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

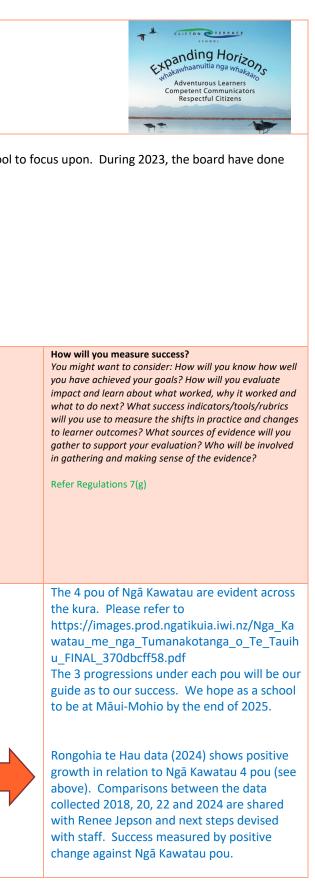
The Clifton Terrace School Board of Trustees have used both formal and informal means to gather data and information in order to have a clear understanding of what it is that community would like our school to focus upon. During 2023, the board have done the following;

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

Strategic Goals 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. Refer Regulations 7(1)(b)	Which Board Primary Objective does this strategic goal work towards meeting? These are set out in Section 127 of the Education and Training Act 2020. Refer Regulations 7(1)(b)	Links to Education requirements This includes National Education Learning Priorities, education strategies or plans and curriculum statements. Refer Regulations 7(d)	 What do you expect to see? What is the anticipated result of successful completion of your Objectives - at the end of 2025. What evidence will you see of this? 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? Refer Regulations 7(g) 	How will we achieve or make progress towards our strategic goals? 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. These must be based on the identities, needs and aspirations of your school community. 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. Refer Regulations 7€, 7(f)	
Goal 1: Meeting Needs Meeting the needs of everyone at Clifton Terrace is paramount. Our ability to cater for people needs flexibility as situations change. Areas of focus are; Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu is a guiding document that supports the aspirations of the 8 iwi	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	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. 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	 Through the implementation of Ngā Kawatau we will address inequities to ensure we meet the needs of our tamariki. Transition programmes meet the needs of all students both entering and leaving the kura. Te kura o CTS has effective relationships with ECE to determine needs and to put in place resourcing prior to a 	 We will develop effective partnerships with iwi through effective Complete Rongohia te Hau during Term 2, 2024. What are the next steps required? Groups identified as having under-achieved are targeted within our school learning support model, are effectively catered for and make improved progress 	



