School Charter, Strategic and Annual Plan
Clifton Terrace School 3187

Principal's Endorsement:

Board of Trustees' Endorsement:

Clifton Terrace School 2021 – 23
Year 3 of the 3 Year Plan
Introductory Section - Strategic Intentions

Please Note: This document has been updated for the 2023 year period. The changes that will come into place for schools' annual plans from the Ministry of Education in 2024 will be provided during 2023. When these are announced the Clifton Terrace School Board of Trustees will once again consult with the school community to establish what will be included in this important document.

Mission Statement	**To Expand Horizons.** **Whakawhaanuitia nga whakaaro**			
Vision	Our Vision is to expand the horizons of all who are connected with our kura. It is expected that akonga are; • Adventurous Learners, • Competent Communicators and • Respectful Citizens.			
Values		**Our Values**	**Our Values (kid speak that incorporates student, staff, whanau)**	**Principles of Responsive Pedagogy**
	R	Respect - Manaakitanga Teachers, students and whanau share the responsibility. We engage collaboratively with students, whanau and family so that they can take a significant and effective role in the learning. We recognise the mana of all through our care and respect.	Respect - Manaakitanga • We speak kindly to each other • We use our manners • We value honesty • We wear and look after our school uniform with pride • We bring a positive attitude to learning • We all care about each other • We all work together to achieve our goals	*Ako and Mahi Ngatahi*

		I	**Inclusiveness - Whanaungatanga** We know and value our learners, their whanau and their whakapapa and acknowledge their knowledge and cultural backgrounds.	**Inclusiveness - Whanaungatanga** - We understand and value each other and our roles at CTS - We work positively together - We take pride in our own and others cultural backgrounds and knowledge - Everyone is welcomed and accepted	*Whakapapa*
		S	**Sustainability - Tangata Whenuatanga** All teaching and learning builds on and is responsive to a learner's prior knowledge and experience. We are the kaitiaki of our environment.	**Sustainability - Tangata Whenuatanga** - We follow the enviroschools guidelines - We acknowledge that everyone has different experiences and knowledge to share - We look after our classroom and school environment	*Wananga*
		E	**Excellence - panekiretanga** We care for all our learners, nurture their hauora, and have high expectations for their success as individuals.	**Excellence - panekiretanga** - We value each other as learners - We respect that we are all different in how we learn and how we reach our goals - We care about each others achievements - We support each other to succeed - We have high expectations of ourselves	*Whanau and kaupapa.*

Principles	The NZ Curriculum Principles underpin our decision-making and are evident in all aspects of the delivery of our school's curriculum. Our commitment to the principles and our success in putting them into effect in teaching and learning is demonstrated through the OECD's 7 Principles of Learning.
	
	The 7 Principles of Learning
	The OECD's work on innovative learning environments was led by Hanna Dumont, David Istance and Francisco Benavides. Their 2010 report "The Nature of Learning" identified seven principles of learning:
	
	    Learners at the centre
	
	    The social nature of learning
	
	    Emotions are central to learning
	
	    Recognising individual differences
	
	    Stretching all students
	
	    Assessment for learning
	
	    Building horizontal connections
	
	Downloaded from Leading-spirals-of-inquiry/Scanning/Tools-and-approaches
	As a school, we believe that these 7 principles are essential for effective learning to occur.
	
	Learners at the centre
	The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.
	● *Learners are the central players in the environment and therefore activities centre on their cognition and growth.*
	● *Learning activities allow students to construct their learning through engagement and active exploration.*
	● *This calls for a mix of pedagogies, which include guided and action approaches, as well as co-operative, inquiry-based, and service learning.*
	● *The environment aims to -*
	    o *develop meta-cognitive skills*
	    o *monitor, evaluate and optimise the acquisition and use of knowledge*
	    o *regulate their emotions and motivations during the learning process*
	    o *manage study time well*
	    o *set higher specific and personal goals, and are able to monitor them.*
	
	The social nature of learning.

The learning environment is founded on the social nature of learning and actively encourages well-organised co-operative learning.

- *Neuroscience confirms that we learn through social interaction - the organisation of learning should be highly social. Co-operative group work, appropriately organised and structured, has demonstrated very clear benefits for achievement as well as for behavioural and affective outcomes. Co-operative methods work for all types of students because, done well, they push learners of all abilities.*
- *Personal research and self-study are naturally also important, and the opportunities for autonomous learning should grow as students mature.*

Emotions are integral to learning

The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.

- *Learning results from the dynamic interplay of emotion, motivation and cognition, and these are inextricably intertwined.*
- *Positive beliefs about oneself as a learner in general and in a particular subject represent a core component for deep understanding and "adaptive competence".*
- *Emotions still tend to be regarded as "soft" and so their importance, though accorded in theory are much more difficult to recognise in practice.*
- *Attention to motivations by all those involved, including the students, is about making the learning first and foremost more effective, not more enjoyable (though better still if it is both).*

Recognising individual differences

The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.

- *Students differ in many ways fundamental to learning: prior knowledge, ability, conceptions of learning, learning styles and strategies, interest, motivation, self-efficacy beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds.*
- *Prior knowledge on which students vary substantially is highly influential for how well each individual learns.*
- *Learning environments need the adaptability to reflect these individual and patterned differences in ways that are sustainable both for the individual learners and for the work of the group as a whole, a challenge.*

Stretching all students

The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.

