

CLENDON PARK SCHOOL

CHARTER 2018 - 2020





SECTION 2:

STRATEGIC GOALS 2018 - 2020





STRATEGIC GOALS

1.1 Clendon Park students will achieve academically and socially to the best of their personal capability in all areas of learning. Learners with special education needs will be welcomed in our school, engage in all school activities and achieve against the key competencies and learning areas of The New Zealand Curriculum and Te Marautanga o Aotearoa

1.1.1 Students will be language/vocabulary rich and effective communicators

- i. Through targeted oral language and communication programmes, methodologies and professional learning conversations, we will achieve an annual increase in students achieving at and above the National Standards and Nga Whanaketanga in Literacy.
- ii. Through parent-teacher conferences, Home/School Partnership meetings, feedback/feed forward, collections and examples of student work, and two written reports per annum, students, staff and parents will review and set achievement targets for each student in literacy.
- iii. We will provide a wide range of opportunities for all students to develop and showcase their effective communication skills, eg assemblies, powhiri, EOTC, formal speech competitions, Manu Korero, Whaikorero, Expo annually.
- iv. All staff will have regular high quality professional development in literacy.
- v. An increasing number of Clendon Park School students at each year level will achieve at and above National Standards and/or Nga Whanaketanga using the following testing tools:
 - Diagnostic Survey 5.1 and 6.0 Yr students
 - PAT Vocabulary, Grammar and Punctuation Y4 – 8 students
 - PAT Comprehension Y4 – 8 students
 - IPI Probe for RA 12+
 - Running records (Ready to Read)
 - asTTle Reading Tools Y4 – 8 students and Writing Tools Y1-8
 - BURT spelling
 - Literacy components of Nga Whanaketanga
- vi. There will be an increase in the range of oracy/literacy methodologies being implemented across the school by teachers.
- vii. Students identified as Well-Below National Standard and students with special education needs will receive additional support in Literacy.
- viii. All teachers will implement Teaching as Inquiry for students below National Standard.
- ix. All teachers will participate in a rigorous moderation process to ensure that their OTJ is defensible.

1.1.2. Students will be strong numerate thinkers – with key knowledge and strategies to develop their understanding of mathematical ideas

- i. Through the use of the DMIC teaching model and targeted quality numeracy programmes underpinned by the NZC, we will achieve an annual increase in students achieving at their designated National Standard and/or Nga Whanaketanga in Numeracy.
- ii. All students will develop the following thinking and problem solving skills:





- Creating models
 - Predicting outcomes
 - Making conjectures
 - Justifying and verifying
 - Seeking patterns and generalisations
 - Estimating with reasonableness
 - Calculating with precision
- iii. It is a requirement that all staff show competence in numeracy content knowledge and classroom practice. This will be monitored as part of each teacher's performance management agreement.
- iv. All teachers will participate in high quality professional development in mathematics, which will enhance their understandings about teaching and learning in mathematics and address underlying misconceptions.
- v. Analysed student achievement data in Numeracy will be reported at least once annually to the Board of Trustees. The following testing tools may be used:
- Junior Assessment of Mathematics (JAM) Y0-3
 - e-asTTle Y4-8
 - Basic Facts Testing Y0-8
 - GLOSS Y0-8 for diagnostic purpose
 - PAT Mathematics
 - Comparative Judgements
 - Diagnostic (NUMPA) Survey
- vi. All students at each class level will be achieving at or above their designated National Standard and/or Nga Whanaketanga.
- vii. Teaching programmes will address students' learning needs in the language of mathematics.
- viii. Students will know where they are at, where they need to be and how they will achieve their targets and goals.
- ix. All teachers will participate in a rigorous moderation process to ensure their OTJ is defensible.
- x. Students with special education learning needs and students below National Standard will receive additional support, either in the classroom or in a withdrawal situation.
- xi. All teachers will implement Teaching as Inquiry for students below National Standard.

1.1.3. Students will be proficient in using a range of technologies to access, process and communicate their learning

- i. Teachers will integrate a range of digital technologies into all learning areas.
- ii. Knowledge and skills in using digital tools will be developed in an authentic context using an inquiry learning approach. As a result, students will be able to select the most effective ways to communicate, present and share their learning to others, eg websites, Google Docs, social media (eg class blogs), school and special assemblies, learning journals, student work samples, classroom environments, school newsletter.
- iii. It is a requirement that all staff show competence in Information and Communication Technologies. This will be monitored as part of each teacher's performance management agreement.
- iv. All staff will have regular high quality professional development in Information and





- v. Communication Technology and its integration into the curriculum.
Student achievement will be reported to the Board of Trustees and community at least once annually through:
- Statistical achievement data for all students matched to a rubric
 - Student presentations to communicate and share learning
 - Collated student surveys
 - A report outlining the student effectiveness in using a range of technologies.
- vi. Students with special education needs will receive additional 1:1 or small group support to access and use digital tools to enhance their learning

1.1.4. Students will develop the knowledge skills, values and competencies that enable them to reach their full potential

- i. Staff at Clendon Park School will ensure that students develop their ability to value:
 - **excellence**, by aiming high and by persevering in the face of challenges
 - **innovation, inquiry and curiosity**, by thinking critically, creatively, and reflectively
 - **diversity**, as found in our different cultures, languages, and heritages and to **respect** themselves, others and human rights.
- ii. All students graduating from Clendon Park School at Y6 and Y8 will have acquired a minimum set of skills in literacy and numeracy at or above their designated National Standard and/or Nga Whanaketanga.
- iii. Students with special education learning needs will be supported by a range of support agencies, specialists, the school, whanau and family to achieve the knowledge, skills, values and competencies as outlined in their current IEP.
- iv. Year 7/8 students will have the knowledge, understanding, skills and attitudes that they need to make positive career choices.
- v. Successful transition of at risk students to Intermediate and College will be a major focus.
- vi. Student self assessment and goal setting will be an integral component in the assessment of the key competencies.
- vii. A narrative report will be made to the Board of Trustees, at least annually, showing student progress and achievement in the development of the key competencies.
- x. The Board of Trustees aims to provide the best possible buildings, grounds, facilities and resources for teachers, students and community to support the achievement of our strategic goals.
- xi. Outcomes for Maori and Pasifika students will be improved through using the Teaching as Inquiry approach.
- xii. The principles and practices of Ka Hikitia 2013-2017, Tataiako, and the Pasifika Education Plan 2013-2017 will be well embedded into the school culture in order to raise Maori and Pasifika holistic student achievement.

