

CLENDON PARK SCHOOL ANNUAL PLAN 2025

Objective 1: Learners and Whanau at the Centre

School Strategic Goal 1. Continue to develop a safe and inclusive culture where diversity is valued and all akonga and staff including those with special needs and those from diverse ethnic backgrounds feel they belong 2. Partner closely with family and whanau to equip every akonga to build and realise their potential		School Annual Target: ● Partner closely with whanau to equip every akonga to achieve to their potential	
Baseline data: ● We have students from many different ethnic groups and currently celebrate some of these. We need to do more to celebrate and value our other students on a whole school basis ● Hui and fono are held regularly but we need to increase the occasions where akonga, whanau and kaiako meet more regularly to set shared goals , assess outcomes and know next learning steps ● We need to continue to work closely with whanau and Mana Whenua in reviewing our school curriculum with a focus on cultural capability and inclusion and involve our community in decision making		Targets: By the end of 2025 we want : ● To celebrate each culture across our school ● To build stronger relationships with whanau and family and to involve them in decision making ● To have reviewed parts of our curriculum with community input so that we are actively responding to the needs of each akonga, sustains their identities, language and culture ● Students and whanau to understand the impacts of racism ● Have high expectations of every akonga ● Give effect to Te Tiriti o Watangi through all our curriculum areas and in the everyday life of the school	
Key Improvement Strategies			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
Term 1, 2025	Review our school policies and procedures that deal with racism, bullying and discrimination	● Principal ● Senior Leaders ● Classroom Teachers	● Everyone will be much more aware of the impacts that racism, bullying and discrimination have and will effectively use procedures to address these
Ongoing 2025	Revisit Tapasa cultural competencies for Pasifika learners and Talanoa Ako to support Pasifika families	● Principal ● Tupulaga ● All staff	Teachers will be more aware of cultural competencies for Pasifika students when they are planning and implementing Programmes of work
Ongoing 2025	Celebrate each culture represented in our school on a schoolwide basis. Invite students and community members to join in our school celebrations	● Classroom Teachers ● Senior Leaders	● Racism , bullying and discrimination will be eliminated because students will value and appreciate each others' cultures

Ongoing 2025	School and classroom environments will reflect student cultures and languages	<ul style="list-style-type: none"> ● Classroom Teachers ● Principal 	Students will have a stronger sense of belonging and self esteem when their cultures and language are visible in the school
Ongoing 2025	Netsafe will be an integral teaching component in our IT programmes at all levels of the school. Guidelines will be reviewed for teachers to use with students and all parents and students will sign a Cybersafety Agreement annually. Regular updates for family and will be provided in school media	<ul style="list-style-type: none"> ● IT Leader ● Principal Classroom Teachers 	<ul style="list-style-type: none"> ● Through regular Netsafe lessons students will be better equipped to manage social media and keep themselves safe. They will be more aware of the implications of sending abusive / threatening messages to others
2025	Continue to build staff and student knowledge around Te Tiriti o Waitangi so that all have a strong understanding of the past to make sense of the present	<ul style="list-style-type: none"> ● Principal ● Classroom Teachers 	<ul style="list-style-type: none"> ● Staff will use their new knowledge to give effect to Te Tiriti across all curriculum areas and students will have a greater understanding of issues in the present day and the past
Each Term 2025	Ensure the Tataiako competencies (cultural competencies for teachers of Maori learners), principles of Ka Hikitia, Te Hurihanganui 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.	<ul style="list-style-type: none"> ● 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 2025	Opportunities have been scheduled throughout the year to engage parents and whanau in supporting their child in their child's learning at school and at home	<ul style="list-style-type: none"> ● Senior Team ● Principal 	<ul style="list-style-type: none"> ● Hui, fono and mainstream parent meetings, open days will be scheduled regularly throughout the year. ● Class Facebook pages will be used by teachers to show family and whanau what students are learning about ● Family / whanau will feel more confident about supporting their child's learning at home