- *Being sensitive to individual differences and needs also means being challenging enough to reach above their existing level and capacity; at the same time, no one should be allowed to coast for any significant amount of time.*
- *High-achieving students can help lower-achieving students, which helps stretch all learners.*
- *This underscores the need to avoid overload and de-motivating regimes based on grind, fear and excessive pressure not just for humanistic reasons but because these are not consistent with the cognitive and motivational evidence on effective learning.*

	Assessment for learning **The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning.** ● *The learning environment needs to be very clear about what is expected, what learners are doing, and why. Otherwise, motivation decreases, students are less able to fit discrete activities into larger knowledge frameworks, and they are less likely to become self-regulated learners.* ● *Formative assessment should be substantial, regular and provide meaningful feedback; as well as feeding back to individual learners, this knowledge should be used constantly to shape direction and practice in the learning environment.* ***Building horizontal connections*** **The learning environment strongly promotes "horizontal connectedness" across areas of knowledge and subjects as well as to the community and the wider world.** ● *A key feature of learning is that complex knowledge structures are built up by organising more basic pieces of knowledge in a hierarchical way. If well-constructed, such structures provide understanding that can transfer to new situations a critical competency in the 21st century.* ● *The ability for learners to see connections and "horizontal connectedness" is also important between the formal learning environment and the wider environment and society. The "authentic learning" this promotes also fosters deeper understanding.*
Māori Dimensions and Cultural Diversity	**Recognising Cultural Diversity** **Clifton Terrace School recognises New Zealand's Cultural Diversity and the unique position of Māori Culture through:** • Adherence to Te Tiriti o Waitangi • Culturally Responsive Pedagogy • Tātaiako Competencies • Māori Achievement Policy • Māori Curriculum expectations • Kapa Haka • Integration of Te Reo and Tikanga in programmes • Regular review of Taha Māori programme • Waiata • Professional development around key resources • School-wide understanding of teaching programmes. • Involvement of whanau

Maori Responsiveness Plan

Clifton Terrace School will constantly develop procedures and practices that reflect New Zealand's cultural diversity and unique position of Māori culture. In recognising the unique position of the Māori Culture, Clifton Terrace School will take all reasonable steps to provide instruction in tikanga and te reo Māori for students.

If a whanau requests a higher level of tikanga or te reo Māori than is at present evident in our programme, the following options can be discussed and explored:

1. Further explain the existing programme

2. Combine with a neighbouring school for parts of the day/programme

3. Provide support and resources to enhance programmes closer to their expectations

4. Further extend the existing programmes if and as appropriate

5. Dual enrolment with Correspondence School

6. Parents can explore other schools that may offer programmes.

Baseline Data or School Context	
Students' Learning	Staff at Clifton Terrace are fully committed to providing the very best for children. The school has moved through a period of sustained growth and as a result, has put in place an enrolment zone to cater for the numbers attending from outside the area. Currently, there are 14 classes occupied ranging from New Entrants to Year 6 children. Each classroom is very well equipped with up-to-date technology and resources for the benefit of children and their learning. We are fortunate to have a large, fully equipped hall, a fabulous library and an environment that is the envy of many.

Clifton Terrace School is part of the Kāhui Ako ki Whakatū. The Kāhui Ako (KA) is working collaboratively to build capacity across all schools to ensure common needs are met. The KA expects that through collaboration we will make a difference for all children in the 'pipeline' from early childhood, to secondary and beyond. This is an exciting time as we have never before worked so closely as one group. The secondary school inclusion is a healthy addition to ensure we as a primary school have a very clear picture of what is required at that level and vice versa.

The school staff continues to develop pedagogy to ensure our children are 21st Century Learners. We are also conscious that it is important that we continue to build upon children's learning and that we do not lose those skills and practices that support effective teaching and learning. We adapt our programmes using research and data. It is essential that our tamariki have the very best opportunity to succeed and through effective reflection and evaluation we have a curriculum that supports high achievement and socially and emotionally capable children.

Children have available to them and are encouraged to participate in, a wide variety of extra-curricular programmes. These include, but are not limited to, in-school music lessons with specialist teachers, gymnastics, choir, kapa haka, enviroschools, buddy programmes, school council and a variety of weekend sports. The school also supports children in a variety of ways through extension groups and learning support programmes.

However, above all we are a school that is proud of our high attainment in all areas of the curriculum. |
| **Student Engagement** | **Attendance**

In past years, CTS consistently exceeded the MOE expected attendance rate of 90%. In 2021, the school had an attendance rate of approximately 92%. The term 3 data is somewhat different due to the Covid-19 lockdown.

During 2022, our attendance rate has dropped to 84%. This is a significant drop and needs to be rectified in 2023. However, Covid and natural events like the major flood have meant that children were away for elongated periods of time which has contributed to the attendance. MoE initiatives around attendance and a new Attendance Service for 2023 will hopefully support the school to get back to our normal levels of attendance or better.

In 2023, the CTS Board has decided to include a target around attendance.

Transition

Late in 2022, we were able to use the Headstart Transition to School programme again. This is an effective programme and does make a significant difference to our engagement and general rapport as family and whanau begin their time at CTS.