Date Reviewed: 16 August 2017





1.2 Clendon Park students will be empowered, inspired students who will take increasing control of their own destiny in a safe, nurturing environment.

1.2.1 Students will be creative, motivated and enterprising.

- 1.2.1.i. All students will be encouraged to accept challenges and take risks.
- 1.2.1.ii. All students will be flexible, imaginative, inquisitive and reflective thinkers.
- 1.2.1.iii. All students will express their ideas and opinions, and respond to those of others, using a variety of tools / media / genre.
- 1.2.1.iv. Evidence will be collated over time and be available in a variety of formats for viewing/sharing and discussion.

1.2.2. Students will be resilient.

- 1.2.2.i. All students will practise positive personal values and attitudes as outlined in the NZ National Curriculum Documents and the School Charter.
- 1.2.2.ii. All students will learn a range of social skills to help them make good choices and resist peer pressure.
- 1.2.2.iii. All students will be able to resolve conflicts effectively.
- 1.2.2.iv. Students will develop the skills to work co-operatively with others to achieve mutual understandings and common goals.
- 1.2.2.v. The Board of Trustees will receive regular written reports on the impact of the teaching of Social Skills upon students in the school.

1.2.3 Students will be active seekers, users and creators of knowledge.

- 1.2.3.i. All students will be competent thinkers, questioners, problem solvers and reflectors.
- 1.2.3.ii. All students will use creative, critical and metacognitive processes to make sense of information, experiences and ideas.
- 1.2.3.iii. All students will have the confidence to share their knowledge and learning effectively with a range of audiences.
- 1.2.3.iv. All teachers will incorporate inquiry into their learning programmes.
- 1.2.3.v. Student presentations of work at all class levels will be shown to the Board of Trustees at regular intervals to demonstrate that 1.2.3. (i), (ii) and (iii) are being met.

1.2.4 Students will be informed decision makers.

- 1.2.4.i. All students will be confident decision makers through the acquisition of formal thinking skills.

1.2.5 Students will be self managing, independent learners.

- 1.2.5.i. All students will have strong metacognitive skills.
- 1.2.5.ii. All students will goal set and self assess.
- 1.2.5.iii. Student survey information on achievement of personal goals and targets will be collated and reported on at least once annually by Team Leaders to the Board of Trustees.

Date Reviewed: 15 September 2017





1.3 Clendon Park students will develop a strong sense of hauora which includes the dimensions of taha wairua, taha hinengaro, taha tinana and taha whanau.

1.3.1 Students will be positive in their own identity.

- 1.3.1.i All students will have strong self perception.
- 1.3.1.ii All students will learn about each other's cultures.
- 1.3.1.iii All students will be proud of their own heritage.
- 1.3.1.iv Opportunities for students to participate in bi-lingual education will be provided.
- 1.3.1.v Self assessment and teacher observation will be used to provide analysed

student

achievement data.

1.3.2 Students will have a responsible attitude to their own wellbeing and that of others.

- 1.3.2.i All students will make informed decisions about the choices they make in the following areas:
 - Mental Health
 - Food and Nutrition
 - Body Care and Physical Safety
 - Physical Activity
- 1.3.2.ii All students will develop positive relationships with others.
- 1.3.2.iii There will be an increase in the number of students bringing healthy lunches to school (via teacher survey).
- 1.3.2.iv The Board will receive a written report from the Health Co-ordinator annually outlining the school wide impacts of programme implementation. Statistics will be given, where possible.

1.3.3 Students will have a sense of social justice.

- 1.3.3.i Students will demonstrate fairness, respect and enjoy freedom from discrimination in all their dealings with others.
- 1.3.3.ii Students will know their rights and responsibilities.
- 1.3.3.iii Students will interact in the local community.
- 1.3.3.iv An annual written report will be provided to the Board of Trustees outlining the impact of programmes being run within the school to raise student awareness and practice in the area of social justice.

1.3.4 Students will have a growing understanding of the inter-relationships that exist between the individual, wider community and society.

- 1.3.4.i Students will develop effective inter-personal skills.
- 1.3.4.ii Students will appreciate and value the differences that exist in a wide range of ethnic and cultural groups.
- 1.3.4.iii Students will have increasing capacity in interacting with a wide range of people locally, nationally and internationally.
- 1.3.4.iv School-wide student achievement data, across the school matched against a rubric, will demonstrate the progress being made in the development of inter-personal relationships between individuals.
- 1.3.4.v A written report from the ICT team at least once annually, will outline the extent to which students interact globally using IT tools.





Note: Whare Tapa Wha (Mason Durie – Whaiora 1994 P67-75)

An holistic model of health acknowledging a relationship between four specific dimensions of Te Ao Māori (Māori World). Emphasising the interconnectedness and integration of all four dimensions with each other and how they contribute to the ‘Wellness’ of the individual:

- Taha Wairua: The capacity for faith and wider communion
- Taha Hinengaro: The capacity to communicate to think and to feel.
- Taha Tinana: The capacity for physical growth and development
- Taha Whanau: The capacity to belong, to care and to share.

