

Parkside Specialist School Annual Implementation Plan 2025

Summary Annual Implementation Plan 2025

Parkside School has made progress in line with all goals for our 2024-2026 Strategic Plan, shared and agreed alongside our ERO support partners.

Strategic plan 2025 (from 2024-2026 plan previously submitted) <https://docs.google.com/document/d/1-4v8sb1u6Th55H1RwzBSdM3qQVXw5Ej/edit?usp=sharing&oid=108777191784325259398&rtpof=true&sd=true>

Additional supporting documents: https://drive.google.com/drive/folders/1uzjobbbwKR14K404hm12WC4H8N7hdAKw?usp=drive_link



Te Ara Huarau | School Profile Report – Unconfirmed

School Name: Parkside School

Profile Number: 1435

Background

This Profile Report was written within six months of the Education Review Office and Parkside School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website: www.ero.govt.nz

This report is part of a nationally coordinated evaluation of 27-day specialist schools during the second half of 2023. This included the development of day specialist school evaluation indicators by ERO with significant input from principals, staff and the Special Education Principals' Association of New Zealand (SEPAAnz).

Context

Parkside School, located in Pukekohe, delivers a holistic education for ākonga aged from five to twenty-one years of age who have a range of special educational learning needs, intellectual and physical disabilities. The students are from Pukekohe and the wider Franklin region.

All students enrolled have high or very high needs and are funded through the Ongoing Resourcing Scheme (ORS). A team of specialists and therapists provide transdisciplinary support for students in consultation with whānau and staff. Each student has an individual education plan.

A specialist teacher outreach service provides support for ORS funded students enrolled in local schools.

Beyond the Wellington Street campus, there are 15 classes in 9 hubs in host schools across the wider Franklin region. A young adult transition centre located in the commercial centre of Pukekohe focuses on preparing students for life after school.

The school continues to navigate and manage roll growth pressures along with the employment and property demands associated with this.

Parkside Specialist School Annual Implementation Plan 2025

The school's mission statement seeks to positively affect all aspects of the students' development: intellectual, social, emotional and physical, and to facilitate the students' maximum potential in preparation for the whole of life. This goal is supported and enacted through the school's vision, values and principles.

Parkside School's strategic priorities for improving outcomes for learners are:

- within and across school communication: communication pathways are efficient, followed by all stakeholders and promote optimum progress for students
- curriculum: a refreshed school curriculum that actively supports the principles of Te Tiriti o Waitangi and reflects the voice of our ākonga and school community
- physical space for wellbeing: learning environments and buildings that are accessible for all students and fit for purpose.

You can find a copy of the school's strategic and annual plan on Parkside School's website.

ERO and the school are working together to evaluate to what extent the school is developing effective communication pathways that are known by all, efficient and promote optimum outcomes for all students.

The rationale for selecting this evaluation is that the leadership team identified the need to review and evaluate within and across school communication to:

- respond to the ongoing geographic spread of students
- address the complexity of current communication systems
- strengthen communication with families as the school roll grows
- develop and extend links with the local community.

The school expects to see communication pathways accessed by all, prioritising the best interests of students at all times.

Strengths

The school can draw from the following strengths to support its goal to develop effective communication pathways that are known by all, efficient and promote optimum outcomes for students.

- Positive relationships and high expectations that support learners to reach their learning goals underpinned by a transdisciplinary approach.
- A highly responsive and cohesive leadership team that utilises well established systems to provide strategic direction and a culture for school improvement.
- Leadership that creates conditions for innovative solutions to sustain improved outcomes for learners.
- Whānau and learner voice effectively supports planning for learning and wellbeing.
- Teachers and staff effectively support learners being competent communicators.
- Schoolwide practices that effectively support calm and settled environments.

Where to next?

Moving forward, the school will prioritise:

- identification of current communication pathways and setting up an evaluation of their effectiveness
- the continued development of the school's action plan in relation to its evaluation focus.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.

Shelley Booyesen
Director of Schools

About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. educationcounts.govt.nz/home

Throughout 2025 Parkside School is committed to developing our innovative Radiate programme to support all students and educators to understand and utilize best fit approaches to teaching and learning for all students and staff across all education sectors.

We are continuing to develop our literacy offer, along with all specialist schools in New Zealand (through SEPANZ) and also work alongside the MOE. Parkside school is developing our Mathematics programme and will be focusing on Numicon as our main approach with all staff will undergo training in this throughout 2025.

