

Parkside Adventist Christian School Strategic Plan 2024-2025

Vision Statement:



“Growing Children For Eternity”

Information used to develop this plan:
 Information from community engagement including proprietors
 Recommendations from Proprietors Accreditation Report
 School-wide data analysis

Strategic Goals	Link to Board Primary Objective	Links to Education Requirements	What do you expect to see?	How will you make progress towards our strategic goals?	How will you measure success?
<p>Deep and meaningful integration of NZ Seventh day Adventist Curriculum and Te Mātaiaho</p>	<p>School acts as a steward of the property owned by the church and meets the mission of the Seventh-day Adventist Church</p>	<p>Delivers Te Mātaiaho, the refreshed New Zealand Curriculum to its students, done in a manner, that is at all times consistent with the school's Special Character</p>	<p>Integration of New Zealand Seventh day Adventist curriculum Framework and Te Mātaiaho</p> <p>See the impact of Overarching Concepts and enduring understandings through truth revealing teaching.</p>	<p>Work on assessment themes and formats</p>	<p>Students embed “enduring understandings” Student responses to Essential Questions (Community aspirations: students learn about Jesus and develop Godly wisdom)</p>
<p>Provide ākonga with a relevant, refreshed local curriculum which we have developed based on Te Mātaiaho for full implementation by 2027 with our community</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 1,2,3,4,5,6 Te Mātaiaho The Common Practice Model The Literacy and communication and Maths Strategy Ka Hikitia The Action Plan for Pacific Education 2020-2030</p>	<p>Local curriculum reflects Te Mātaiaho and our communities priorities for their tamariki and local tangata whenua priorities for our school</p> <p>Kaiako are confident in their learning that matters within our local curriculum</p> <p>Establish systems and processes to measure and report individual and school-wide student progress</p>	<p>Implement curriculum refresh changes through ongoing development of our local curriculum and relationship with tangata whenua (Community aspirations: Sound knowledge of all subjects)</p> <p>Engage in professional development opportunities about Te Mātaiaho for school leaders and kaiako</p>	<p>Tangata whenua satisfaction that the local curriculum has been co-designed with them</p> <p>Annual ākonga learning and progress achievement with respect to our localised curriculum</p> <p>Annual ākonga and whanau feedback to measure satisfaction with reporting</p>

<p>Learners At The Centre Learners with their Whanau are at the centre of education</p>	<p>All of section 127(1) applies The Action Plan For Pacific Education Plan 2020-2030</p>	<p>NELP Priorities: 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <hr/> <p>NELP Priorities: 2 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</p>	<p>A safe and inclusive culture where diversity is valued</p> <hr/> <p>Our ākonga experience an inclusive culture that values, affirms and reflects their identities and builds and realises their and their families aspirations</p>	<p>Have processes in place to address concerns about racism, discrimination and bullying</p> <hr/> <p>Promote community connections in order to build community partnerships with parents, church and wider community which enhance ownership, invites voice and encourages service</p>	<p>Students voice</p> <hr/> <p>Whanau in partnership with the school are actively involved in their child's educational success</p> <p>Whanau confidently voice their aspirations for their tamariki</p>
<p>Barrier Free Access Education Opportunities and Outcomes are within reach for every learner</p>	<p>All of section 127(1) applies The Action Plan For Pacific Education Plan 2020-2030</p>	<p>NELP Priorities: 3 Reduce barriers to education for all, including for Māori and Pacific Learners, disabled learners and those with learning support needs</p> <p>Report on students' progress outcomes to students, parents and BOT.</p> <p>Structured Literacy Approach Programme</p> <hr/> <p>NELP Priorities: 4 Ensure learners gain sound foundational skills, including language, literacy and numeracy</p> <p>Te Mātaiaho The Common Practice Model</p>	<p>An inclusive environment where all abilities are celebrated and ensuring that students have every opportunity for quality learning and personal growth in a learning environment that reflects Godliness, grace and understanding to equip them for life and eternity</p> <p>Maori and Pasifika students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture (Treaty of Waitangi and Cultural diversity).</p> <hr/> <p>Teachers are supported to improve pedagogy, teaching and assessment practices thereby enabling an improvement in student progress and achievement.</p> <p>Performance Management goals set against Standards For Teaching Profession (goals link with targeted students)</p>	<p>Learners are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development</p> <p>Additional support is available to enable students to stay engaged.</p> <hr/> <p>Engage in professional development opportunities about Te Mātaiaho and the Common Practice Model for school leaders and kaiako</p>	<p>Students are able to move through the phases at a rate that suits their learning development and needs (Community aspirations: be the best you can be)</p> <hr/> <p>Learner support capability Learners build key competencies and capabilities (Community aspirations: discipline to study: learner agency)</p>

<p>Quality Teaching and Leadership Continue To Develop Quality Teaching and leadership</p>	<p>All of section 127(1) applies</p>	<p>NELP Priorities: 5 Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning</p> <hr/> <p>NELP Priorities: 6 Develop staff to strengthen teaching, leadership and learner support capability</p> <p>Te Mātaiaho The Common Practice Model</p>	<p>Build teaching capability, knowledge and skills in te reo Maori and tikanga Maori</p> <hr/> <p>Strengthen teaching, leadership and teaching support</p>	<p>Seek advice from Maori on how best to include tikanga Maori in values, practice and culture</p> <hr/> <p>Develop teacher confidence and competence to teach diverse learners and modify teaching approaches</p>	<p>Inclusion and integration of te reo Māori and tikanga Māori across the curriculum</p> <hr/> <p>Individual student data shows progress (Community aspirations: students reach learning goals)</p>