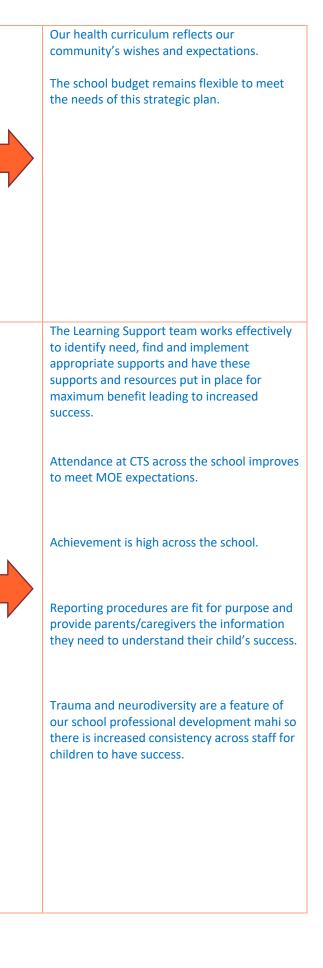
SCHOOL Expanding Horizons



 All children have a strong sense of cultural identity and pride in their heritage. Transition programmes meet the needs of students. LSC has effective relationships with ECE to determine needs and to put in place resourcing prior to a child starting at CTS. Resourcing is effectively budgeted for. The learning support team actively participates in discussions around the needs of incoming students AND those who have already transitioned to school. All staff are provided with professional development that enables them to meet learners needs particularly in neurodiversity, trauma etc. Staff are supported in their wellbeing to be able to deliver the 		Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	 Resourcing is effectively budgeted for. The learning support team actively participates in discussions around the needs of incoming students AND those who have already transitioned to school. All staff are provided with professional development that enables them to meet learners needs. Staff are supported in their wellbeing to be able to deliver the very best programmes. 	 All teachers plan knowing children and in particular identified children, must have explicit teaching. 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. The annual budget reflects the need for quality teaching and learning opportunities. Through the Professional Growth Cycle, staff needs are identified and appropriate professional development undertaken.
very best programmes. Goal 2: Implementing Effective Pedagogy What we teach and how we teach must be based on research and effective pedagogy. Areas of focus are; • Programmes implemented i.e. • Accelerating Learning in Literacy (ALL) • BSLA • Pr1me Maths • Health Curriculum • Refreshed curriculum • PB4L	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;	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. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy.	 High levels of competence and confidence in curriculum understanding by staff leading to exciting and effective teaching. Tamariki experience high levels of achievement across the whole school and curriculum. Happy and engaged tamariki. Structured literacy will ensure all children have access to the best possible practices to ensure the best possible outcomes. Structured maths through <i>Pr1me</i> will ensure all children have essential foundation skills that develop through their time at CTS ensuring high levels of success. 	 Teaching staff implement the refreshed curriculum according to its 'roll out'. All teaching staff will be trained and use a structured literacy approach to reading. ALL professional development to further develop our writing for 2024/25 to lift writing achievement across the kura. All staff will use Pr1me Maths. The school will employ a Speech/Language Therapist (Part time) to support oral language development. 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. As a school we will focus on and give quality time to our 4 pillars (Meeting Needs, Implementing



 have a sound research base to support their implementation. The whole curriculum is valued. Professional development is available to implement all new initiatives and as necessary to support staff as required. Time is available to implement new initiatives. Budgeting allows for effective implementation. 		Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	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. Emphasis on effective practice reflected in budgeting.	Effective Pedagogy, Student Achievement and CTS Property) ensuring our foci outcomes are maximised.	
 Goal 3: Student Achievement 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. Areas of focus are; Our students are tracked constantly through careful assessment. Our learning support team reflects constantly on the needs of tamariki across the school. The expectation is for children at CTS to at least meet the expected level of achievement. The school aims to have increased numbers of children achieving above expectation. We understand there is a strong correlation between attendance and achievement. 	 1a; every student at the school is able to attain their highest possible standard in educational achievement; 1diii; achieving equitable outcomes for Māori students. 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. 	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 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 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy	High levels of achievement across the school. Tamariki needs are met through careful analysis of data and awareness of learning styles. High levels of attendance across the school.	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. Work collaboratively with Tapitomata Attendance Service to further improve attendance across the kura. Through consultation and the use of good practice review our reporting procedures over the year. Teachers will have an effective understanding of diversity, brain development etc. and how this can affect outcomes for tamariki.	



Goal 4: CTS Property	1(b) the school	Have high aspirations for		Physical resources that support	Improvements to property are visionary and
Reflects our Vision and	(i) is a physically and	every learner/ākonga, and		effective practices to further	provide opportunity for children to truly expand
/alues.	emotionally safe place for	support these by		improve educational outcomes.	their horizons in multiple ways.
Dur school property	all students and staff.	partnering with their			
effectively supports		whānau and communities	,	An attractive setting offering	
eaching and learning		to design and deliver		opportunity for all.	Through the library development and
opportunities for all.		education that responds to			appointment of a new librarian, we reflect the
		their needs, and sustains			'value' we place on the library so tamariki
Areas of focus are;		their identities, languages			understand its importance and educational value
 The library and 		and cultures.			
accessibility					Examples like the pump track/MTB are used to
developments					improve teaching and learning across the
(2023/24) are					curriculum.
completed.					
 The outdoor 					Our school property reflects our vision and value
classroom					through signage, cultural representations,
development is					effective budgetting etc. to ensure all users of the
completed (2024).					grounds expand their horizons in some way.
 Pump track is 					
completed (2023/24)					
New 5YA/10YPP is					
established and					
implemented for 2024					
and beyond.					
 Our vision and values 					
are visually observable					
both symbolically and					
throughout the					
environment.					



Effective teaching and learning spaces meet code expectations.

Resourcing reflects and meets the needs in the kura.

Rooms reflect their educational purpose.

Accessibility is achieved across the kura for all.

The 'outdoor classroom' concept is developed through our contracted landscape architect and the physical aspects of this completed during 2024 /25.

The new 5YA/10YPP will enable further development of teaching and learning spaces.