Parkside Specialist School Annual Implementation Plan 2025

Actions To Date:

- Improved internal communication pathways as agreed by all staff (evidenced via surveys and staff meetings – evidence attached)
- One communication pathway now used – whole school has switched to Google and additional reporting for parents and staff via Hero (in place Term 4 2024)
- On going support in understanding and adhering to School Docs policies is taking place. We have a dedicated staff member responsible for updating policies so they remain relevant to our school, informing staff, Board of Trustees and parents and families
- Principal and Assistant Principal co planned the successful SEPANZ conference 2024 with Allanvale School, Christchurch
- Continued links with iwi via curriculum development groups and hosting the Kahui Ako histories curriculum day. Development of local curriculum
- Implementation of literacy framework for all classes across the school
- Induction support Programme for mainstream school staff now renamed as RADIATE – successful pilot undertaken and programme set to go live in Term2 2025 across Franklin schools
- Wellington Street Campus is now complete with some retro fitting planned for 2025 alongside 2 new projects – staff resource area has been established and is in use
- Student council members are in the process of being nominated for each class
- Two PODs have been established others are set to be discussed and completed by the end of 2025
- Permission has been granted for Parkside to build a library/resource space on the Te Kupenga site at Wellington Street

For 2025

Clearer Curriculum

- Parkside will work alongside all Specialist schools to develop a Literacy programme for specialist schools with focus on conventional literacy (currently being developed with support from MOE) See also:
https://docs.google.com/document/d/14w3fE5LH90l4fGsw-hOTb4kWqjvN4x2X/edit?usp=drive_link&ouid=108777191784325259398&rtpof=true&sd=true
- Continued work and planning alongside iwi through kahui ako (including hosting additional KA days as required)
- Further development of local curriculum -
- Introduction of Maths curriculum with whole staff training to support this (Numicon focus – external trainers)

Improved Teacher Training:

Roll out and development of RADIATE to support all teaching staff across all schools to work successfully with students requiring additional learning support

Attendance Action Plan

- https://docs.google.com/document/d/1vPEWEy5lGp11F69Edvm30WdZPuG1zzGwzE5t6AGmmow/edit?usp=drive_link
- https://docs.google.com/document/d/1lzV7M28Ewks-pLG6Nr0HdoVq4Ey3UtG9/edit?usp=drive_link&ouid=108777191784325259398&rtpof=true&sd=true

Smarter Assessment and Reporting

- Parkside has developed pathways for all student to progress n their learning with the support of staff, parents, families and peers. <https://drive.google.com/file/d/1h-EvMx5shU3xmCreJDS1tQEml9fhwL0/view?usp=sharing>
- Assessment in all educational areas is recorded and discussed through Hero with regular surveys of parents to assess ease of use and satisfaction with approaches and outcomes
https://docs.google.com/document/d/1KQwl36DoTKD-G4CRVKcWG4ug14f2lIVG/edit?usp=drive_link&ouid=108777191784325259398&rtpof=true&sd=true
- Meetings for student council are set for 1 per term (T2-4). Outcomes to be shared between classes and on end of term newsletter as appropriate
- Remainder of PODs to be finalized by end of 2025
- Hydrotherapy works to be completed at end of 2025 so hydrotherapy can resume at WSC
- Relocation of TWT cancelled in favour of further development of out of class activities and greater use of local facilities (development of life skills programme)
- Repurpose Te Kupenga building to become community resource space

Parkside Specialist School Annual Implementation Plan 2025

Parkside Specialist School Annual Implementation Plan 2025

Statement of variance: progress against targets (required)

[A statement of variance shows the progress you have made over the last year towards achieving the targets set out in your annual implementation plan. It offers explanation for any differences and how you will address targets that were not

Strategic Goal 1:
As per the strategic plan

achieved.