Objective 2: Barrier Free Access

School Strategic Goal: <ul style="list-style-type: none">● We will ensure that great education opportunities and outcomes are within reach for every learner● We will reduce barriers for all including Maori and Pasifika, disabled akonga and those with learning support needs● We will ensure that every akonga gains sound foundation skills, including language, literacy and numeracy		School Annual Targets: <ul style="list-style-type: none">● A minimum of 80% of all students will achieve at their expected level in reading, writing and mathematics● We need to see an overall attendance level of 95% by the end of 2024	
Baseline data: <p>Overall 67.4% of all students are achieving at or above their expected achievement level. 63.8% Maori students are achieving at and above their expected level while 68.4% Pasifika students are achieving at and above their expected achievement level</p> <p>Attendance levels overall are 85.6% pa with Years 1 – 4 students at 82%. We need to investigate further to identify barriers that may be causing this. This affects our achievement data</p>		Targets: <p>By the end of 2025 we want :</p> <ul style="list-style-type: none">● To raise achievement of our identified students to their expected achievement level● To progress our 'at level students' students to 'above' their expected achievement level● To have a minimum of 80% of all students achieving 'At and Above' their expected levels in reading, writing and mathematics● To be effectively addressing underachievement through teaching as Inquiry	
Key Improvement Strategies			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
February-March 2025	Carry out an in depth survey to identify reasons why students may not be attending school. Work with families to eliminate any barriers to attendance	<ul style="list-style-type: none">● Principal● Team Leaders● SWIS	<ul style="list-style-type: none">● Attendance will improve. Weekly % per class will be published. Best Junior and Senior class attendance will be rewarded each term● Support will be in place for whanau who have difficulties in getting their child to attend school
Ongoing 2025	<ul style="list-style-type: none">● Continue to provide the following free of charge to all akonga:<ul style="list-style-type: none">- Free stationery- Daily lunches- Daily breakfast club- Daily fruit- All EOTC activities- Sanitary products- Digital devices for all Year 5 – 8 students	<ul style="list-style-type: none">● Principal● Team Leaders● Kiwican● Bitelab● Office Staff	<ul style="list-style-type: none">● Barriers will be reduced for families and akonga in regard to costs● We will see attendance improve● We will see achievement levels of akonga rise
Monthly 2025	Students with special abilities will be given opportunities to further grow their knowledge and skills through series of planned events. Teacher planning will show the extension work that will be provided for them	<ul style="list-style-type: none">● Deputy Principal● Team Leaders● Deputy Principal	<ul style="list-style-type: none">● CWSA students are being catered for in a variety of ways● Our CWSA Register will be used to identify these akonga

		<ul style="list-style-type: none"> ● Classroom kiako 	
Ongoing 2025	<p>Students who are identified as being well below and below their expected achievement levels will be given priority for special needs programmes.</p> <p>We will also participate in the Lost Learning initiative for part of 2024 to catch up students who have missed a lot of school because of COVID</p>	<ul style="list-style-type: none"> ● SENCO ● Learning Assistants ● Classroom Teachers ● Lost Learning Tutors 	<ul style="list-style-type: none"> ● All targeted students below and well below their expected achievement levels will participate in CWSN programmes ● Regular reporting on these students will show that they are making progress towards achieving their expected achievement level ● Students on the Lost Learning initiative will reach their expected levels of achievement
Ongoing 2025	Teaching as Inquiry using the Spiral Inquiry Model, with a focus on students who are below and well below their expected levels of achievement will be integrated into Team meeting agenda and 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.	<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 their expected level of achievement 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.
March, June, August, October 2025	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 enable personalised learning that can accelerate the progress and achievement of our Maori and Pasifika learners.	<ul style="list-style-type: none"> ● Te Whanau Awhina Team ● Tautua mo Tupulaga ● Deputy Principal ● Principal ● Team Leaders 	<ul style="list-style-type: none"> ● 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 ● All staff will implement these competencies so that effective relationships to engage students are well established.
Ongoing 2025	Students with special needs, disabilities, neurodiverse students will be catered for during their time at our school. They will receive specialist support according to their diverse needs.	<ul style="list-style-type: none"> ● SENCO ● Principal 	<ul style="list-style-type: none"> ● Equipment needed will be purchased for each student: e.g changing tables, nappy bins, etc. Teacher Aide support will be given as required.
Ongoing 2025	Prime Maths, Lexia will be used in all classroom to accelerate student achievement. Staff will receive regular PLD in all curriculum areas to ensure their teaching / learning programmes are meeting the needs of all their students. Regular Team meetings will ensure that teachers are effectively using Teaching as Inquiry to track the achievement of the akonga	<ul style="list-style-type: none"> ● Principal ● Literacy Team ● Mathematics Team ● Team Leaders ● Class Teachers 	<ul style="list-style-type: none"> ● Students' achievement levels in Literacy and Mathematics will be raised ● Teachers will be kept up to date with any curriculum changes ● Akonga reading mileage will increase
March 2025	The Structured Literacy approach will be incorporated into all teaching programmes from Years 0 - 3 [Phase 1], Years 4 - 6 [Phase 2] as required. Staff will receive PLD on how to effectively implement the programme	<ul style="list-style-type: none"> ● Literacy Team ● Principal ● Facilitator ● Class Teachers 	<ul style="list-style-type: none"> ● Texts and library book purchases will reflect the contexts our students enjoy reading about ● Students reading mileage will increase.