Date Reviewed: 18 November 2017





1.4 A range of assessment tools are used effectively to support improved progress and achievement in student outcomes.

- 1.4.1** Students, parents, families and whanau are clear about their child's progress and achievement in relation to the New Zealand curriculum levels.
- 1.4.2** Assessment and reporting practices will continue to be strengthened.
- 1.4.3** Students will gain increasing skill and capacity in their ability to reflect upon the quality of their own work through self assessment, goal setting and three way conferencing.
- 1.4.4** Teachers will use student achievement data to reflect regularly upon the effectiveness of their teaching and learning programmes.
- 1.4.5** Robust moderation processes using a range of student data in Reading (Panui), Writing (Tuhituhi) and Maths (Pangarau) will be used regularly across the school to monitor progress and to ensure consistency of the OTJ for each student.
- 1.4.6** Student data included in the Annual Report will be used to show achievement of all students annually and the school will identify targets and goals for the following year.
- 1.4.8** Whanau/family will work in partnership with the school for goal setting and assessment of student achievement in relation to Te Marautanga o Te Whanau Awhina.
- 1.4.9** The school will make known to families and whanau, the outcomes of their child's achievement, whole school achievement and the targets and goals set to further raise student achievement, including the plans made for students with specific learning requirements.
- 1.4.10** Reporting to family and whanau will be carried out each term for all students. A three way conference will be scheduled mid year.
- 1.4.11** Written reporting [twice a year] will:
 - use plain language
 - show student progress and achievement in relation to the National Curriculums
 - identify next learning steps
 - provide information for family and whanau on ways they can help their child at home
- 1.4.12** Analysed student achievement data will be used by:
 - classroom teachers to inform their on-going teaching/learning programmes
 - teams, to identify PD focus for team meetings
 - the school, to collate into an analysed report for the community
 - the school, to analyse trends and patterns and areas of the school/groups of students requiring additional support: e.g. transience, attendance
 - the Board of Trustees to determine professional development needs and budget monies required to further raise student achievement.
- 1.4.13** Students with special education learning needs will be identified, and teaching / learning strategies to meet their special learning needs will be implemented in order to improve their progress and achievement.

Date Reviewed: 2 February 2018





SECTION 3:

ANNUAL PLAN FOR 2018



CLENDON PARK SCHOOL
ANNUAL PLAN 2018

Annual Goal 1:

MATHEMATICS

<p>School Strategic Learning Goal:</p> <p>1.1.2</p> <p>i.</p> <p>Through the use of the revised numeracy teaching model [Bobbi Hunter Mathematics] introduced in 2015 and targeted quality numeracy programmes underpinned by the NZC, we will achieve an annual increase in students achieving at their designated National Standard and/or Nga Whanaketanga</p>		<p>School Annual Learning Target:</p> <ul style="list-style-type: none"> To have 80% of all students achieving at and above National Standard in Mathematics 	
<p>Baseline data:</p> <ul style="list-style-type: none"> 66.8% of all students have achieved at and above the National Standard. 65.8% of Pasifika students have achieved at and above National Standard. 65.8% % of Maori students have achieved at and above National Standard. 9.3% of Pasifika students, 19.6% Maori students and 14.1% of all students were well below National Standard. Our focus needs to be on improving the achievement of our Maori students. Groups of students where we need to target: <ul style="list-style-type: none"> Boys – 10.3% are well below National Standard. Girls: 7.8% are well below Year 5 students: 12% well below and Year 6 students: 13.6% are well below • 		<p>Targets:</p> <p>By the end of 2018 we want :</p> <ul style="list-style-type: none"> Focused Teaching as Inquiry in Mathematics by all teachers to reduce our tail of underachievement for 'Below and Well Below Standard' students Teaching as Inquiry programme will target our identified groups of students underachieving at 'Below and Well Below' and lift them to 'At Standard' We need to see the achievement of Boys and Year 5 and 6 students improve. 	
<p>Key Improvement Strategies</p>			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
February to November 2018	We will progress teacher knowledge and pedagogy in Mathematics through implementing lesson study cycles to facilitate professional learning [Tier 2 Teachers]	<ul style="list-style-type: none"> Numeracy Team Leader Team Leaders Maths Mentors 	<ul style="list-style-type: none"> Maths Mentors and Team Leaders will support staff in the development of using effective teaching strategies to accelerate student progress and achievement
Ongoing 2018	Teaching as Inquiry, using Spiral Inquiry, with a focus on students who are below and well below National Standard, will be integrated into our school performance management system this year. Progress of students will be closely monitored each term to ensure students are reaching the targets that have been set	<ul style="list-style-type: none"> Principal Numeracy Team Leader Team Leaders 	<ul style="list-style-type: none"> All teachers will target the students in their class who are below and well below National Standard as part of their Teaching as Inquiry. These students will have 4 – 5 Mathematics teaching sessions per week. Student achievement data will be analysed each term schoolwide and used to plan for accelerated learning of targeted students
Ongoing 2018	We will continue to participate in the Success for Pasifika Students Mathematics Initiative this year [Bobbi Hunter Maths - DMIC]. All staff will use the methodologies and practices around problems solving strategies with three entry	<ul style="list-style-type: none"> Classroom Teachers Numeracy Lead Teacher 	<ul style="list-style-type: none"> Student achievement across the school will be significantly raised due to the methodologies and practices teachers will