Annual Target/Goal:
As per the annual implementation plan

Communication: Communication pathways across school, between stakeholders and to external parties are efficient and know by all

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action 1 Communication and technology audit with learning architects	Audit completed and all stakeholders were given opportunity to voice preference	Survey of students, staff and parent/whanau community	More than 70% response from surveys	Continued training and development of google use understanding throughout school community
Action 2 Agree one pathway for comms throughout school -google or microsoft	Google was preferred pathway of majority	Results of Survey of students, staff and parent/whanau community	More than 70% response from surveys	Continued training and development of google use understanding throughout school community
Action 3 Ongoing support and training in school docs offered to staff, BOT and community	School Docs established as our reference for policies and procedures Ongoing training. At staff meetings for all staff and BOT meetings. Parents offered regular information and updates and access to School Docs	All staff, BOT and parents have access to School docs and opportunity to comment/offer alterations as required	N/A	Continued updates and alterations as required to suit the needs of the Parkside School community
Action 4 Co -develop the 2024 Special Education Principals Association of New Zealand Conference	Successful 2024 Conference with highest number of attendees. Sponsorship gained to support ongoing financial health of SEPANZ	Increased revenue and stringer connections between Specialist schools throughout NZ	Exceeded expectations	Conference will be planned by SEPANZ Principals and held at Waitangi

implementation plan.]

Parkside Specialist School Annual Implementation Plan 2025

Annual Target/Goal:				
A refreshed Parkside school curriculum that actively supports the principles of Te Tiriti and reflects the voice of akonga and school community				
Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Links with local iwi are strengthened and Maori culture and voice continually developed alongside staff development to understand and promote language and culture in education at Parkside	<ul style="list-style-type: none"> Continued links with iwi via curriculum development groups and hosting the Kahui Ako histories curriculum day. Development of local curriculum Implementation of literacy framework for all classes across the school Regular PLD slots in staff meetings to support staff understanding and speaking of Te Reo 	<ul style="list-style-type: none"> Staff meeting records Greater confidence of staff speaking Te Reo Inclusion of Tikanga in planning Assessment data collected across school and comparison data between 2023 and 2024 for writing 	<ul style="list-style-type: none"> We are growing tikanga and making progress as we take all opportunities to communicate and work alongside iwi We have exceeded literacy expectations as we have provided focused mentoring and whole school PLD Mana whenua leadership stream has changed 	<ul style="list-style-type: none"> Continuing with Kahui workstreams and English workstreams Continuing with literacy focus and bringing in whole school Maths baseline assessment
Action 2 The curriculum working party works alongside the MOE to redevelop and update the Parkside curriculum for 2024 and beyond	<ul style="list-style-type: none"> Incorporated new English refreshed curriculum into our programme and aligned this with whole school programme 	<ul style="list-style-type: none"> Curriculum guidelines and statements have been upgraded and shared across school Staff pld has been undertaken through staff meetings an teacher only days 	<ul style="list-style-type: none"> Delay in curriculum documents, particularly in relation to specialist schools 	<ul style="list-style-type: none"> Continue to implement curriculum refresh documents and develop our offer
Action 3 Provide an Induction programme of support for mainstream school teachers	<ul style="list-style-type: none"> Radiate has been successfully piloted and new surveys sent out to schools prior to the 2025 programme start 	<ul style="list-style-type: none"> Feedback form participants New programme information has been developed and groups of potential participants have been re surveyed 	<ul style="list-style-type: none"> Time delay due to external factors Overwhelming positive response from participants that shows initial course was highly successful and supported working with students with additional learning support requirements 	<ul style="list-style-type: none"> Roll out the programme across Franklin schools from T2- T4 2025
Action 4				

Parkside Specialist School Annual Implementation Plan 2025

Annual Target/Goal: <i>As per the annual implementation plan</i>				
Physical space for wellbeing				
Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Complete the rebuild of Wellington Street Campus (WSC) and develop it as a learning environment for students and as a staff resource area	<ul style="list-style-type: none"> WSC is now full occupied and teachers are equipped with the resources required to ensure optimum learning is achieved by all students 	<ul style="list-style-type: none"> Fully functioning building 	<ul style="list-style-type: none"> Time issues due to multiple staff changes within MOE property team Issues related to the complexity of property requirements and knowledge expected of educationalists 	<ul style="list-style-type: none"> Work with current property advisor to achieve best outcomes for students Engage property support from external source to represent the interests of Parkside students
Action 2 Redevelop property occupancy documents (PODD) alongside host schools and MOE	<ul style="list-style-type: none"> Two PODDs completed to date Clarification gained regarding the two schools where agreements have been reached 	<ul style="list-style-type: none"> Completed PODDs 	<ul style="list-style-type: none"> Requirement of a template for all school and engagement from MOE to support the process 	<ul style="list-style-type: none"> Complete the remainder of PODDs with schools to ensure best interests of all students are supported
Action 3				
Action 4				