



Parkland School

Strategic Plan

Our School Improvement Plan

2024

41 Parkland Crescent

Palmerston North

School ID Number - 2424

Our Visual Charter

Parkland School
Palmerston North

Values
Rise to the Challenge

Student Achievement
All students will achieve at or beyond national expectations at their level.

Key Competencies
Students will 'grow' through each of the developmental stages for each of the respective Parkland Key Competencies. The outer circles are regarded as our 'Leavers Profile'.

Kahui Ako
The Kahui Ako will strengthen our collective and collaborative practice by prioritising and focusing on clearly identified needs.

Active, Healthy, Balanced Lives
Students will have active, healthy and balanced lives.

Future Focused
We will support learners to recognise that they have a stake in the future, and a role and responsibility as citizens to take action to help shape that future.

Partnerships
Students achievements and well being/lessons will be enhanced by a range of positive and supportive learning partnerships.

Parkland Key Competencies
At Parkland School we are developing students who are...

Thinkers	Communicators	Self Managers	Contributors	Collaborators
<ul style="list-style-type: none"> We are curious about the world around us. We question and challenge old and new information. We are creative, flexible and innovative thinkers. We draw on prior knowledge to help our thinking. We communicate our thinking clearly. We are aware of our own thinking, feelings and actions and their effect on others. 	<ul style="list-style-type: none"> We are active listeners & can ask questions to gain deeper understanding. We respect different points of view and share ideas with consideration and understanding. We are confident speakers. We are confident writers. 	<ul style="list-style-type: none"> We have a positive learning attitude. We are resilient. We are organised and ready for learning. We are accountable and accepting of responsibility. We are responsible and respectful of our own and others property. We demonstrate perseverance. We are willing to take acceptable risks. We can clearly explain what we are learning and why. We know our next steps in learning. We have self belief and set high standards. 	<ul style="list-style-type: none"> We are helpful and show initiative. We respect diversity & interact positively with others. We have a positive impact on others. We are actively involved & contribute positively to the school community. 	<ul style="list-style-type: none"> We are diplomatic, encouraging and accepting of others ideas in a group. We work collaboratively with others in a group towards a common goal. We are willing to share our own ideas in a group, so we can collaborate to develop them. We listen respectfully & actively to the contributions of others so we can fully understand and participate.

Our Vision
Rise to the Challenge

Rangitane Iwi Partnership
- He Tohu Aroha - Rangitane localised curriculum

Our Vision

Rise to the Challenge - Whāia te iti Kahurangi

Every child will... 'Rise to the Challenge'

Parkland students will face daily challenges based on identified, evidence based learning needs. A variety of challenges will also include sporting/physical, cultural and social needs. A key focus for individual challenges in the next three years will be grounded in the Parkland Key Competencies, which sit alongside our core school values.

Students will be explicitly taught, develop and understand strategies and skills that can be used to overcome the challenges they might face.

Students will have an understanding of the challenges they face and what their next steps are in order to achieve those challenges.

A strong component of our vision will be the learning partnerships we value and deliberately promote.

Our Values

We have a set of 'living values' that are visible throughout the school and in the behaviours and standards our students are expected to exhibit. Children will know what we mean by each of the values at their level and will be able to provide examples of the things we do in our classrooms, playground and daily lives to demonstrate each of the values.

CONSIDERATION – For Ourselves

CONSIDERATION - For Others

CONSIDERATION - For the Environment

RESPECT

HONESTY

EXCELLENCE

Our Logo



The combination of the hands reaching upwards is a clear link to our active vision statement of 'Rising to the Challenge'.

The different sized hands represent the varied learning partnerships we encourage throughout the school. Children, teachers, parents and the school community working together and supporting each other.

Our Local Curriculum – Rangitāne Iwi

Parkland School acknowledges New Zealand's cultural diversity and the unique position of Māori culture.