	levels. A tuakana / teina approach will be used when working in mixed class group abilities.	• Team Leaders	use with students as a result of participating in the Bobbi Hunter Maths Initiative. [DMIC]
Ongoing	Classroom environments (including target walls) will be established / revised for all students to support them in setting clear pathways to achieve their goals.	• Classroom Teachers	<ul style="list-style-type: none"> • All classrooms will display target walls in Mathematics • Students will refer to the target walls to assess their own achievement and know what steps they need to take to achieve the next level
February / October 2018	Our current expectation of Stage 6 students has been modified – we now want students to be achieving at Stage 6 by the end of Year 5. This will allow for more time in Stage 7 for our Year 6 – 8 students	• Numeracy Team Leader	<ul style="list-style-type: none"> • Mathematics policy and Programme Delivery Plan will clearly indicate to staff that a school expectation is that all students will be achieving at Stage 6 in Numeracy by the end of Year 5
All of 2018	Active participation in the DMIC Cluster, as well as further professional development opportunities throughout the year, will support our planning and implementation of an effective Mathematics programme.	• Numeracy Team Leader • Numeracy Lead Teachers • Team Leaders	<ul style="list-style-type: none"> • Effective mathematics programmes will be in place across the school as a result of participating in the DMIC Cluster. • Staff will effectively incorporate all the components of the DMIC programme
Each Term 2018	Ensure the Tataiako competencies (cultural competencies for teachers of Maori learners), principles of Ka Hikitia, Tapasa and the key principles of the Pasifika Education Plan will be further strengthened to support the building of effective teacher relationships with Maori and Pasifika learners and their whanau. This will enable personalised learning that can accelerate the progress and achievement of our Maori and Pasifika learners.	• Principal • Samoan Bilingual Team • Deputy Principal • Maori Bilingual Team • Team Leaders	<ul style="list-style-type: none"> • Bilingual (Maori and Samoan) will support mainstream teachers throughout the year in the development of Tataiako competencies, principles of Ka Hikitia, Tapasa and the Pasifika Education Plan • All staff will use these competencies to build effective relationships to engage students
Ongoing 2018	Opportunities have been scheduled throughout the year to engage parents and whanau in supporting their child in their mathematical learning at school and home.	• Senior Management Team • Home/School Partnership Team • Principal • Maths Mentors	<ul style="list-style-type: none"> • Hui, fono and mainstream parent meetings will be scheduled regularly throughout the year. • Blogs for each classroom can be accessed by parents so they know what and how their children are learning in Mathematics • Family / whanau will feel more confident about supporting their child in mathematics at home
2 x sessions per term Individual support as identified	Professional development programmes will focus on accelerated learning strategies in Mathematics. Maths Mentors will co-teach with Tier 1 Teachers in all classrooms 2x per term. All staff will attend PLD with the MIC mentors each term. This year we will trial Assessment being designed by Massey University to support the DMIC Maths programme and give feedback on the assessments to the University	• Numeracy Team Leader • Numeracy Curriculum Team • Team Leaders • Class Teachers	<ul style="list-style-type: none"> • All classroom teachers will be able to use effective strategies to accelerate student achievement • Mentoring programmes will be in place for all classroom teachers. • Teachers will feel confident about making comparative judgements through a series of trials so that consistency of judgement is ensured across the school
Each Term	Mathematics mentors will visit classrooms 2x each term for all teaching staff. School Leaders will carry out observations / feedback of Mathematics programmes throughout the school along with regular 4 minute walkthroughs.	• Numeracy Team Leader • DMIC Mentors	<ul style="list-style-type: none"> • All classroom teachers will have individual support to use analysed data and plan effective accelerated mathematics programmes for students

Annual Goal 2:

READING

School Strategic Learning Goal: 1.1.1 Students will be language/vocabulary rich and effective communicators ii. Through targeted oral language and communication programmes, methodologies and professional learning conversations, we will achieve an annual increase in students achieving at and above the National Standards and Nga Whanaketanga in Reading / Panui			
School Annual Learning Target: <ul style="list-style-type: none"> • A minimum of 80% of all students will achieve at their appropriate National Standard in reading • All students will show progress towards achieving their National Standard in reading 			
Baseline data: Overall 67.4% of all students are achieving at or above National Standard. 63.8% Maori students are achieving at and above National Standard while 68.4% Pasifika students are achieving at and above National Standard. 67.4% of Year 6 students are achieving at or above National Standard. 76.7% of Year 4 students are achieving at or above National Standard. 59.2% of Year 7 students are achieving at or above National Standard while 61.8% Male students overall: 12.4% achieving below and well below National Standard			
Targets: By the end of 2018 we want : <ul style="list-style-type: none"> • To raise achievement of our identified students to 'At Standard' • To progress our 'At Standard' students to 'Above Standard' • To have a minimum of 80% of all students achieving 'At and Above' National Standard in reading • To be effectively using the components and pedagogies which accelerate students' achievement. • To improve the achievement of our boys and our Maori students, Year 5 and Year 7 students 			
Analysis of school wide data in December 2017 identified concerns for the following groups of students: <ul style="list-style-type: none"> • Year 5 students – 15.2% achieving Below and Well Below Standard • Year 7 Students – 16.2% achieving Below and Well Below Standard • Male students overall: 12.4% achieving below and well below National Standard <p>In the above year levels the students who need to be targeted as our priority learners in 2018 have been identified by each teacher as the focus of their Teaching as Inquiry group. Students at well below NS have been referred for CWSN programmes</p>			
Key Improvement Strategies			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
February-December 2018	PLD, coaching and mentoring from our Team Leaders will enable us to effectively target the students who have been identified as achieving Well Below and Below National Standards. Lead teachers in Literacy will work with staff to strengthen Reading programmes and facilitate accelerated student learning programmes	<ul style="list-style-type: none"> • Literacy Team • Principal • Team Leaders 	<ul style="list-style-type: none"> • Literacy Lead Teachers schedule at least 2 x Reading PLD per term and Targeted Professional Development sessions as required. • Raised achievement of targeted students will be reported on regularly to all stakeholders
Ongoing 2018	Our Professional Development programmes for 2018 will focus on the following: <ul style="list-style-type: none"> • Improving students ability to read fluently through the appropriate phrasing, use and reading of correct punctuation in order to raise the levels of student comprehension 	<ul style="list-style-type: none"> • Literacy Team • Team Leaders • Principal 	<ul style="list-style-type: none"> • Teacher capacity to plan and implement effective and accelerated reading programmes will increase