2023 will hopefully enable Headstart to run all year. We anticipate also being able to run an improved programme of transition for those children entering the school at other year levels. |

8

	Consistent Approaches to Behaviour and Well-Being During 2018 and 2020, the Wellbeing@School Primary Student Survey was completed. These surveys indicated that a more consistent approach to behaviour management across the kura was required. As a result, our kura participated in the first year of the Positive Behaviour for Learning programme (PB4L) during 2021. PB4L has continued in the school during 2022. This will also be in place in the school during 2023.
School Organisation and Structures	During 2022, Rooms 1 and 2 were completed. They will be officially both used for the first time in 2023 with both the new entrant classes starting the year in them. After a change in property management providers, we can go ahead with some more building work over the 2023 period. The work will involve a library upgrade, a health and safety upgrade to skylights and disability access. In regard to the library, this is a fantastic opportunity to improve this area and reflects our value upon a school library. The school has some staff changes for 2023 and all positions are filled ready for a positive start to the year.
National Education and Learning Priorities (2020) The NELP is a set of seven priorities designed to guide BoTs and kura to help every learner/ākonga to progress and achieve their aspirations. From 2021, MOE will be supporting schools to incorporate the NELP priorities into their plans and everyday practice. This will be done over time.	**Priority 1**: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. **Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures. **Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. **Priority 4:** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. **Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. **Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. *Our kura continues to see the NELPs as priorities in everything we do and this is seen in the success of our students and our kura as a whole.*
Review of Charter and Consultation	*The Clifton Terrace School Charter was reviewed fully at a hui on 24 November 2020.* *This document has been updated for the 2023, year period. The changes that will come into place for schools' annual plans from the Ministry of Education in 2024 will be provided during 2023. When these are announced the Clifton Terrace School Board of Trustees will once again consult with the school community to establish what will be included in this important document.*

Strategic Section

Kāhui Ako ki Whakatū Wellbeing and Achievement Challenges
2022 – 2024

As a school, we are committed to being a valued part of Kahui Ako ki Whakatu. The challenges that have been collaboratively constructed involving kura in our Kahui Ako . There are 3 challenges indicated below. As a school we will weave these into our community based strategic plan.

Kāhui Ako ki Whakatū — Strategic Overview 2022-2024

CLIFTON TERRACE SCHOOL
Expanding Horizons

VISION

To collaborate to enhance engagement and achievement for all ākonga/learners in Whakatū, so that our rangatahi/young people have equitable life choices.

VALUES

Whanaungatanga | Relationships
Skilled in building and navigating relational spaces. Eharataku toa i te toa takitahi, engari he toa takitini.

Whakapapa | Sense of Belonging
Living confidently, with affinity to whakapapa and at ease with a growing cultural competence in language, tikanga and identity. Kia tū māia ki runga i a rātou ake ahurea tuakiri.

Whakatoro | Courage
Thinking respectfully and critically about the world and ideas. Whakarongo ki te ao. Mā te rongo ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau, mā te mātau ka ora.

Whakatōmene | Exploration
Articulate and confident in expressing thoughts, feelings and ideas. Ngā kai a te rangatira he kōrero. Me tū rangatira ai.

Ako | Personalised Learning
Kia whāi i te taumata: Achieving qualifications from school and wider life that lead to future options and choice. Whaia te taumata mō te koingatanga hei ara oranga mōhou. Ko te pae tawhiti, whaia kia tata. Ko te pae tata, whakamaua kia tīna

CHALLENGES FOR CHANGE

Mauri Ora	**Culture and Identity**	**Innovative Teaching and Learning**
Ākonga have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish	Ākonga are strong in their culture, identity and sense of belonging	Ākonga are engaged, successful, agentic learners

OUTCOMES

Schools will:

• Ensure ākonga see their identity within the classroom and throughout the school. This is measurable through Rongohia te Hau and NZCER Wellbeing@School data • Enhance collaboration with whānau through dynamic and responsive opportunities for engagement • Re engage ākonga who have less than 80% attendance • Nurture relationships to support transition at ECE & Primary, Primary & Intermediate, and Intermediate & College.	• Develop a localised curriculum to reflect context and tikanga unique to Whakatū and in relation to Aotearoa NZ Histories • Increase fluency for both ākonga and kaiako in Te Reo and Tikanga Māori	• Develop cohesion and consistency in our literacy practice • Develop cohesion and consistency in our assessment practice • Build teacher capability and pedagogical knowledge • Develop the capability of middle leadership

FOCUS / RATIONALE

Wellbeing | Ākonga wellbeing has been identified across the kahui as a particular challenge to address, particularly as it affects ākonga attendance and engagement.

Teacher Capability: Teacher capability in curriculum, pedagogy, and bi-cultural practice has been identified as a focus for change.

Literacy: Literacy has been identified as a common area of focus across the kāhui ako to develop cohesion and consistency in our practice and assessment.

KEY INITIATIVES

- Ako: Critical Contexts for Change- Home, School and Community Collaborations
- Ako: Critical Contexts for Change- Adaptive Expertise Driving Professional Acts
- Ako: Critical Contexts for Change- Cultural Relationships for Responsive Pedagogy

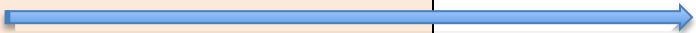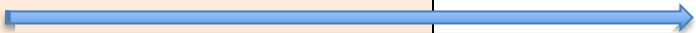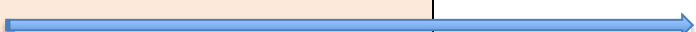|	
• Te Hurihanganui	• Rongohia te Hau
• Ka Hikitia	• Poutama Pounamu Blended e-Learning
• Te Ahu o Te Reo	• DMIC