- We recognise and value the importance of the teacher-learner relationship.
- We believe Māori students should achieve educational success as Māori.
- Teachers will know their students' backgrounds (identity), capabilities and will foster positive and productive relationships between students, Whanau and the school.
- The school acknowledges and respects the importance of the cultural competencies for teachers. (Tātaiako) Professional development will be provided to enable staff to explore and gain greater understanding of these.
- We will take all reasonable steps to include Tikanga Māori and Te Reo Māori within school programmes.
- We will foster the positive relationships already established between families, Whanau and the school through regular and direct personal contact, based around the learning and cultural needs of students.
- The school will recognise, consider and be inclusive of students with Pacific backgrounds.

The board will respond to any request for instruction in Te Reo Māori by:

- Advising the parent of the current level of Te Reo and Tikanga Māori available at the school
- Offering to explore possibilities for extending the current provision including:
 - Dual enrolment with The Correspondence School
 - Consulting with the School Adviser Māori
 - Consulting with another school able to provide a higher level of Te Reo and Tikanga Māori

Rangitāne Iwi Partnership & Local Inclusive Curriculum

Parkland School and the Board of Trustees...

- firstly acknowledge the special status of Maori as **Tangata Whenua** of Aotearoa New Zealand.
- Secondly **Te Reo Maori**, Maori Language 1987 as an Official Language of Aotearoa New Zealand and
- Thirdly **Te Tiriti o Waitangi** the Treaty of Waitangi 1840 as the founding document of Aotearoa New Zealand as a Nation.

Parkland School is located in the North-Eastern corner of Palmerston North City and therefore amongst the **Mana-Whenua Iwi, Rangitāne O Manawatu**. We are one of 9 schools in the Palmerston North East Kahui Ako. We work in partnership with Rangitāne Iwi via Tai Huki. Our current focus is pūrakau; local landmarks & local history.

Rangitāne Logo...

"Our Logo speaks of a dynamic and purposeful movement forward for Rangitāne in the Manawātū.

The **Gold** Koru denotes the Wairua, Life and the Unity of the Tangata Whenua,

The **Green** Koru reflects the living natural forces,

The **Black** Koru the strong background of ancestral heritage,

The **Red** Feather represents our Tinorangatiratanga, by working through the power of the pen we will regain and holdfast to our resources."



Our Parkland School Key Competencies

Year 1 & 2

'I'm just learning'	'I'm almost there'	'I'm a Pro'
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At Parkland School we are developing students who are....

Thinkers	Communicators	Self Managers	Contributors
<p>We are active problem solvers.</p> <p>We are curious about the world around us.</p> <p>We are creative thinkers.</p> <p>We are able to use feedback positively.</p> <p>We use prior knowledge to help our thinking.</p> <p>We are aware of our own thinking, feelings & actions and are aware of the effect on others.</p>	<p>We are active listeners and can ask questions to gain deeper understanding.</p> <p>We respect different points of view and share ideas with consideration and understanding.</p> <p>We are confident speakers.</p> <p>We are able to communicate using a range of methods to suit the audience.</p>	<p>We are responsible for our own property.</p> <p>We are willing to take risks in our learning.</p> <p>We can clearly explain our learning & know our next steps.</p> <p>We follow instructions & routines.</p> <p>We have a positive attitude.</p> <p>We believe in ourselves.</p> <p>We persevere.</p> <p>We are organised and ready for learning.</p>	<p>We are helpful and show initiative.</p> <p>We interact positively and respect differences.</p> <p>We actively participate and contribute positively to the school community.</p> <p>We identify and accept different roles in different situations.</p>