	<ul style="list-style-type: none"> Decoding Strategies Strengthening Literacy Circles practices: Year 3 - 8 Comprehension skills, which allow students to examine text in greater depth Monitoring the progress of students each term [each teacher will set term targets] to enable all students to reach their expected standard by the end of the year Rich consolidation tasks Oral language programmes with a focus on experiences which develop stronger vocabulary and language structures across the curriculum. Continuing a Literacy focus where reading and writing are linked and not taught in isolation once students are competent in both areas with links made explicit in lessons prior to reaching these levels. 	<ul style="list-style-type: none"> Student achievement will be raised in each class and students will meet each term's targets set by their teacher as set out in the school's expectations for each year level Targeted students in each class will show progress in achieving 'At Standard' 'At Standard' students will progress to 'Above Standard' Rich consolidation tasks will result in accelerated achievement of students 	
Ongoing 2018	<p>Year 1, 2 and 3 teachers will focus on effective ways to develop early item knowledge within context as quickly as possible with the objective of students being able to transfer the knowledge to both reading and writing.</p> <p>We will continue to build effective relationships with our families/whanau through regular Home School Partnership programmes and class blogs which help parents to support their children with reading at home.</p>	<ul style="list-style-type: none"> Associate Principal – Junior Team Reading Team Writing Team Bilingual Team Leaders (Maori and Samoan) Home/School Partnership Teams 	<ul style="list-style-type: none"> Year 1, 2 & 3 students will develop the necessary item knowledge quickly so that achievement levels in reading are raised at the junior level Hui, fono and mainstream parents and whanau meetings will be scheduled monthly Family and whanau will feel more confident in supporting their child in reading at home Class Blogs are updated weekly Students can share their achievement targets and next steps with their whanau
Monthly 2018	<p>Students who are identified as being Well Below and Below the National Standards will be given priority for special needs programmes. We will continue to carry out schoolwide consultation with boys to investigate reading interests so we can purchase reading materials that will encourage them to increase their reading mileage.</p>	<ul style="list-style-type: none"> SENCO Support Staff Classroom Teachers 	<ul style="list-style-type: none"> All targeted students (Below and Well Below National Standard) will participate in an accelerated reading programme Regular reporting on these students will show that they are making progress towards achieving at National Standard We will see more boys motivated to read materials more suited to their interests.
Ongoing 2018	<p>Teaching as Inquiry using the Spiral Inquiry Model, with a focus on students who are Below and Well Below National Standard, will be integrated into our school performance management system. Term targets will be set for each student and monitored by Literacy Leaders and the Principal to ensure that each student reaches their appropriate standard by the end of the year.</p>	<ul style="list-style-type: none"> Principal Literacy Team 	<ul style="list-style-type: none"> All teachers will target the students below and well below National Standard as part of their classroom programmes Student data will be analysed each term. Support will be given by Literacy Leaders to accelerate targeted students in reading. Regular 'walk throughs' by Literacy Leaders and the CPL Facilitator will ensure that class reading programmes are monitored and teachers are supported. Bilingual staff will support mainstream teachers throughout the year re Tataiako competencies, Ka Hikitia principles and the Pasifika Education plan Staff PLD will be scheduled each term to increase teacher knowledge of these requirements
March, June, August, October 2018	Ensure the Tataiako competencies (cultural competencies for teachers of Maori learners), the principles of Ka Hikitia, Tapasa and key principles of the Pasifika Education Plan are being implemented to support the building of effective teachers' relationships with Maori and Pasifika learners and their whanau to	<ul style="list-style-type: none"> Te Whanau Awhina Team Tatau mo Tupulaga o Samoa Team Deputy Principal Principal 	

	enable personalised learning that can accelerate the progress and achievement of our Maori and Pasifika learners.	<ul style="list-style-type: none"> • Team Leaders • All staff will implement these competencies so that effective relationships to engage students are well established.
Ongoing 2018	Our Literacy lead teachers will share strategies to accelerate learning with those achieving well below and below National Standards. Strategy discussions will be an integral component of all Team meetings.	<ul style="list-style-type: none"> • Literacy Lead Teachers • All classroom teachers will use strategies that accelerate learning in reading e.g. reading recovery cross checking strategies • Team Leaders • Principal
February 2018	A tuakana / teina reading system will be re-established to ensure that all students have increased opportunities to read more often.	<ul style="list-style-type: none"> • Students will have time and support to read more frequently • Volunteer parents will read with students on a regular basis • Literacy Team • Senior Managers
March 2018	School wide review with students seeking information about contexts they like to read about most: e.g. boys	<ul style="list-style-type: none"> • Literacy Team • Texts and library book purchases will reflect the contexts our students enjoy reading about • Students reading mileage will increase.