Clifton Terrace School Strategic Plan 2021 – 2023

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2023		
		2021	**2022**	**2023**
Students' Learning	1. Through embedding the principles of CR4RP across our school all students are able to access *The New Zealand Curriculum*.	• *How well do we know our learners in our kura? What can we improve upon in order to meet the needs of all learners and their style of learning?* • *To further develop Student Agency.* • *To complete implementation of the Digital Technology Curriculum and to integrate this throughout the curriculum for effective use.* (Inplementation Interrupted by Covid) • *To continue our Kahui Ako mahi in the area of maths and in particular Lesson Study.*	• *Does our CTS school curriculum still reflect our learners and their interests and the needs of the community?* • *To further develop the Digital Technology work, purchase a range of tools to support teaching and learning.* • *To Implement **Pr1me** Maths across the kura.* • *To ensure the affect of pedagogical change in maths is positive and reflected in maths capability at all year levels.*	*Rongohia te Hau survey completed in 2022 and analysed.* *Through analysis we are fully aware of the outcomes and implications required to improve and tweak practice. Those things that we need to develop further are focal points.* *Curriculum Refresh requirements need to be met in the areas of mathematics and literacy and NZ Histories. This is to be done in conjunction with the Kahui Ako mahi.* *Pr1me Maths* • *To ensure the maths programme is effective at all levels and achievement continues to be high.* • *To continue to develop change in practice as required.* • *Support the Pr1me programme with supporting resources to build effectiveness.* *Literacy (Reading and Writing) Inquiry* • *To inquire into our practice to ensure staff are consistent and effective practitioners.* • *Junior school are using BSLA.* • *Middle school are engaging in BSLA if an option.*
		• *To strengthen schoolwide systems and processes to ensure robust, dependable achievement*	• *How reliable is our data? How do we know? What tools are used and are these used to extract the best information to inform teachers, learners and whanau?*	

		information (Identified ERO 2019) *(Inplementation Interrupted by Covid)* • *To further develop processes for internal evaluation to better determine the impact of initiatives. (Identified ERO 2019) (Inplementation Interrupted by Covid)*	• *How good are our initiatives? How do we know? What data do we have that they are making a difference to student achievement?*	
Mauri ora, Student Engagement and Transition	1. Through CTS being involved in **Positive Behaviour for Learning**, all people involved in our kura will learn consistent and expected levels of behavior and engagement so that everyone benefits in the teaching and learning programmes.	• *To have in place structures and mechanisms to support the implementation of PB4L.*		What difference is PB4L making? How do we know? Is our use of data a critical factor in this? Ensure that Headstart to School as an effective transition to school programme for NE children that develops rapport and connection with community and ECE. All children who enter the school will have the opportunity to be transitioned Attendance Inquiry. What can we do to improve attendance across the school?
	2. All people associated with our school recognise the importance of hauora (physical, mental and emotional, social and spiritual wellness) and its effect on our self, our friends, school and community.	• *To nurture people's hauora across the school.* • *Thinking outside the square for those children who need other avenues to help learning.* • *If Covid has an impact on teaching and learning and/or across the community, how can we best support the change in teaching and learning.* • *What does our community need that the school can assist with?*	• *Review how we support staff, children and community in order that we get the best outcomes we can for all.*	*Review practices so that hauora stays as a priority across all parts of school.* *(NEW 2023)* *Improve student attendance at CTS through the analysis of 2022 attendance*

12

				data and through responding to identified areas of need.
Manaakitanga. Relationships to Earn Respect	For all stakeholders to show respect for themselves, others and the environment.	• *Embed revised school values (2020).*	• *Do CTS Values meet our needs? Continue to review as necessary.* • *Further embed the school values during the year to ensure that these are living both at school and in the community.*	
		• *PB4L implementation of first year.*	• *PB4L Second year of training. Ensure that PB4L is visible in our school through the use of data and the effective use of practices that support quality relationships and learning opportunities.*	• *PB4L third year of training.*
		• *Student reporting to parents is well-defined for staff, and clear and transparent to parents/caregivers.*	• *Reporting changes come into effect from the start of 2022. These will be evaluated as we move through the year to ascertain reporting effectiveness.*	
		• *Our relationships with whanau are strong.* • *Local stories are used to identify with the local area (PD on teacher only day 2021).*	• *Establish a whanau group from the start of term 1, 2022.*	• *Try again to establish the whanau group.*
			• *Continue to build relationships that are conducive to Māori learning as Māori.*	

School Organisation and Structures	Modernise classrooms as per 10 year plan.
	
	Continually upgrade and beautify environment.
		• *Recarpet Office Block (January 2021) Complete*
		• *Hard Court area (January / March 2021) Complete Sep 2021*
		• *Room 1 and 2 (Block A) March – July 2021) Started Oct 2021*
		
		• *Rooms 8, 9 and 10 (Block B and H) (Late 2021 early 2022)*
		• *Development of old "Top Court" area to make outdoor classroom space.*
			• *Room 1 and 2 redevelopment to be completed in March 2022.*
			• ~~*Library modernisation involving development of deck, North facing windows and improved internal linings, shelving etc. to be designed and hopefully started 2022.*~~
				Due to issues with available funds, the following will now occur in 2023;
				    • *Library modernisation.*
				    • *Health and safety requirements involving the upgrade of sky lights and translucent sheeting across the kura.*
				    • *Accessibility access requirements.*
				These will be lead by our Property Managers, Onus.

		• *Painting across the school as part of paining contract.*	• *External painting will continue across the school as part of the contract with **Programmed Property Services.***	
Finance	To maximise the use and effect of our operations budget, grant applications and sources of funding that will improve outcomes for children and community.	• *Budget effectively.* • *Continue to tap into grant funding through Thea Mickell.* • *Ensure that all resources supplied through government agencies are effectively used.*		

Annual School Improvement Plan 2023

Students' Learning

Strategic Goal: Through embedding the 6 principles of Culturally Responsive Practice (whanau, kaupapa, whakapapa, wananga, ako and mahi ngatahi) across our school all students are able to access *The New Zealand Curriculum*.