Year 3 – 6




Recruit	Intern	Skilled	Expert
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<p>We are curious about the world around us.</p> <p>We question and challenge old and new information.</p> <p>We are creative, flexible and innovative thinkers.</p> <p>We draw on prior knowledge to help our thinking.</p> <p>We communicate our thinking clearly.</p> <p>We are aware of our own thinking, feelings and actions and their effect on others.</p>	<p>We are active listeners & can ask questions to gain deeper understanding.</p> <p>We respect different points of view and share ideas with consideration and understanding.</p> <p>We are confident speakers.</p> <p>We are confident writers.</p>	<p>We have a positive learning attitude.</p> <p>We are resilient.</p> <p>We are organised and ready for learning.</p> <p>We are accountable and accepting of responsibility.</p> <p>We are responsible and respectful of our own and others' property.</p> <p>We demonstrate perseverance.</p> <p>We are willing to take acceptable risks.</p> <p>We can clearly explain what we are learning and why.</p> <p>We know our next steps in learning.</p> <p>We have self-belief and set high standards.</p>	<p>We are helpful and show initiative.</p> <p>We respect diversity & interact positively with others.</p> <p>We have a positive impact on others.</p> <p>We are actively involved & contribute positively to the school community.</p>	<p>We are diplomatic, encouraging and accepting of others' ideas in a group.</p> <p>We work collaboratively with others in a group towards a common goal.</p> <p>We are willing to share our own ideas in a group, so we can collaborate to develop them.</p> <p>We listen respectfully & actively to the contributions of others so we can fully understand and participate</p>

Our Strategic Priorities 2024 - 2025

Traditional values within a culture of CONSIDERATION.

Student Achievement	Kahui Ako 	Parkland Key Competencies	Active, Healthy, Balanced Lives	Partnerships 	Future Focused
<i>Broad Goal</i>	<i>Broad Goal</i>	<i>Broad Goal</i>	<i>Broad Goal</i>	<i>Broad Goal</i>	<i>Broad Goal</i>
All students will achieve at or beyond national expectations at their level.	The Kahui Ako will strengthen our collective and collaborative practice by prioritising and focussing on clearly identified needs.	Students will 'grow' through each of the developmental stages for each of the respective Parkland Key Competencies. 	Students will have active, healthy and balanced lives.	Students achievements and well being/hauora will be enhanced by a range of positive and supportive learning partnerships.	We will support learners to recognise that they have a stake in the future, and a role and responsibility as citizens to take action to help shape that future.

Our Strategic Plan 2024 - 2025

2024 (New Principal Appointed)	2025 (Board Elections)
Development of Strategic Plan documents to meet new requirements. Curriculum Refresh Development via ANZH alongside Block Names development (see below).	Review key areas of Strategic Plan . Confirm direction. Focus on school values and Key Competencies within the refreshed curriculum.
Review of Mathematics achievement over past three years. Work with Julia Tong to refine and shape our local curriculum in Mathematics.	Review and refine the 'Parkland way' for Mathematics teaching, learning and assessment, including student support programmes / resources.
Literacy Development Year 2 of Structured Literacy with Liz Kane. Focus on Fluency and vocabulary development within reading. Linked to Teacher Inquiry / AOV.	Literacy Development -Year 3 Review and refine previous SL work. Develop the 'Parkland way' for Literacy teaching and assessment. Look into what we keep, change, or remove from current practices. Focus to be determined.
Te Tiriti o Waitangi From Cultural Competency for Responsive Pedagogy Year 3 Identify focus areas from Rongohia te Hau Surveys. & review 2023 work.	Te Tiriti o Waitangi Complete a 'cultural audit' of the school (including gathering student voice). Identify key focus areas to work on.
Social Science - ANZH Histories Curriculum Review previous learning and link to Block names and local legends, as well as the 50 th year celebrations of our school.	Social Science ANZH / Curriculum Refresh – Literacy/Numeracy Focus yet to be determined.
Assessment Review current practices for Assessment & Reporting to Parents via the Learner Profile. Ensure we know our 'why' and that it informs our professional practice.	Assessment Review updated practices for Assessment & Reporting to Parents via the Learner Profile. Confirm changes needed to eTap / @school app and internal systems for monitoring and recording progress.