Annual Goal 3:

WRITING

School Strategic Learning Goal:		School Annual Learning Target:	Targets:
When	What actions do we need to take	Who will oversee this	Expected Outcomes
Ongoing	<p>1.1.2 Students will be language/vocabulary rich and effective communicators</p> <p>iii. Through targeted oral language, Reading and Writing programmes, awareness of effective methodologies and professional learning conversations, we will achieve an annual increase in students achieving at the National Standards and Nga Whanaketanga in Writing / Tuhitahi.</p> <p>Baseline data:</p> <p>67.4% of all students are achieving at or above National Standard in 2017. 69.7 % of all females are achieving at or above National Standard. 69.2% of Year 4 students are achieving at or above National Standard. 76.2% Year 2 students are achieving at and above National Standard</p> <p>Analysis of school wide data in December 2017 identified the following areas of concern:</p> <ul style="list-style-type: none"> • 13.1% of Year 7 students achieving Well Below NS • 15.2% of Year 5 students achieving at Well Below NS • 12.4% of male students achieving Well Below NS • 10.4% of Maori students are achieving below or we National Standard 	<p>• A minimum of 80% of all students will achieve at their appropriate National Standard /</p> <p>• All students will show progress towards achieving their expected National Standard / Nga Whanaketanga</p>	<p>By the end of 2018 we want:</p> <ul style="list-style-type: none"> • To raise achievement of 80% of targeted students noted in our Statement to 'At National Standard' • To have a minimum of 80 % of all students achieving 'At and Above' National Standard in Writing • To improve the achievement of Maori students and male students

2018		<ul style="list-style-type: none"> • Team Leaders • Literacy Facilitator 	<ul style="list-style-type: none"> • Raised achievement of targeted students will be reported on each term across the whole school
Ongoing 2018	Continue to raise student achievement in Writing with a ruthless focus on addressing students' knowledge gaps. Student achievement will be monitored formally with the Appraiser each term against the targets that have been set for each student	<ul style="list-style-type: none"> • Team Leaders • Principal • Literacy Leaders 	<ul style="list-style-type: none"> • Data will be analysed in teams • Student data will show over time that knowledge gaps and an increase in skills of students are being effectively managed by all teachers
Each Term 2018	Ensure the Tataiako competencies (cultural competencies for teachers of Maori learners), the principles of Ka Hikitia, Tapasā and key principles of the Pasifika Education Plan are implemented to support the building of effective teachers relationships with Maori and Pasifika learners and their whanau to enable personalised learning that can accelerate their progress and achievement	<ul style="list-style-type: none"> • Te Whanau Awhina staff • Tupuāga staff • School Kaumatua • Principal 	<ul style="list-style-type: none"> • Bilingual staff will support mainstream teachers throughout the year in PLD re: Tataiako, Tapasā, Ka Hikitia competencies and Pasifika Education Plan • All staff will be aware of the need to use these competencies to build effective relationships to engage students
Terms 1, 2, 3, 4 Reviewed regularly	Students who are identified as being 'Well below' the National Standard will be given priority for special needs programmes.	<ul style="list-style-type: none"> • SENCO • Teachers • Support Staff 	<ul style="list-style-type: none"> • All students identified as being well below will participate in an accelerated writing programme. Teachers will make referrals to SENCO for all 'Well Below' students • Regular reporting of these students will show that they are making progress towards achieving at National Standard
February to November 2018	Teaching as Inquiry, with a focus on students who are "Below and Well Below" National Standard, will be an integral component in our school performance management system this year.	<ul style="list-style-type: none"> • Principal • Team Leaders 	<ul style="list-style-type: none"> • Teachers will target identified students in their class for their inquiry • Student data will be analysed regularly and their progress and achievement reported on
On going 2018	Continue to schedule regular professional development for all teachers in order to build effective writing pedagogical knowledge and practice with emphasis on planning for accelerated learning for all students. This will incorporate coaching and mentoring, critiquing of videoed lessons, observations and feedback	<ul style="list-style-type: none"> • Literacy Leaders • Senior Managers • Appraisers 	<ul style="list-style-type: none"> • Teacher knowledge and capacity to implement effective writing programmes will increase • Student achievement will be raised
February 2018	Classroom environments (including target walls) will be established / revised for all students to support them in setting clear pathways to achieve the goals they have set. Teachers will support students on how to effectively use the target walls.	<ul style="list-style-type: none"> • All Classroom Teachers • Team Leaders 	<ul style="list-style-type: none"> • All classrooms will display target walls in writing • Students will refer to the target walls to assess their own achievement and know what steps they need to take to reach the next level and what features their writing needs to include
Ongoing 2018	Students will be involved in the evaluation of their writing and participate in setting their own goals and targets. Peer assessment techniques will be encouraged.	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • All students will be able to assess their own achievement and establish new learning goals using target walls with teacher support
Ongoing 2018	Teachers will continue to model and support the learner in every aspect of written language, making explicit links to other areas of the curriculum.	<ul style="list-style-type: none"> • Team Leaders • Literacy Leaders • Teachers 	<ul style="list-style-type: none"> • Writing will be used across the curriculum • Various purposes for writing will be introduced/revised according to the topic/activity being studied
July, November 2018	We will actively participate in a robust Moderation of writing samples and OTJ processes, both in school and with two local schools to enhance our planning and implementation of effective writing programmes.	<ul style="list-style-type: none"> • Literacy Leaders • Principal 	<ul style="list-style-type: none"> • External moderation will take place 2 x a year • Teachers will be proficient in using Learning pRogressions and National Standards / Nga Whenaketanga to accurately assess student achievement.

