

# Clifton Terrace School Strategic Plan 2024 – 25

## Vision Statement:

Our Vision is to expand the horizons of all who are connected with our kura. It is expected that akonga will be;

- Adventurous Learners,
- Competent Communicators and
- Respectful Citizens.







## Summary of the information used to develop this plan/How did you create this plan




The Clifton Terrace School Board of Trustees have used both formal and informal means to gather data and information in order to have a clear understanding of what it is that community would like our school to focus upon. During 2023, the board have done the following;

- Hard copy questionnaires
- Using Survey Monkey
- School or community events
- Local sports games
- Kōrero at the school gate
- Parent/teacher meetings
- Messages on SeeSaw
- Email newsletters

<p><b>Strategic Goals</b> <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b> <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Links to Education requirements</b> <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p><b>What do you expect to see?</b> <i>What is the anticipated result of successful completion of your Objectives - at the end of 2025.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p><b>How will we achieve or make progress towards our strategic goals?</b> <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7e, 7(f)</p>	<p><b>How will you measure success?</b> <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p><b>Goal 1: Meeting Needs</b> <i>Meeting the needs of everyone at Clifton Terrace is paramount. Our ability to cater for people needs flexibility as situations change.</i></p> <p><i>Areas of focus are;</i></p> <ul style="list-style-type: none"> <li>• Ngā Kawatau me ngā Tūmanakotanga o Te Taihū is a guiding document that supports the aspirations of the 8 iwi of Te Taihū o Te Waka Māui.</li> </ul>	<p>The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination</p>	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their 1whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<ul style="list-style-type: none"> <li>• Through the implementation of Ngā Kawatau we will address inequities to ensure we meet the needs of our tamariki.</li> <li>• Transition programmes meet the needs of all students both entering and leaving the kura.</li> <li>• Te kura o CTS has effective relationships with ECE to determine needs and to put in place resourcing prior to a child starting at CTS.</li> </ul>	<ul style="list-style-type: none"> <li>• We will develop effective partnerships with iwi through effective</li> <li>• Complete Rongohia te Hau during Term 2, 2024. What are the next steps required?</li> <li>• Groups identified as having under-achieved are targeted within our school learning support model, are effectively catered for and make improved progress</li> </ul>	<p>The 4 pou of Ngā Kawatau are evident across the kura. Please refer to <a href="https://images.prod.ngatikuiia.iwi.nz/Nga_Kawatau_me_nga_Tumanakotanga_o_Te_Taihū_FINAL_370dbcff58.pdf">https://images.prod.ngatikuiia.iwi.nz/Nga_Kawatau_me_nga_Tumanakotanga_o_Te_Taihū_FINAL_370dbcff58.pdf</a></p> <p>The 3 progressions under each pou will be our guide as to our success. We hope as a school to be at Māui-Mohio by the end of 2025.</p> <p>Rongohia te Hau data (2024) shows positive growth in relation to Ngā Kawatau 4 pou (see above). Comparisons between the data collected 2018, 20, 22 and 2024 are shared with Renee Jepson and next steps devised with staff. Success measured by positive change against Ngā Kawatau pou.</p>

