

Parkside Christian SDA School Annual Implementation Plan 2025

Strategic Goal: 1

Principal and teachers give attention to the recommendations of the Accreditation Report

Unpack Pathways Document

NELP Priorities: 1,2,3,4,5,6

Annual Target/Goal:

Deliver Te Mataiaho, the refreshed New Zealand Curriculum to students, done in a manner, that at all times is consistent with the schools special character

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see?)

Integration of New Zealand Seventh day Adventist Curriculum Framework and Te Mataiaho

See the impact of overarching concepts and enduring understandings through truth revealing teaching

Clarity around the use of the Pathways (Mission Action Plan)

Actions

Detail the key actions you'll take this year to reach your annual target listed above

Who is Responsible

Resources Required

Timeframe

How will you measure success?

Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan.

Develop Special Character assessments

Explore Pathways

Leadership
Teaching Staff

New Zealand Seventh day Adventist
Curriculum Framework
Pathways Discipleship Document

Term 1-4

Development of assessment in alignment with overarching concepts and themes

Inclusion and integration of the Four Lenses Framework across the curriculum

Intentional, purposeful and formational experiences which have meaning for our students in their world and life beyond this time and space

Strategic Goal: 2

Provide akonga with a relevant, refreshed local curriculum which we have developed based on Te Mataiaho for full implementation by 2027 with our community

NELP Priorities: 1,2,3,4,5,6

Annual Target/Goal:

Local curriculum reflects Te Mātaiaho and our communities priorities for their tamariki and local tangata whenua priorities for our school

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see?)

We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principals in our local school curriculum

Kaiako will continue to develop their knowledge and confidence in cultural capability

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Develop and deliver our Te Mataiaho, local curriculum and cultural competence professional learning development programme for school leaders and kaiako	Leadership Teaching Staff	PLD Budget Te Mataiaho Curriculum Document Maths and Stats Refresh Document English refresh Document	Term 1-4	Support visit feedback (Kahui Ako) including next steps and progress indicators Professional Growth Cycle which identifies current focus, progress, new learning and next steps
Learn about the rohe and tangata whenua as part of our strategy to give effect to Te Tiriti o Waitangi	Principal Kahui Ako Leaders	Published documents and research about our rohe and tangata whenua and all information we have about tangata whenua aspirations for their akonga	Term 1-4	Evaluation of our developing relationships and networks with tangata whenua Our local school curriculum reflects our deepened understanding of our rohe's history and people

Strategic Goal: 3

Learners with their whanau are at the centre of education

NELP Priorities: 1 and 2**Annual Target/Goal:**Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying (**NELP Priority 1**)Have high aspirations for every learner and support these by partnering with their whanau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures (**NELP Priority 2**)**What do we expect to see by the end of the year?**

(What expectations do you have for this target for this year? What evidence will you see?)

Diversity is valued by all

Our akonga experience an inclusive culture that values, affirms and reflects their identities and realises their aspirations

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Identify and respond to learner strengths, progress and needs and learner and whanau aspirations	Leadership Teaching Staff	In class support RTL SWIS	Term 1-4	Whanau confidently voice their aspirations for their tamariki
Partner with family and whanau to equip every learner to build and realise their aspirations	Whanau Leadership Teaching Staff	In class support RTL SWIS	Term 1-4	Whanau in partnership with the school are actively involved in their child's educational success Attend three group conference(student/parent/teacher) Support intervention strategies

Strategic Goal: 4

Education Opportunities and Outcomes are within reach for every learner

NELP Priorities: 3 and 4

Annual Target/Goal:

Reduce barriers to education for all, including Maori and Pacific learners, disabled learners and those with learning support needs

Continue to build on Structured Literacy Approach

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see?)

Students are able to progress through the phases at a rate that suits their learning development and needs

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Work with whanau and Pacific families to identify and understand barriers that may prevent learners from participating or remaining engaged in school and work to address them	Leadership Teaching Staff	Attendance Records RTL SWIS Teacher Aide	Term 1-4	Maori and Pasifika students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture Learners are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development
Ensure learners gain sound foundational skills, including language, literacy and numeracy	Leadership Teaching Staff	Structured Literacy PLD Sunshine Decodable Readers Prime Mathematics The Code	Term 1-4	Learners build key competencies and capabilities
Teachers are supported to improve pedagogy, teaching and assessment practices thereby enabling an improvement in student progress and achievement	Board Leadership PLD Providers	Assessment PLD Te Mataiaho	Term 1-3	Evaluation of Te Mataiaho professional development Professional Growth Cycle which identifies current focus, progress, new learning and next steps

Strategic Goal: 5

Continue to develop quality teaching and leadership

NELP Priorities: 5 and 6**Annual Target/Goal:**Meaningfully incorporate te reo Maori and tikanga Maori into everyday life of the place of learning **(NELP Priority 5)**Develop staff to strengthen teaching, leadership and learner support capability **(NELP Priority 6)****What do we expect to see by the end of the year?**

(What expectations do you have for this target for this year? What evidence will you see?)

Build teaching capability, knowledge and skills in te reo Maori and tikanga Maori

Strengthen teaching leadership and teaching support

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Seek advice from Maori on how best to include tikanga Maori in values, practices and organisational culture	Leadership Teaching Staff	Cultural Connectedness PLD	Term 1-4	Inclusion and integration of te reo Maori and tikanga Maori across the curriculum
Strengthen teaching, leadership and teaching support	Board Leadership Teaching Staff	Structured Literacy PLD Sunshine Decodable Readers Prime Mathematics Support Materials Te Mataiaho	Term 1-3	Individual student data shows progress Development of teacher confidence and competence to teach diverse learners and modify teaching approaches