

**ANNUAL
IMPROVEMENT
PLANS**

**CLENDON PARK SCHOOL
ANNUAL PLAN 2026**

Annual Goal 1: Raising Achievement in Reading, Writing and Mathematics

<p>School Strategic Goal:</p> <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 	<p>School Annual Targets:</p> <ul style="list-style-type: none"> • A minimum of 60% of all students will achieve at their expected level in reading, writing and mathematics • All staff will have attended PLD on using the structured Literacy Approach
<p>Baseline data: Overall 50% of all students are achieving at or above their expected achievement level. 58.8% Maori students are achieving at and above their expected level while 53.4% Pasifika students are achieving at and above their expected achievement level.</p> <p>Out target areas for improvement in Reading are Years 1, 5, 7, 8 Our target groups for writing are Years 6, 7 Our target groups for Mathematics are Years 3, 7</p>	<p>Targets: By the end of 2026 we want :</p> <ul style="list-style-type: none"> • To raise achievement of 75% of our identified students to their expected achievement level • To progress our 'at level students' students to 'above' their expected achievement level • Year 5 - 8 Teachers will attend SLA PLD and implement effective programmes in classes • 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
Ongoing 2026	We will continue to use accelerating approaches using Prime Maths and the Structured Literacy Approaches across our school	Class Teachers Team Leaders	We will see an increase in student numbers achieving at their expected levels
Term 1 & 2 2026	We will investigate Spelling Programmes that align with the Structured Literacy Approach and implement a new programme across our school	Literacy Leaders Team Leaders Class Teachers	<ul style="list-style-type: none"> • There will be a consistency of approach in Spelling across our school. The selected programme will align with the Structured Literacy Approach
Term 1 + 2 2026 Ongoing 2026	Year 5 - 8 Teachers will undertake SLA PLD and will plan and teach effective programmes of work New staff will attend PLD on the Structured Literacy Approach [SLA]	<ul style="list-style-type: none"> • Classroom Teachers • Team Leaders 	Year 5 - 8 Teachers will feel confident in incorporating the SLA Approach in their classrooms We will see an increase in the numbers of students achieving at their expected levels

	PLD will be provided for all staff on the SLA throughout the year		
Ongoing 2026	Students with special abilities will be given opportunities to further grow their knowledge and skills through a series of planned events. Teacher planning will show the extension work that will be provided for them	Deputy Principal Team Leaders Classroom Teachers	CWSA students are being catered for in a variety of ways Our CWSA Register will be used to identify these akonga
Ongoing 2026	Students who are identified as being well below and below their expected achievement levels will be given priority for special needs programmes, including programmes with our SLC Teacher.	SENCO Learning Assistants Classroom Teachers SLA Teacher	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
Ongoing 2026	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.	Principal Literacy Team	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, writing and Mathematics Regular 'walk throughs' by Literacy Leaders and the SLA Facilitator will ensure that class reading / writing programmes are monitored and teachers are supported.
March, June, August, October 2026	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.	Te Whanau Awhina Team Tautua mo Tupulaga Deputy Principal Principal Team Leaders Class Teachers	Bilingual staff will support mainstream teachers throughout the year re Tataiako competencies, Tapasa, 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 2026	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.	SENCO Team Leaders Classroom Teachers	Equipment needed will be purchased for each student: e.g changing tables, nappy bins, etc. Learning Assistant support will be given as required.
Ongoing 2026	Prime Maths, Lexia will be used in all classrooms 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	Literacy Team Mathematics Team Team Leaders Class Teachers	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

Ongoing 2026	We will participate in PLD to introduce SMART Tools into our school as they are released We will have PLD with NZCER to investigate the PAT Tool and how it can be used in our school effectively	Team Leaders Principal Class Teachers	The SMART Tool will be used effectively in our school We will have clarity on the ways we can use PAT in our school and better understand the outcomes of our testing
Ongoing 2026	We will continue to unpack the refreshed New Zealand Curriculum documents as they become available and provide PLD for staff	<ul style="list-style-type: none"> Principal Curriculum Leaders Team Leaders 	<ul style="list-style-type: none"> Staff will feel confident about using the new curriculum for planning, teaching and assessing students

