to have complete Tuahiwi workshop 1 by March then all attend workshop 2 in April TOD ● All staff to know and use pepeha ● In depth look at teaching Treaty of Waitangi <ul style="list-style-type: none"> ○ TOD workshop ○ New resources <p>Continuing to develop and embed te ao Māori in planning and practice and give prominence to bicultural practices</p> <ul style="list-style-type: none"> ● Introduce te reo testing for staff and students- https://www.nzcer.org.nz/te-reo-maori <ul style="list-style-type: none"> ○ https://www.nzcer.org.nz/taku-reo ○ Expect teachers to set goals based on where they are with this assessment ● One more teachers to attend te ahu Māori PD (Toni) ● All teachers to attend second Marae workshops at Tuahiwi- focus Treaty ● Share Māori achieving success as Māori as a conversation starter ● Look at starting all staff meetings with te reo game/ activities or pepeha of staff <p>Analyse data at class, team and school level</p> <ul style="list-style-type: none"> ● Identify ethnicity trends looking for next steps to improve achievement ● Cultural wall of iwi on display <p>Community</p> <ul style="list-style-type: none"> ● Organise community hangi ● We have funding , \$5000, for a Cultural Leadership Allowance. This will be given to a staff member to set up and 	<p>Tuahiwi Cultural Partnership Plan Cultural Responsiveness Action Plan 2024 Lifting cultural capability at PBAS Review of Whanau Hui Board Succession Planning 17 Habits of a Valued Treaty Partner</p> <p>Staff and Students te reo assessment https://www.nzcer.org.nz/te-reo-maori https://www.nzcer.org.nz/taku-reo Our Kaupapa</p>

initiate a series of sessions for parents -A Community Learning Hub
Embed Te Reo at Pareawa Language Acquisition Plan

- Look to what would need to be done to have a level 3 maori immersion class in senior school -, e.g. staff training

Goal 5
 At PBAS we develop staff to strengthen teaching, leadership and learner support capability.

Professional Learning Opportunities planned for:

- LA's PD on Diverse needs
- Senior school - Sharp reading and The Code
- Year 1-2 teachers - Engagement Pilot
- All staff Using Feedback effectively (goal from TOD PD with impacted ed
 - Reflect mid year on changes
- As needed: BSLA update, storytelling, Incredible Years,
- Treaty Worship - Tuahuriri April 12
- Gifted and talented *Mind Plus*
- *Physical education - coaching support from Sport Canterbury*

Introduce Professional Learning Groups:

- DP's PLG across kahui
- Principal kahui ako PLG group to continue
- Teachers to be set up in PLG groups- refined from 2023

Build assessment literacy

- Revisit Scaled score
- How are we sharing assessment info with parents and children

Review progress, policies, interventions.
 Each year we carry out a number of planned reviews as well as a number of emerging reviews based on needs. These are used to review performance and identify next steps.

ERO Goal:
 Strengthening evaluative practice to better understand the impact of innovation and initiatives on outcomes for students and staff through self review:

- Achievement Reviews
 - Target students
 - School wide OTJ data
 - Curriculum Review (Science, The Arts, Social Science)
 - Analysis of individual tests, eg., PAT, asTTle
 - Class tracking of achievement and progress
- School wide Reviews
 - Learning Support Review
 - Policy review
 - Emerging Reviews
 - Key indicators identified to track progress toward strategic goals
- Student Reviews
 - Wellbeing - Kāhui survey students
 - Year 6 leavers and parents exit survey
- Staff Reviews
 - Wellbeing- Pulse reflections introduced
 - Exit surveys
- Parent Review / consultation
 - Pasifika hui
 - Whānau hui

[Principal PLG Report Mid Year Kāhui Ako 2023](#)
[Ōtākaro Kāhui Ako Achievement Challenges Strategic Plan 2023](#)
 Principal and DP PLG reports
 Staff Summary reports
 Achievement reports
 Review documents

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| | <ul style="list-style-type: none">● Health curriculum (every two years) <p>Policy changes</p> <ul style="list-style-type: none">● Cell phones in school policy introduced● Student achievement policy updated to be aligned to 3 hours of reading, writing, maths a day. | |
|--|--|--|