Implementation / Action (What we will do in 2023)				Evaluation (How will we know if we are succeeding?)	
Objective:	What specifically do we need to do?	How will we do this and what resources will we use:	By whom? By when?	Outcomes:	Monitoring:
Using the Rongohia Te Hau 2022 data, analyse and develop programmes of work that will lead to improved outcomes for all children	• Analyse the data. • Devise what the plan is to go forward early 2023.	• T4 2022, as a staff and with Renee as facilitator, develop questions to challenge our thoughts, assumptions. What are our findings? *https://docs.google.com/document/d/1oqxgVGRZlNRvL03ALQV69I8ZNoOOQu-Na7-B_8ZrsVk/edit* • T1, 2023 Develop a strategy to support tamariki, staff, community to unpack and understand the RTH outcomes with a focus to improve culturally responsive practice across the kura.	• Staff • Renee Jepson (Poutama Pounamu) • Megan H (WSL) • AST support • Rob	Success for all. Better links with community. Culturally responsive practice is developed further.	Term 1 Data analysed and a plan in place. Success is our theme. Whanau evening used to collect data re What is success? This was collated and shared with community. Success shared in newsletters to reflect our direction. Good feedback.
Maths teaching and the Pr1me Maths Programme ensure that we are enabling all students to reach their true potential.	• T4, 2022 – Develop accurate OTJs to consider the effect of Pr1me Maths. • Use PAT Maths data as a comparison to understand the changes occurring. • Review the maths programme during	• Analyse the data (2022) • Report to BOT 2022. Where to next? • Use the kura data and AOV 2022 from the middle and junior school to consider the new targets. • WSL will support and develop practice across the kura as the year progresses.	• Rob • Megan (WSL) • Staff	• CTS maths programme is based on evidence of success and the needs of our tamariki. • Maths achievement is consistently high and leads on from the successes of 2022. • Teachers enjoy maths and demonstrate this through their teaching and discussions around this area.	PAT data analysed at the end of 2022. Y3 – 6 children completed PAT maths T1 2023. Results are very good. Seniors use the PAT to further define exact areas of need. Found that the areas that are deficient all relate to areas not yet taught in Pr1me. 2023 end of year data will be of interest. Senior school completed small survey regarding Pr1me. Again, results certainly indicate that children are positive about Pr1me.

	the year to ensure it is meeting expectations. • Pr1me is the basis for maths teaching at school. However, effective teaching includes resources and practices that will enable the kura to meet its goal.	• Survey children, staff and community regarding maths including content, attitudes etc. • Resource the programme appropriately and support staff where required. • Maths is part of the Curriculum Refresh to be lead by Janine Higgins (MOE) 2023. This will help guide the practices that we need to have in place to further support teaching and learning.		• Students enjoy maths and this is reflected by their use of maths in everyday situations. • Parents receive clear reporting about the needs and achievement of their child.	
CTS children achieve highly in literacy.	• BSLA is an integral part of our junior school teaching. It is specific and targeted. • BSLA will form a part of the middle school programme where PD can be accessed. • Structured literacy techniques will be used to support those children who have literacy needs across the school. • Writing processes are to be reviewed across the school for 2023 to lift the number of children at the expected level to above.	• Junior school leader will ensure that all junior staff are using BSLA and following the new Literacy Vision implemented in 2022. • If possible, the middle school will receive PD using BSLA. • Programmes will be in place to support structured literacy i.e. STEPs, Lexia etc. • Literacy is part of the Curriculum Refresh to be lead by Janine Higgins (MOE) 2023. This will help guide the practices that we need to have in place to further support teaching and learning. • An opportunity to develop literacy involving ERO.	• James Hebberd • Junior School Staff • All other staff • LSAs • SENCo • LSC • Janine Higgins • Jacqueline Woods (ERO) • WSL (Megan H)	• Consistent processes across the school. • High rates of achievement • The science of reading is understood and used to improve teaching methods and outcomes for all.	An issue with the middle school BSLA practices was identified leading to some PD and further resources purchased to improve programme further in the school.

All teachers use te reo me ōna tikanga naturally.	Continue using Wai Ako as a way of; 1. Improving te reo for Kaiako 2. Improving outcomes for tamariki Ensure that the Māori LTP is utilised across the school.	• Subscribe to Wai Ako • Regular reflections through staff meetings. • A unit is provided to give support to the teacher in charge to lead this mahi. • Staff reminded about the LTP on teacher only day. • Teachers follow this plan to ensure children get a wealth of te reo.	• Amanda • Rob All staff	• Teachers show competence to use te reo everyday. • Children are responding to te reo in te reo. • Local stories are part of our teaching and learning.	
To continue to identify children who need further support to meet expectations across the curriculum.	• Identify children under achieving, develop programmes of support, resource appropriately, employ appropriate staff and evaluate programmes to ensure effectiveness.	• Through Learning Support Group late in 2022, identify children who will need support for Term 1, 2023 and beyond. • Employ appropriate teacher aides to support teaching and learning ready to start on 7 Feb 2023. • Resource the needs with appropriate programmes • Review programmes and participants termly as appropriate.	• Learning Support • LSC • SENCO • Teaching staff • LSAs • Rob	• Careful analysis will identify fewer children underachieving across the curriculum. • Teachers will have effective time to teach by being supported by support staff.	Learning support meeting 8/3 indicated that we have a vast number of p[practices and programmes in place for our tamariki. Further resourcing will be required over the year.
To further develop processes for internal evaluation to better determine the impact of initiatives. (Identified ERO 2019) Interpretation of above: Are the initiatives that we put in place working? How do we know?	• Regular conversations by the SENCO with those implementing programmes to ensure; • Resourcing is adequate • Opportunities to succeed are in place. • The right support staff are in place with the right skills.	• SENCO will drive this as part of her role. • Regular meetings with support staff either as a team or individuals depending on what works best for the situation. • SENCO will have a strong working relationship with LSC	• SENCO • LSC • Principal • Teacher Aides • Other staff who are included in IEPs etc.	• Efficient use of resourcing. • Effective outcomes for learners. • Constant review and evaluation of programmes.	