Annual Goal 2 Improving Attendance

School Strategic Goal 1. To raise regular student attendance from 45% to the MOE goal of 90% 2. To reduce lateness to school from 76% to 90% arriving on time daily 3. To ensure that families and whanau are aware of the Stepped Attendance Plan and how school can support them when there are barriers to student attendance		School Annual Target: <ul style="list-style-type: none"> To have 90% of all students attending school on a daily basis 	
Baseline data: <ul style="list-style-type: none"> In Term 4 2025 we had: <ul style="list-style-type: none"> 31% of accepted but unjustified attendance Unexplained absence of 24% Explained and approved 7% Unknown absence of 0% Throughout each term in 2025 our attendance improved by 2% 		Targets: By the end of 2026 we want : <ul style="list-style-type: none"> students and whanau to understand the impacts of non attendance at school Use daily attendance records to guide early interventions and to determine and track patterns of irregular attendance Ensure that all students are supported to attend school regularly 90% and to strengthen our relationships with whanau to remove barriers to attendance 	
Key Improvement Strategies			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
Term 1, 2026	Ensure that our Attendance Management Plan is on our website and is communicated clearly with whanau throughout the year	Principal	Whanau will be aware of the need for regular attendance at school as outlined in the Attendance Management Plan

Ongoing 2026	Use daily attendance data to identify at risk students, to guide early interventions and to track patterns of irregular attendance: e.g. teachers make a phone call home if a student is absent with no explanation or a whanau meeting and an Attendance plan may be developed	Office All staff Leanne Principal	Actions relating to non attendance are resolved promptly and whanau are supported to get their child attending school regularly
Ongoing 2026	On a daily basis record all interventions that have been carried out when a student is absent from school: e.g. phone call home, sibling response, absent student response	Classroom Teachers Office Leanne	We will be aware of the reasons a student is absent and able to plan an appropriate intervention particularly for moderate and chronic cases of non-attendance
Ongoing 2026	School and classroom environments will reflect student cultures and languages	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 2026	Recognise and reward consistent attendance weekly and at school assemblies. Publish each class attendance rates in each school newsletter and have a 'Best Attendance McDonald's meal at the end of each term for the best Junior and Senior class	Leanne Classroom Teachers Office	Students will be motivated to attend school regularly through rewards and will be encouraged by peers to help their class attendance rates
Term 2 2026	Implement a student voice survey to deepen our understanding of attendance challenges and identify any barriers to attendance	Principal Classroom Teachers	We will be aware of why some students are not attending school regularly and able to ask our SWIS, Mana Kidz, Solomon Group to help mitigate these barriers
Ongoing 2026	Ensure that the Tataiako competencies, Tapasa (cultural competencies for teachers of Pasifika learners), principles of Ka Hikitia, 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.	Principal Samoan Bilingual Team Deputy Principal Maori Bilingual Team Team Leaders	Every student will feel culturally safe in our school
Ongoing 2026	Partner with external agencies to provide interventions for students with attendance issues and to provide wrap-around support for students and their whanau where there are barriers to attendance. Make referrals to the Solomon Group where we see patterns of non-attendance, moderate and chronic non-attendance	Leanne Classroom Teachers Senior Leaders	Referrals are dealt with promptly and students return to school. Barriers to attendance are addressed

Objective 3: Student Wellbeing

School Strategic Goals: <ul style="list-style-type: none"> • Nurture and support a positive and inclusive school culture • Promote healthy lifestyle and engagement in learning • Strengthen student resilience and self management • Provide a range of programmes that promote student wellbeing 	School Annual Targets: <ul style="list-style-type: none"> • Agreed values and vision underpin the actions in the school to promote student wellbeing • The school's curriculum is designed and monitored for valued goals • Students are a powerful force in wellbeing and other decisions • All students' well-being is actively monitored • Systems are in place and followed to respond to well-being issues
Baseline Information: The ethical responsibility of teachers, leaders and the Board is to consider, promote and respond to all aspects of the students including their physical, social, emotional, academic and spiritual needs'. These considerations require deliberate expressions and actions across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role we play in promoting and responding to student wellbeing, these systems, people and initiatives require a high level of school wide coordination and cohesion.	Outcomes: By the end of 2026, we want to see <ul style="list-style-type: none"> • Student voice showing high levels of belonging • Reduction in the incidence of bullying • Students actively participating in school decision making • Increase in whanau engagement • Increased attendance rates • Student feedback showing enjoyment of learning and school life