		<ul style="list-style-type: none"> • Consistency in moderation of OTJ will occur – cross checking will occur across the school to ensure that this happens. • Teachers will develop a stronger knowledge of what is required to meet a standard
Monthly 2018	Opportunities have been scheduled throughout the year to engage parents and whanau in supporting their child in their written language learning at school and home: e.g regular Home / School Partnership meetings / Curriculum Meetings, class blogs	<ul style="list-style-type: none"> • Home/School Partnership Team • Senior Management Team • Principal • Hui, fono, Home / School Partnership, Curriculum Meetings will be scheduled regularly to ensure they feel confident in supporting their child in writing at home. • Class blogs will be updated weekly
Ongoing All Year	Continuing a Literacy focus where reading and writing are linked and not taught separately once students are competent in both areas with links made explicit in lessons prior to reaching those levels	<ul style="list-style-type: none"> • Literacy Team • Literacy Facilitator • Students will be able to understand the links between reading and writing and will transfer this knowledge

Annual Goal 4: STRENGTHEN AND SUSTAIN COMMUNITY PARTNERSHIPS

We want to strengthen school / community relationships so that outcomes for all our students are greatly improved

Targets: To identify groups of parents who are currently well engaged

To identify those who are not engaged and what the barriers to engagement might be, particularly in relation to their children's well being and learning

To put in place strategies to develop genuine, meaningful and respectful partnerships that focus on improving the educational experiences and outcomes for each child

To explore ways that we can strengthen relationships with our community through planning events where they will feel confident and at ease and able to form a strong partnership which support and enhance the outcomes of their child's learning journey

Key Improvement Strategies

When	What actions do we need to take	Who will oversee this
February 2018	<ul style="list-style-type: none"> • Plan a community / school picnic at Totara Park in early February for teachers and parents / whanau to meet informally • Convene a Home / School Partnership Meeting in Week 6 to share ways we can help children at home with their writing • Plan 3x Twilight Galas – community stalls 	<ul style="list-style-type: none"> • Principal • Deputy Principal • Curriculum Team - Writing

Ongoing 2018	<ul style="list-style-type: none"> All teachers will make 'good news' phone calls to parents of the children in their class at least twice per term 	<ul style="list-style-type: none"> Class Teachers Principal
Ongoing 2018	<ul style="list-style-type: none"> Schedule 2x fono, 2x Hui and 2x Home / School Partnership Meetings per term, with the engaged parents contacting non – engaged parents to encourage them to attend. We will actively seek feedback from our parents about what they think should be included in our school teaching / learning programmes and feed back to them on the changes we have made as a result of their 'voice'. Attention will be paid to the settings for the meetings and will always include kai 	<ul style="list-style-type: none"> Team Leaders Curriculum Teams
Ongoing	<ul style="list-style-type: none"> Each class will establish a blog in February and update it weekly to show what students are learning about as a way of keeping in touch with parents on an ongoing basis Each teacher will write a letter of Introduction to the parents of the students in their class, sharing information about themselves and their expectations in regard to homework, swimming, hats, etc. Teachers will ensure that their phone extensions and email addresses are made known to parents 	<ul style="list-style-type: none"> Class Teachers
March 2018	<ul style="list-style-type: none"> We will use of a school Facebook as another means of regular communication with our parents and keep it updated weekly with school news We will use an app that enables us to group text parents with special messages / reminders 	<ul style="list-style-type: none"> Deputy Principal IT Manager
On-going 2018	<ul style="list-style-type: none"> Panui will be translated into Samoan for our Samoan parents to enable them to know what is going on at school. Where appropriate, a staff member whose first language is Pasifika, will contact parents or act as a translator in discussions between school and home. The ethnicities of our parents will always be acknowledged at our school meetings, particularly when working in workshop groups 	<ul style="list-style-type: none"> Principal All staff
Each Term	<ul style="list-style-type: none"> We will keep our parents informed on a regular basis that we have an open door policy at all times and that parents do not have to make appointments to meet with the Principal and staff 	<ul style="list-style-type: none"> Principal
Ongoing 2018	<ul style="list-style-type: none"> We will actively encourage our parents to come along to school at any time they wish to spend time in their child's classroom – no appointments will be needed. We will encourage our parents to participate in all school activities and student cultural group activities 	<ul style="list-style-type: none"> Principal Staff
June 2018	<ul style="list-style-type: none"> We will carry out a survey with our parents to ask them how we can improve our communication with them. We will act on the feedback we receive and report back to parents what actions we are putting in place as a result of their feedback 	<ul style="list-style-type: none"> Board of Trustees

<p>Ongoing 2018</p>	<ul style="list-style-type: none"> • We will celebrate student progress and achievement by inviting parents to assemblies, scheduling celebration events throughout the year: e.g. ICT Expo open day, Careers and Leadership Day, Reading day, etc., Cultural Evenings, Fia fia nights • We will celebrate the diverse cultures in our community by asking our community to join us for Lavalava Day, Samoan Independence Day, Diwali, Waitangi Day, etc. 	<ul style="list-style-type: none"> • All Staff
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CLENDON PARK SCHOOL

KIWISPORT REPORT 2017

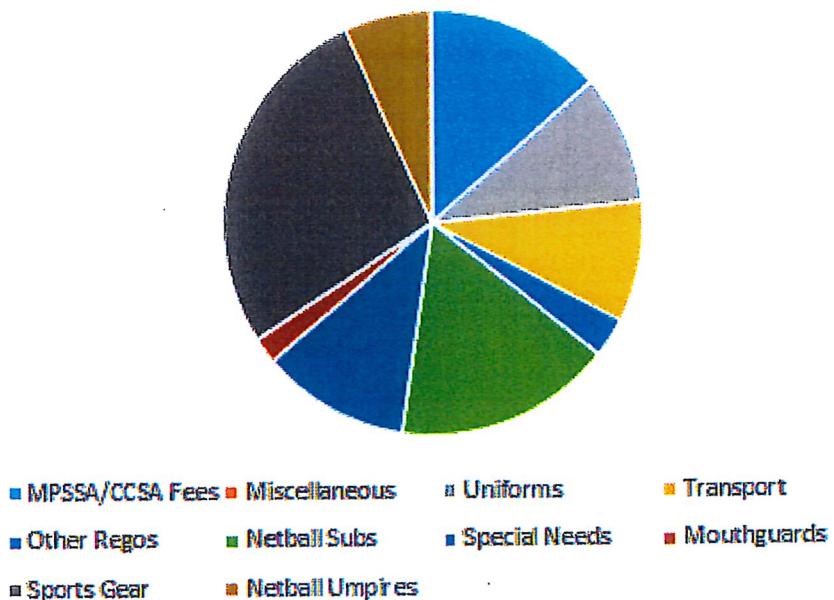
*Compiled by James Dawson
November 2017*

INTRODUCTION

The purpose of this report is to summarise the spending of our Kiwisport budget in 2017, showing how and where the money was spent, as well as demonstrating the ongoing benefits of Kiwisport funding to our school.