17

	• Data is gathered to support the intervention. • Evaluation is continuous.			

Mauri Ora, Student Engagement and Transition

Strategic Goals:

1. All people associated with our school recognise the importance of hauora (physical. mental and emotional, social and spiritual wellness) and its effect on our self, our friends, school and community.
2. Through CTS being involved in *Positive Behaviour for Learning*, all people involved in our kura will learn consistent and expected levels of behavior and engagement so that everyone benefits in the teaching and learning programmes.
3. Ensure our environment is a place reflecting the qualities of physical, mental, emotional, social and spiritual wellbeing.

Implementation / Action (What we will do in 2023)				Evaluation (How will we know if we are succeeding?)	
Objective:	What specifically do we need to do?	How will we do this and what resources will we use:	By whom? By when?	Outcomes:	Monitoring:
To ensure effective rapport is built with all people in the kura so that they may expand their horizons fully To improve the loss of some connection with community due to Covid interruptions	Use strategies to build knowledge about each person in the school e.g. Rongohia te hau, Headstart, surveys, welcome videos etc.	• Use Rongohia te Hau data to identify areas of need that will support engagement and connection to school. • Welcome to CTS video and support people available for new tamariki to the kura. • Headstart transition to school programme will enable a closer link between parents /caregivers, and staff. Headstart is to run twice a term for 5 weeks each.	• WSL Term 1 • Rob • Staff • Senior school students (2022) • Rob • NE teachers	Through building improved rapport, teachers are better able to meet needs of individuals. Headstart provides opportunities to form connections with parents and caregivers and their children creating a positive start place for all.	
What effect is *Positive Behaviour for Learning* having on the school and how do we know?	Use our collected data to identify problem areas, problem behaviours, possible perpetrators of poor behaviour and any victims of behaviours exhibited.	• Use the new eTap PB4L App to gather data that is more accurate and timely. • What behaviour(s) are occurring that require intervention? See Rongohia te Hau data for behaviour examples. • Is there a need for education around parenting to support them regarding positive parenting?	• All staff to gather data • Meghan J and Rob – data analysis. • Community feedback. • Community involvement.	Data involving behaviour is transparent and easily understood. Behaviour incidences are reducing. Connection with parents where behaviour is an issue with a child at school is proactive and effective.	

19

To embrace all cultures in our kura so that they may flourish through rich connections. (Taken over from 2022 as this was not actioned due to Covid)	Embrace, share and experience the many different cultures at CTS.	During two assemblies every term, a cultural aspect will be added to the event. This will celebrate the people across our school and the rich cultural aspects that they bring with them.	• The Student Leaders are to organise the assemblies after approaching groups and asking for their support.	Increased understanding of others and their cultures. Children embracing their identity	
To ensure students are attending school regularly to obtain the best opportunities that CTS can offer.	Early in Term 1, 2023, analyse the 2022 attendance data looking for trends and anomalies leading to a lack of student attendance. Attendance needs to rise to meet the MOE expectations.	Principal to analyse data in February 2023. From the analysis, develop a plan to ensure that identified students are supported to be at school. This may include supporting parents, creating spaces at school to allow for transition to school daily, supporting students with kai, etc	• Rob and leadership team. • Staff • Parents and whanau • Agencies	High attendance across the year groups and ethnic groups. Improved engagement in learning. Students excited about their schooling experience, social networks and life in general	

Manaakitanga - Relationships To Earn Respect

Strategic Goal:	For all stakeholders to show respect for themselves, others and the environment.

Implementation / Action (What we will do in 2023)				Evaluation (How will we know if we are succeeding?)	
Objective:	What specifically do we need to do?	How will we do this and what resources will we use:	By whom? By when?	Outcomes:	Monitoring
To improve all connections with family and whanau.	What ensures that we have effective communication and rapport with family and whanau?	• Teacher only day conversation regarding what we need to do to improve our connection with family and whanau. • Opportunities for family and whanau to be at school. • Māori unit holder to be responsible for whanau consultation meetings	All staff all the time. Whanau evening early Feb Māori unit holder Principal	A "no surprise" culture. Confidence in what we do as a school. An understanding that children are at the centre and for us to do this effectively we must have effective communication and rapport with family and whanau.	
As part of PB4L, review the RISE values.	Ensure that the values are 'lived' not only at school but also by our community. Survey the community.	• Our values are everywhere. They are spoken about, they are used in our day to day programmes, featured on communications e.g. BoT Reports, newsletters etc. • Survey the community in term 2 investigating the effectiveness with tamariki, whanau and dealing with everyday situations.	All staff Meghan J. as PB4L lead teacher.	Our values are an effective device that can be used in all situations to support achievement, social competencies etc.	
To further elevate our community presence through updating the uniform and advertising the things we do as a school.	Update the school uniform to increase the level of pride shown by tamariki and whanau	• Through the consultation with community at the end of 2022/23 make decisions about changes required. • Involve media to support the happenings here at CTS.	All staff	Higher profile in Nelson. Sustained role numbers. Respected school name.	