Key Improvement Strategies

When	What actions do we need to take	Who will oversee this	Expected Outcomes
Ongoing 2026	Review and promote a clear set of school values that reflect respect, equity and belonging and share these regularly with students, staff and whanau	Principal Team Leaders Class Teachers	Everyone will know school expectation and will enact these in daily life Values will be visible around the school
Ongoing 2026	Review our school curriculum to ensure that it reflects the diversity of students' backgrounds and experiences	Principal Team Leaders Class Teachers	Teachers will take into account the background and experiences of students in their class when planning and teaching
Ongoing 2026	Promote student voice and agency in decision making and learning design throughout the year	Team Leaders Classroom Teachers Principal	A student voice survey will be gathered and analysed to determine next steps in decision making
Term 1 2026	Review our systems for addressing bullying, discrimination and isolation and share these plans with students and whanau	Team Leaders Class Kaiako	We will have updated policies with all stakeholders knowing about the actions to take and how to address any issues that arise

Ongoing 2026	The school and all classrooms will reflect the different ethnic groups of the students who attend our school	Team Leaders Class Teachers Principal	Students will feel a strong sense of belonging when they attend our school
Ongoing 2026	We will use differentiated teaching to meet a wide range of learning needs and we will ensure that every student has equitable access to success.	All Classroom Teachers Team Leaders	Each student will achieve maximum success whichever level they are learning at
Ongoing 2026	Wellbeing programmes and leadership programmes that support the physical, emotional and social needs of students will be available: Kiwican, Kia Ora Ake, Youth Yoga, Weaving Wellbeing, SWIS Programmes catering for individual and small group needs, Hauora Group, Leadership Programmes	Classroom Kiako Team Leaders	Students will have access to a range of programmes that increase their wellbeing. SWIS Programmes will be designed to meet the needs of individual and small groups of students
Ongoing 2026	Review our Curriculum plan to ensure that it leads to culturally responsive teaching, which meet the needs of our students	Team Leaders Principal Teachers Mana Whenua	The needs of our students will be met leading to raised student achievement
Term 4 2026	We will work closely with the High Schools our Year 8 students will attend to ensure that transition for our students is successful for all. We will encourage our students to attend transition days	SESCO DP Year 8 Teachers	Students will transition successfully to High School

Objective 4: Assessment

We want to develop and then implement a plan that achieves full implementation over the course of 2026		
Targets: To have systems and strategies in place to closely monitor student progress and achievement To ensure that we have consistency across the school in the way teachers make and communicate informed decisions about the assessment of each student's progress across the curriculum To build on Assessment culture that empowers learners, supports equitable progress and strengthen teacher practice through effective use of data, collaboration and learner agency		
Key Improvement Strategies		
When	What actions do we need to take	Who will oversee this

At 20 weeks and 40 weeks 2026	We will carry out the Ministry of Education phonics checks as required at 20 and 40 weeks throughout the year Staff will receive PLD on how to carry out the checks	Literacy Leaders All teachers
Twice Annually 2026 Ongoing	There will be twice annually assessments for each student in Year 3 - 8 to monitor their progress in Reading, Writing and Mathematics using PAT [Progressive Achievement Test provided by the New Zealand Council for Educational Research] We will liaise with NZCER on best practice in using this tool PAT Testing will be used in conjunction with other formative assessment approaches in order to make an OTJ	Class Teachers Literacy Leaders Mathematics Leader
Ongoing 2026	We will investigate the SMART Tool as it is released. Staff will attend PLD on using this tool effectively	Team Leaders Literacy and Mathematics Team Class Teachers
Ongoing 2026	We will unpack the five progress descriptors: Emerging, Developing, Consolidating, Proficient and Exceeding and use them in reporting to parents / whanau and in the recording of student achievement on EDGE. We will have PLD on how to make an informed decision on the progress descriptor for each knowledge strand	Principal Team Leaders
Ongoing 2026	We will develop strategies on how we use strand level information to make an informed decision, as part of assessment, on the overall progress descriptor for each learning area	Principal Team Leaders Class Teachers
On-going 2026	We will explore the Progress Markers in Reading, Writing and Mathematics which describe what students know and are able to do at the end of each year in Reading, Writing [2x strands] and the six strands of Mathematics	Principal Team Leaders Classroom Teachers
Term 2 2026	We will start using the progress descriptors along with the indicators for teachers and the connecting comments for family and whanau. We will use this information in preparing our mid term report to parents / whanau	Team Leaders Classroom Teachers
Ongoing 2026	We will use the elements of the Writing, Reading and Mathematics Rubrics combined with the Progress descriptors to support formative assessment	Principal Classroom Teachers Curriculum Leaders