<ul style="list-style-type: none"> <li>All children have a strong sense of cultural identity and pride in their heritage.</li> <li>Transition programmes meet the needs of students.</li> <li>LSC has effective relationships with ECE to determine needs and to put in place resourcing prior to a child starting at CTS.</li> <li>Resourcing is effectively budgeted for.</li> <li>The learning support team actively participates in discussions around the needs of incoming students AND those who have already transitioned to school.</li> <li>All staff are provided with professional development that enables them to meet learners needs particularly in neurodiversity, trauma etc.</li> <li>Staff are supported in their wellbeing to be able to deliver the very best programmes.</li> </ul>		<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>		<ul style="list-style-type: none"> <li>Resourcing is effectively budgeted for.</li> <li>The learning support team actively participates in discussions around the needs of incoming students AND those who have already transitioned to school.</li> <li>All staff are provided with professional development that enables them to meet learners needs.</li> <li>Staff are supported in their wellbeing to be able to deliver the very best programmes.</li> </ul>		<ul style="list-style-type: none"> <li>All teachers plan knowing children and in particular identified children, must have explicit teaching.</li> <li>Learning Support Coordinator, teachers and LSAs where applicable have effective relationships with ECE and contributing schools to support identified children with transition to and from CTS.</li> <li>The annual budget reflects the need for quality teaching and learning opportunities.</li> <li>Through the Professional Growth Cycle, staff needs are identified and appropriate professional development undertaken.</li> </ul>	<p>Transitions between ECE and school, and school and intermediate are effective i.e. low or no anxiety, positive levels of engagement with whanau.</p> <p>Children entering or leaving CTS do so seamlessly in order to have learning continuity.</p> <p>Groups and/or individuals who are under achieving are identified AND are improving their outcomes in line with expectations.</p> <p>Any child entering or leaving our kura is well supported to continue learning at their level.</p> <p>Expenditure is within budget and reflects our goals.</p> <p>As a staff we are committed to learning about the brain and the effects that environmental influences have upon it. Staff are required to attend Trauma workshop 30 Jan 2024.</p> <p>All staff follow the Professional Growth Cycle which focusses on improvement and development of teaching and learning. The PGC will involve a focus on their own hauora/well-being.</p>
<p><b>Goal 2: Implementing Effective Pedagogy</b></p> <p><i>What we teach and how we teach must be based on research and effective pedagogy.</i></p> <p><i>Areas of focus are;</i></p> <ul style="list-style-type: none"> <li>Programmes implemented i.e. <ul style="list-style-type: none"> <li>Accelerating Learning in Literacy (ALL)</li> <li>BSLA</li> <li>Pr1me Maths</li> <li>Health Curriculum</li> <li>Refreshed curriculum</li> <li>PB4L</li> </ul> </li> </ul>	<p>2b. Giving effect to its obligations in relation to— (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and (ii) teaching and learning programmes; and (iii) monitoring and reporting students' progress;</p>	<p>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.</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p>		<p>High levels of competence and confidence in curriculum understanding by staff leading to exciting and effective teaching.</p> <p>Tamariki experience high levels of achievement across the whole school and curriculum.</p> <p>Happy and engaged tamariki.</p> <p>Structured literacy will ensure all children have access to the best possible practices to ensure the best possible outcomes.</p> <p>Structured maths through Pr1me will ensure all children have essential foundation skills that develop through their time at CTS ensuring high levels of success.</p>		<p>Teaching staff implement the refreshed curriculum according to its 'roll out'.</p> <p>All teaching staff will be trained and use a structured literacy approach to reading.</p> <p>ALL professional development to further develop our writing for 2024/25 to lift writing achievement across the kura.</p> <p>All staff will use Pr1me Maths.</p> <p>The school will employ a Speech/Language Therapist (Part time) to support oral language development.</p> <p>Our community will be clearly communicated to regarding the draft health curriculum content for 2024 - 25. Clear consultation will take place. From the consultation process discussions, a curriculum will be put together.</p> <p>As a school we will focus on and give quality time to our 4 pillars (Meeting Needs, Implementing</p>	<p>Literacy achievement (reading, writing and oral language) improves further across the school.</p> <p>Mathematics levels of achievement are high.</p> <p>Our children continue to do well in maths after they leave our kura. Seek information from Nelson Intermediate as to how our children continue in maths.</p> <p>Teachers are positive about their teaching competence and this is reflected in the children's outcomes of enjoyment and achievement across the curriculum. This will also relate back to each teacher's PGC.</p> <p>Children's oral language is not a barrier to learning. Children identified and supported by Speech Language Therapist employed by school. LSC identifies children and their needs as they enter school.</p>