21

To resume the Covid impacted environmental practices that our school is known for.	What is a Green-Gold Enviroschool? What makes CTS one of these? Review as a school the environmental practices that we use eg olive oil, waste reduction, gardening etc. What does this mean to our children, our community, our wider world.	• A school focus at the start of the year around Ko wai tātou? Who are we? What makes us an environmental school? What practices need to be used regularly to make this	All staff Leonora to re-establish olive oil production. Senior School Student Leaders	The use and respect for the environment is reflected through students and community.	

Junior Syndicate Target 2023: Literacy

> **Annual objective:**
>
> **To provide all tamariki with a high-quality literacy programme that reflects the emerging body of research that supports a structured literacy approach.**

Baseline data from 2022:

Our data indicates that we have 30 students in our syndicate who are receiving extra support in literacy learning.

By delivering a structured literacy approach we are hoping to see a positive shift in the achievement of all tamariki.

What	Resources:	Who and When	Indicators of progress (outcomes)	Outputs	Monitoring
Deliver a quality literacy programme reflecting a structured literacy approach across the entire JS in 2023.	STEPS Our CTS Junior Literacy Vision. Research Continue to seek new research to support our developing practise. MOE resources - Phonics Plus - MOE assessment schedule. Continue to engage with Literacy PD as and when it is available. • Structured literacy • Liz Kane	Syndicate Leader All junior syndicate teachers. Terms 1 – 4 LSA – working across the JS.	All Tamariki are exposed to and make progress within a literacy programme that reflects a structured literacy approach. All summative assessment data is standardised and shared across the JS. This data is to be used to plan next learning steps. Flexible support is implemented quickly to support tamariki who are identified as needing extra support.	Junior syndicate teachers will implement a structured literacy approach to early literacy learning. Effective use of achievement data shared across the syndicate to help identify tamariki who are not making expected progress. High-quality support will be put in place for these tamariki to facilitate equitable learning outcomes.	Termly review and reflection at syndicate meetings.
Evaluation:	**Termly review against our objective – reporting to the Principal and the BOT**				
Review:	**End of year review to evaluate the impact of this objective.**				

Middle Syndicate Target 2023: Reading

> **Annual objective:** *All students who were below the standard in reading at the end of the 2022 year will make accelerated progress to be at the standard by the end of 2023.*

Baseline Data: 2022

Year 2 57 students	5 students Well Below (9%)	7 students Below (12%)	24 students At (42%)	21 students Above (37%)
	21% Overall W Below or Below		**79% Overall At or Above**	
Year 3 51 students	5 students Well Below (10%)	3 students Below (6%)	16 students At (31%)	27 students Above (53%)
	16% Overall W Below or Below		**84% Overall At or Above**	

Possibilities for Students being Below expected level:

The Junior school has been using BSLA, which may have put students back initially.

Attendance over the last two years has been low for some of these students.

We have inherited students from other schools.

Analysis of some assessments (STAR, Running Records) show that students' understanding of vocabulary can be limited.

Some students coming through appear to have lower oral language skills.

Targets:

- All students who were Well Below or Below in reading at the end of the 2022 year will increase by at least one stanine in the STAR reading assessment and/or the PAT Reading Vocabulary and/or PAT Reading Comprehension assessment (Year 4 only) OR progress through 3 levels on the colour wheel.
- All students who were At in reading at the end of the year will increase by at least one stanine in the STAR reading assessment and/or the PAT Reading Vocabulary. (Year 4 only)

What	Resources:	Who and When	Indicators of progress (outcomes)	Outputs	Monitoring

Assess students to identify next learning steps.	STAR Assessment PAT Reading Vocab PAT Reading Comprehension Running Record asTTle Reading	Teachers Term 1 Term 4 Termly x2 - Target students Amanda - on a course	Students to improve by at least one stanine OR Students to move up at least 3 reading levels on the colour wheel.		
Use of online programmes	Lexia Learning Matters STEPS	Teachers LSA	Students progress through levels - are at expected levels for their age group		
Guided Lessons - daily for target students	School Journals Junior Readers Comprehension cards - boxed set	Teachers	Students are able to discuss texts, answer questions, make connections etc.		
Independent tasks that build on skills being developed.	Use a range of activities Create resources for specific learning needs.	Teachers LSA Daily	Students are able to complete a range of activities, striving to do their best.		
Use The Reading Comprehension Book to focus on the range of comprehension skills	Cameron/Dempsey reading book	Teachers Daily	Students know the different strategies and how to apply them in their reading.		
Oral Language / Retelling	New resource that Amanda is going to trial	Amanda Weekly	Students gain confidence when sharing stories, using a range of vocabulary to enhance their storytelling.		
BSLA for the Middle Syndicate	Research what PD we can do as a syndicate	Amanda			
Evaluation:	**Termly reporting against each of the goals and evaluation of impact is completed for SLT and the Board.**				
Review:	**Spread and share what is working well and tweak or stop what isn't.**				

Key Improvement Strategies

What is hindering these students' learning in reading? After analysing our data we will have a better idea of what we need to make our focus. E.g. The STAR or PAT assessments may show a specific area for us to focus on, i e . vocabulary, making connections, phonics etc.

Below are strategies and practices we could use.