Allocated Budget: \$8,522.00
Spent (as of 13 November): \$8,550.84

Kiwisport 2017



SPORTS GEAR (\$2,346.36)

We purchased a significant amount of sports equipment this year, which enabled us to field sports teams in inter-school days that had the correct equipment. You would be surprised how many teams turn up to these days with the incorrect equipment, or no equipment at all!

Among our purchases were two full-size netball hoops, which also had lower hoops for our junior players. After years of having to play with hoops that were the incorrect height, our coaches and players were very happy to finally be able to train their shooters to hit the right height!

NETBALL REGISTRATIONS (\$1,426.49)

Many of our students play netball – this year, we fielded six Saturday netball teams (down four from last year - volunteer coaches are getting harder and harder to find), ranging in age from Year 3-4 up to Year 8. To make it more affordable for our families, we heavily subsidised the netball registration fees. Some families could afford to pay the subsidised fees, while some could not. For those who were unable to pay, we used our Kiwisport budget to cover the shortfall. In order to have almost more than 70 students playing Saturday netball, we felt it was well worth it.

It should be mentioned that the ongoing strength of our CPS netball programme, which is overseen by the invaluable Maxine Motuapuaka, culminated in our Year 7 girls team, under the expert coaching of Fou Tuumaialu, making it to the semi-finals of the Auckland Inter-Zone Netball Championship - the best result in our netball history. To put this into perspective: We currently have 112 Year 7-8 students to choose our teams from. In the Auckland Interzone tournament, we beat Ponsonby Intermediate, before losing to Mairangi Bay Intermediate in the semi-finals and Northcross Intermediate in the 3rd/4th playoff. A quick search on Google reveals that each of those schools have more than 1,000 Year 7-8 students to choose their teams from. 112 vs 1,000? Go us.

MPSSA / CCSA LEVIES (\$1,161.21)

In order for our students to be able to participate in inter-school sport, we pay three sets of levies. The Manurewa Primary Schools Sports Association (MPSSA) levy allows us to send our Year 5-6 students to every MPSSA event (and we attend almost all of them each year). We also pay a Central Counties Sports Association (CCSA) levy, which is made up of two components: a levy enabling us to compete at CCSA tournaments, as well as a levy imposed by the Auckland Association of Intermediate and Middle Schools (AAIMS). This levy enables us, if we win at Central Counties, to progress to Counties tournaments, where we compete against local intermediate schools (eg Manurewa Intermediate, Greenmeadows). If we win at Counties, we go through to the Auckland Inter-Zone finals, where we compete against the best of the best from the entire Auckland region. We had a number of teams achieve excellent results at the Counties level, with our Year 7 netball girls reaching the Auckland Interzone finals.

SPECIAL NEEDS (\$976.61)

At the start of the year, our staff attended a professional development session based around how to include students with special physical needs into our physical education programmes. Following that session, we purchased a range of specialised equipment, which has received lots of use over the year.

UNIFORMS (\$842.00)

Via our ongoing partnership with Knockout Sports, we added a few more shorts, singlets and shirts to our inventory. This year, we also upgraded our rugby uniforms so that they matched the rest of our sports uniforms. I think it's fair to say that we have the best-dressed sports teams wherever we go! The Knockout shirts have proven so popular that we are in the process of purchasing a set for our staff, which they can wear when they challenge other schools at sport.

TRANSPORT (\$786.57)

We participate in almost every sporting opportunity available to us from Year 5 to 8. In order to get to and from these events, we spend a significant amount of money each year on transport, whether it be diesel for our reliable old school buses, or arranging taxis or buses to take any overflow of students.

OTHER (\$1,011.60)

The rest of our Kiwisport money was spent on:

- Basketball subs (\$260.87) – Fou Tuumailu organised and coached a basketball team that played in an after-school basketball competition in Term 3. This was yet another fantastic opportunity for our students;
- Netball umpires (\$573.92) - We paid to ensure that our netball teams had umpires every Saturday morning. As previously mentioned, finding parent volunteers is getting harder and harder!
- Mouthguards (\$171.96) - We always want our students to be safe when playing contact sport!
- Miscellaneous (\$4.85) - A GST deduction.

OUTCOMES ACHIEVED

A number of outcomes have been achieved in regard to our Kiwisport budget this year. These include;

- Fielding six netball teams, with over 70 students participating in Saturday netball;
- All students from Years 5 – 8 having the opportunity to compete in inter-school events (MPSSA, CCSA, Counties and Auckland Interzone);
- Maintaining and increasing our inventory of quality sports equipment for our teams;
- Continuing to upgrade our sports uniforms;
- Catering for our special needs students through specialised sporting equipment purchases;
- Entering an after-school basketball team in Term 3.

FUTURE GOALS

Ongoing goals in regard to Kiwisport include:

- Continuing to cater for sport in the Junior School. To this end, we have already organised (tentatively) CMRFU to come in and do some Rippa Rugby training with our Year 3-4 girls in Term 1 next year;
- Continuing to maintain contact with outside coaching and grant agencies. Professional coaching is highly beneficial to our students;
- Using the Kiwisport budget to proactively seek out and employ coaches in areas of need;
- Using the Kiwisport budget to promote sport (in the form of professional coaching) across our entire school.