Objective 3: Quality Teaching and Leadership

School Strategic Goals: <ul style="list-style-type: none">● Quality teaching and Leadership will make the difference for learners and their whanau● Continue to meaningfully incorporate Te Reo Maori and Tikanga Maori into the everyday life at our school● Provide PLD to strengthen teaching leadership and learner support capability across our school.		School Annual Target: <ul style="list-style-type: none">● We want to see an increase in akonga being able to use Te Reo Maori across the curriculum and in the everyday life of the school● We want our staff to build and use new knowledge about what quality teaching and leadership looks like in practice	
Baseline data: We have 8x Maori bilingual classes working at Level 1 and Level 2 and 6x Samoan bilingual classes working at Level 2. We follow Tainui protocols across our school. As a school we need to ensure that our akonga are aware of their own iwi and hapu, We also have planned to celebrate all cultures in our school in 2025 to ensure that each akonga feels valued and has a sense of belonging. We have many skilled kaiako in our school and we need to ensure that we are providing PLD that focuses on leadership for career purposes as well as for kaiako to strengthen teaching capacity and learning support		Targets: By the end of 2025 we want : <ul style="list-style-type: none">● Te Reo Maori and Tikanga being meaningfully incorporated into teaching / learning programmes and into the everyday life of the school● To determine that the PLD we provide for quality teaching and leadership is raising student achievement as well as kaiako skills and knowledge	
Key Improvement Strategies			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
Ongoing 2025	We will update our Te Reo curriculum for all levels of the school and support kaiako to build their teaching capability, knowledge and skills in Te Reo Maori and Tikanga Maori and support them to strengthen their teaching practices across all curriculum areas	<ul style="list-style-type: none">● Principal● TWA Kaiako● Team Leaders	<ul style="list-style-type: none">● All kaiako will feel more confident about using Te Reo Maori across the curriculum and will have greater understanding of Tikanga Maori protocols● All akonga will have the opportunity to learn Te Reo Maori and to participate in Tikanga Maori protocols
Ongoing 2025	We will continue to build akonga, staff and community understanding of Te Tiriti o Waitangi and its implications for our school planning, policies and organisation as well as acknowledging the bicultural foundations of Aotearoa	<ul style="list-style-type: none">● TWA Kaiako● Principal● Team Leaders● Kaumatua	<ul style="list-style-type: none">● All akonga will have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga● Te Tiriti o Waitangi principles will underpin our curriculum and the every day life in the school
Ongoing 2025	Identify gaps in teaching capability and provide PLD opportunities to strengthen teaching, learning and leadership support. We will achieve this through professional growth conversations, lesson study, PLD and Teaching as Inquiry	<ul style="list-style-type: none">● Team Leaders	<ul style="list-style-type: none">● Gaps in staff capability will be reduced. Diverse needs of akonga will be met. Kaiako will be kept up to date in their teaching practices through regular PLD
Ongoing 2025	We will be actively using assessment for learning practices to effectively plan next steps and to make accurate OTJ using progressions based assessments, robust moderation and naturally occurring evidence	<ul style="list-style-type: none">● Team Leaders● Classroom Kaiako	<ul style="list-style-type: none">● Regular reporting of these students will show that they are making progress towards achieving their expected levels of achievement

			<ul style="list-style-type: none"> ● Kaiako will be confident in making OTJ using a variety of sources
February to November	Teaching as Inquiry, with a focus on students who have been identified as target groups, will be an integral component in our Team Meetings	<ul style="list-style-type: none"> ● Team Leaders ● Class Kaiako 	<ul style="list-style-type: none"> ● Kaiako will target identified students in their class for their inquiry. We will see more students achieving at their expected Levels ● Akonga data will be analysed regularly and their progress and achievement reported on
Ongoing 2025	Continue to schedule regular professional development for all Kaiako in order to build effective 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, professional discussions, PLD	<ul style="list-style-type: none"> ● Team Leaders ● Curriculum Teams ● Principal 	<ul style="list-style-type: none"> ● Kaiako knowledge and capacity to implement effective programmes will increase ● Student achievement will be raised ● Kaiako will gain knowledge and skills on how to accelerate akonga achievement
February 2025	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. Kaiako will support students on how to effectively use the target walls.	<ul style="list-style-type: none"> ● All Classroom Kaiako ● Team Leaders 	<ul style="list-style-type: none"> ● All classrooms will display target walls in reading, writing and mathematics ● Akonga 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 2025	Akongas will be involved in the evaluation of their reading, writing and mathematics and will participate in setting their own goals and targets. Peer assessment techniques will be encouraged.	<ul style="list-style-type: none"> ● Classroom Kaiako ● Team Leaders 	<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 2025	Review our Curriculum plan to ensure that it leads to culturally responsive teaching. Which meets the needs of our akonga	<ul style="list-style-type: none"> ● Team Leaders ● Principal ● Kaiako ● Mana Whenua 	<ul style="list-style-type: none"> ● The needs of our students will be met leading to raised student achievement