- *Reading 1 hour at least 4x a week - deliberate acts of teaching (guided reading, range of independent tasks to build reading strategies), poetry, library, Lexia, sustained silent reading, shared book*
- *Sheena Cameron / Louise Dempsey - Reading Comprehension Strategies / Oral Language*
- *Digital Technologies used to help with engagement*
- *Reading across the curriculum - look for opportunities to build in extra reading, especially during topic based learning and maths.*
- *Some teachers may take Accelerated Learning in Reading groups*
- *All teachers use the same assessments - Running Records, PAT Vocab / Comprehension, STAR, asTTle Reading ?*
- *Conversations at syndicate meetings about what we are doing, share ideas*
- *Explore the use of mixed ability grouping for some reading activities to develop comprehension and interest for reading*
- *Use of the library and Sarah - Maybe have a Middles LitQuiz Group*
- *Involve whānau through Seesaw (activities, posts, sharing of reading focus for the week). Share ideas on how they could help at home.*
- *Share specific learning on Seesaw - photos of completed work, video of students explaining their learning.*
- *Trial a range of ideas - book club, use of Epic Reading online, reading log, Top 20 Children's Books, Word of the Day. etc.*

Senior Syndicate Target 2022: Maths

Annual objective: *All students who were below the standard in maths at the end of the 2022 year will make accelerated progress, to close the gap, or to be at the standard, by the end of 2023.*

Baseline data

Year 5

Well Below	Below	At	Above	Total
				0
				0
				0
				0
	14% (7)	78% (39)	8% (4)	50
				0
				0
	14% 7	78% 39	8% 4	50

Year 6

Well Below	Below	At	Above	Total
				0
				0
				0
				0
				0
	14% (5)	72% (26)	14% (5)	36
				0
	13.9% 5	72.2% 26	13.9% 5	36

One student leaving at end of 2022

Target Children:

	Year 5	Year 6
Room 6	1 child	1 child
Room 7		4 children
Room 10	5 children	

What	Resources:	Who and When	Indicators of progress (outcomes)	Outputs	Monitoring
Numeracy: Teaching following the PR1ME Maths philosophy and resource.	PR1ME Maths Teaching Resource Rich Tasks	All teachers throughout the year	PAT Maths Y5/6 (T1 & T4) PR1ME Reviews PR1ME Summative		
Assess students to identify levels and the next learning steps.	PR1ME Reviews PR1ME Summative PAT results	Teachers of children who have been identified in the target group will look at the data collected to establish the next learning steps.			
Collate the engagement for maths and lift this if required.	Questionnaire for students	Classroom teachers Syndicate will create a google form at the beginning of term 1	Questionnaire Tm 1,2,3,4		
Upskill on how to use PAT results more efficiently.	PAT PD	Term 1: All teachers will look at how PAT results can give formative assessment including the use of scale scores and areas of weaknesses.	Teachers will use this information to inform their teaching. Tm 1		
Better liaison with support teacher.		Chris will meet with Wendy once a fortnight to discuss programmes in the classroom and how target learning can work alongside this.	Work carried out by the support teacher will support work in the classroom.		
Raise the engagement of students by planning and implementing an authentic programme to raise money for the endowment plan. Children will look into budgets, projected sales and profit margins.	Banquer - online banking programme PR1ME - money	All staff to plan and implement.	Term 3 Has this programme engaged children?	Children will sell products made.	
Evaluation:	**Termly reporting against each of the goals and evaluation of impact is completed for SLT and the Board.**				
Review:	**Spread and share what is working well and tweak or stop what isn't.**				

Whole School Target – Student Attendance

Annual objective:

Baseline data: Analysis of school wide attendance data…

Analysis of attendance data in 2022 indicated that we are below the MOE expectations of attendance based on a 2024 MOE Target. Although it is believed that Covid had a part to play in this data, it is important that we endeavour to get children back into school where at all possible. Children not at school regularly do not get consistency of teaching and miss crucial learning steps leading to learning and sometimes behavioural difficulties.

Targets:

- To have higher attendance than the 2024 MOE attendance expectations by the end of 2023.

- The following is the MOE attendance target.

Measure	MOE 2024 Target
Percentage of akōnga attending school **regularly** (attending more than 90%, an average of 9 days a fortnight)	70%
Percentage of akōnga attending school **Irregularly** (attending more than 80% and up to 90%). *NB: This section is not officially one of the MOE targets but has been included for CTS.*	19%
Percentage of akōnga who are **moderately absent** (attending more than 70% up to 80%, missing two to three days a fortnight)	6%
Percentage of akōnga who are **chronically absent** (attending 70% or less, missing three or more days a fortnight)	5%

What	Resources:	Who and When	Indicators of progress (outcomes)	Ouputs	Monitoring
Analyse 2022 data to ascertain where we currently fit according to the MOE 2024 Target.	eTap	Principal, early 2023.	Analysis completed and a plan made.		

Monitor Term 1 2023. What groups (if any) are highlighted and need to be followed up. Māori whanau are over represented in attendance data. Is this the same at CTS?	eTap data Newsletter for sharing our success re attendance	Staff Principal Māori whanau consultation	Attendance is a known focus for our family and whanau and understand its importance.		
Connection with family and whanau re when a child 's attendance has been identified as slipping.	Staff Agencies	Staff to conduct weekly check to note any concerns and to make contact if need be.	Improved attendance.		
Share our school attendance regularly.	eTap data.	Newsletters termly	Improved attendance.		
Re-evaluate school processes to track students attendance.	Ensure staff know how to access data efficiently. Discuss student concerns at syndicate meetings.	Teaching staff weekly Syndicates Office staff	Improved attendance		
Evaluate termly what is working.	Staff Syndicate meetings	Staff termly	Improved attendance		
What agency can we utilise better?	Initiate contact with Mike Foster at our local attendance service to ascertain other effective ways to proceed. Collaborate with other kura to share effective practice.	Mike Foster Kahui Ako kura	Improved attendance		

Evaluation:	**Termly reporting against each of the goals and evaluation of impact is completed for SLT and the Board.**
Review:	**Spread and share what is working well and tweak or stop what isn't.**