<p>have a sound research base to support their implementation.</p> <ul style="list-style-type: none"> <li>The whole curriculum is valued.</li> <li>Professional development is available to implement all new initiatives and as necessary to support staff as required.</li> <li>Time is available to implement new initiatives.</li> <li>Budgeting allows for effective implementation.</li> </ul>		<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		<p>Through effective professional development particularly in literacy, language and mathematics but also right across the curriculum, all teachers will be competent and share the love of the refreshed curriculum.</p> <p>Emphasis on effective practice reflected in budgeting.</p>		<p>Effective Pedagogy, Student Achievement and CTS Property) ensuring our foci outcomes are maximised.</p>	<p>Our health curriculum reflects our community's wishes and expectations.</p> <p>The school budget remains flexible to meet the needs of this strategic plan.</p>
<p><b>Goal 3: Student Achievement</b>  <i>All children will reach their potential through having their needs met, effective pedagogy implemented by teachers and having staff who are resilient and have a passion for teaching.</i></p> <p><i>Areas of focus are;</i></p> <ul style="list-style-type: none"> <li>Our students are tracked constantly through careful assessment.</li> <li>Our learning support team reflects constantly on the needs of tamariki across the school.</li> <li>The expectation is for children at CTS to at least meet the expected level of achievement.</li> <li>The school aims to have increased numbers of children achieving above expectation.</li> <li>We understand there is a strong correlation between attendance and achievement.</li> <li>Reporting is effective and consistent.</li> </ul>	<p>1a; every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>1diii; achieving equitable outcomes for Māori students.</p> <p>2b; give effect to its obligations in relation to—  (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and  ii) teaching and learning programmes; and  (iii) monitoring and reporting students' progress.</p>	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>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</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>		<p>High levels of achievement across the school.</p> <p>Tamariki needs are met through careful analysis of data and awareness of learning styles.</p> <p>High levels of attendance across the school.</p>		<p>New LSC staff member and SENCo lead our learning support team to ensure the right processes are in place to capture need, and to put in place practices that support effective teaching and learning.</p> <p>Work collaboratively with Tapitomata Attendance Service to further improve attendance across the kura.</p> <p>Through consultation and the use of good practice review our reporting procedures over the year.</p> <p>Teachers will have an effective understanding of diversity, brain development etc. and how this can affect outcomes for tamariki.</p>	<p>The Learning Support team works effectively to identify need, find and implement appropriate supports and have these supports and resources put in place for maximum benefit leading to increased success.</p> <p>Attendance at CTS across the school improves to meet MOE expectations.</p> <p>Achievement is high across the school.</p> <p>Reporting procedures are fit for purpose and provide parents/caregivers the information they need to understand their child's success.</p> <p>Trauma and neurodiversity are a feature of our school professional development mahi so there is increased consistency across staff for children to have success.</p>

<p><b>Goal 4: CTS Property Reflects our Vision and Values.</b>  <i>Our school property effectively supports teaching and learning opportunities for all.</i></p> <p><i>Areas of focus are;</i></p> <ul style="list-style-type: none"> <li>• The library and accessibility developments (2023/24) are completed.</li> <li>• The outdoor classroom development is completed (2024).</li> <li>• Pump track is completed (2023/24)</li> <li>• New 5YA/10YPP is established and implemented for 2024 and beyond.</li> <li>• Our vision and values are visually observable both symbolically and throughout the environment.</li> </ul>	<p>1(b) the school (i) is a physically and emotionally safe place for all students and staff.</p>	<p>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.</p>		<p>Physical resources that support effective practices to further improve educational outcomes.</p> <p>An attractive setting offering opportunity for all.</p>		<p>Improvements to property are visionary and provide opportunity for children to truly expand their horizons in multiple ways.</p> <p>Through the library development and appointment of a new librarian, we reflect the 'value' we place on the library so tamariki understand its importance and educational value.</p> <p>Examples like the pump track/MTB are used to improve teaching and learning across the curriculum.</p> <p>Our school property reflects our vision and values through signage, cultural representations, effective budgetting etc. to ensure all users of the grounds expand their horizons in some way.</p>		<p>Effective teaching and learning spaces meet code expectations.</p> <p>Resourcing reflects and meets the needs in the kura.</p> <p>Rooms reflect their educational purpose.</p> <p>Accessibility is achieved across the kura for all.</p> <p>The 'outdoor classroom' concept is developed through our contracted landscape architect and the physical aspects of this completed during 2024 /25.</p> <p>The new 5YA/10YPP will enable further development of teaching and learning spaces.</p>
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