Objective 4: Future of Learning and Work

We want to provide learning that is relevant to the lives of our students today and throughout their lives

Targets: We want to support akonga to see the connections between what they're learning and the changing world of work

We want to strengthen our Careers curriculum from Years 1 – 8 by breaking down gender and socioeconomic stereotypes around education and career pathways, including for girls

We need to ensure that our transition pathways to High School are closely planned so that the needs of all akonga can be met

We need to focus on problem solving, critical thinking, creativity, collaborative practices, negotiation and flexibility and decision making across all curriculum areas to equip akonga to be prepared for their future lives both nationally and globally

Key Improvement Strategies

When	What actions do we need to take	Who will oversee this
Ongoing 2025	<ul style="list-style-type: none"> ● Our akonga need to have high levels of technological capability and we need to ensure that as kaiako we keep up with the rapid changes so that we can teach our akonga effectively. We need our akonga to know that technology is increasingly replacing functions within jobs and that many businesses rely heavily on the integration of digital systems ● We need to encourage innovation, creativity and ideas sharing throughout all curriculum areas ● We need our akonga to be inquiry learners, to collaborate and to understand technology and the diverse ways it can be used 	<ul style="list-style-type: none"> ● Principal ● All staff ● IT Leader
Ongoing 2025	<ul style="list-style-type: none"> ● As kaiako we need to give our akonga space to think and give them permission to think differently and share their thinking and ideas with others 	<ul style="list-style-type: none"> ● Class Kaiako
Ongoing 2025	<ul style="list-style-type: none"> ● Review our Careers Curriculum Plan for Years 1 – 8 ensuring that each topic has a careers component. In our teaching programmes we need our akonga to learn about many different careers and to realise that there are no barriers for career choice in terms of gender and socioeconomic stereotypes 	<ul style="list-style-type: none"> ● Team Leaders ● Curriculum Teams ● Class Kaiako
Term 3 2025	<ul style="list-style-type: none"> ● Review our transition processes to High School to ensure that the needs of all our akonga are being met. Arrange for High School kaiako to visit our school to have a korero with akonga and their whanau. Ensure that students with special needs, special abilities, disabilities and social issues are 	<ul style="list-style-type: none"> ● Principal ● Deputy Principal ● SENCO

	transitioned carefully with High School SENCO and our school SENCO, councillors, SWIS, and any outside agencies who work with our akonga	
Ongoing 2025	<ul style="list-style-type: none"> As students progress through our school, inquiry learning will play an increasingly important role in their learning journey. We will expect our students to develop strong inquiry skills so they can work collaboratively as well as independently to carry out research, analyse evidence, determine a focus, implement and support and analyse an impact 	<ul style="list-style-type: none"> Principal Team Leaders Class Kaiako
On-going 2025	<ul style="list-style-type: none"> Place more focus on incorporating problem solving, critical thinking, creativity, collaborative activities, negotiation, and flexibility, judgement and decision making processes across all curriculum areas to be prepared for akonga future lives both globally and locally 	<ul style="list-style-type: none"> Principal Team Leaders All staff
Term 3 2025	<ul style="list-style-type: none"> Year 7 / 8 students will attend a Careers Day Expo to increase their knowledge of possible careers and the skills and knowledge that they will need to work towards. We will also utilise our community who have different careers and local businesses to come into school to work with our students throughout the year 	<ul style="list-style-type: none"> Team Leaders Community
Ongoing 2025	<ul style="list-style-type: none"> We will increase the number of opportunities within our school for students to take on leadership roles, gather student voice on a variety of matters, plan and implement changes where needed 	<ul style="list-style-type: none"> Principal Staff Curriculum Leaders
Ongoing 2025	<ul style="list-style-type: none"> We will ensure that we strengthen student resilience to cope with any adverse situations that may affect them: Kiwican, SWIS programmes, etc. We will develop a school plan in 2025 to show how we will do this across our school 	<ul style="list-style-type: none"> Kiwican Team SWIS Team Leaders Class Kaiako
Ongoing 2025	<ul style="list-style-type: none"> We will focus on retaining the richness of our past and our environment, value and appreciate akongas' different cultures and merge these with technological advances 	<ul style="list-style-type: none"> All Staff