

Annual Implementation Plan: Clifton Terrace School

Summary of the plan

Clifton Terrace is a well-resourced school. We have quality staff who utilise effective practices to ensure tamariki are free to succeed. As our vision states we “expand horizons” and as I explain to new families as they come in to see what it is that CTS offers, we never get to the horizon and so learning never finishes and there is always more to learn. This is why our focus over the next 2 years is to tweak our practice so that we can have our tamariki fly like the godwits on our vision poster.

There is mahi to be done. We will work to meet our Te Tiriti o Waitangi obligations and we intend to complete mahi around Ngā Kawatau me ngā Tūmanokotanga o Te Taihū (The Aspirations and Expectations of Te Taihū).

We will continue on our path around effective pedagogy ensuring we give our tamariki every opportunity to be successful. We will ensure that the decisions we make around pedagogy are based on research and ensure that we are fully informed of student achievement so that we can share this with you our family and whanau.

We will continue to provide opportunity. Meeting the curriculum is one thing but preparing children for a diverse future where children truly expand their horizons is another. Our R.I.S.E. values are precious and allow for children to excel in all facets of life. We need to continue living by these so that as our children fly from the safety of CTS, they are ready and enabled to be great!

Where we are currently at:

Attendance

The issue of Covid changed attendance at school. The anxiety shown by some family and whanau regarding being at school when Covid was about, the support of family and whanau to keep children away from school when sick, the decision to travel to see family members overseas who they hadn't seen for long periods due to Covid, the decision to Home School etc. are all contributors to a change in attendance patterns. The school has made a conscious decision to get children back at school. Our 2023 data is up and down. Terms 1 and 4 attendance was relatively high and generally met with the expectation of the BoT target. However, Terms 2 and 3 was different. This was due mainly to travel and increased sickness during winter.

Achievement

Achievement is high at Clifton Terrace School. We are a forward-thinking school which looks at what is happening nationally in order to reflect upon whether we are part of the problem indicated in data particularly around literacy and numeracy. We are proud to be using effective methods that are showing strong achievement. We are also proud to be able to tweak practice where this is needed.

During 2024, it will be essential that we continue to do the following;

1. Employ a speech language therapist to ensure we are meeting the speech needs entering and already enrolled in our kura.
2. Continue with effective practices in maths. Using Pr1me as our base for effective maths teaching is essential. Maths programmes need to remain flexible to ensure that we effectively meet needs.
3. BSLA (a structured literacy approach) will enable essential baseline learning for our tamariki. Our move to this practice is showing positive effect. It is essential that we ensure that staff are provided with professional development to support this approach.
4. Writing achievement is slightly lower than we would have expected it to be in 2023. We have applied to be part of the Accelerated Learning in Literacy (ALL) professional development in 2024 and are hopeful that by looking at this that we can improve our writing achievement further.

Achievement is not limited to the areas shown above, however. Our children at Clifton Terrace believe in expanding their horizons. Expanding horizons is about every area of their lives and we hope to ensure that through a diverse curriculum and amazing resources that we can support them to make amazing success.

Property

The current 5 Year Property Agreement (5YA) with the MOE is in its final stages and the result will be a refreshed library space.

Work is already happening for the next 5YA and the importance will be on ensuring all our upgrades meet MOE expectations. Of utmost importance is ensuring all spaces are quality and that they meet our expectations around teaching and learning.

We also have 2 other projects (pump track/MTB and outdoor classroom concept). These will support teaching and learning as well as providing opportunity to learn in different ways based on children's interests.

[Regulation 9\(1\)\(e\)](#)

How will our targets and actions give effect to Te Tiriti o Waitangi:

Ngā Kawatau Tūmanokotanga o Te Taihū (The aspirations and Expectations of Te Taihū) has been gifted to schools. It describes the aspirations of the 8 iwi in the Top of the South rohe. This is our 'umbrella' document which will give purpose to Te Tiriti o Waitangi.

[Regulation 9\(1\)\(g\)](#)

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Strategic 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.				
Annual Target/Goal: We have high expectations for all to succeed through having effective processes and strategies in place to enable success. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? <i>Regulation 9(1)(d)</i>				
Expectations of success are that our kura; <ul style="list-style-type: none"> Has strong and effective implementation of Ngā Kawatau Tūmanakotanga o Te Taihira (The aspirations and Expectations of Te Taihira). Makes strong and effective connections to family and whānau entering and exiting our kura to ensure successful pathways in education. Understand the brain and the environmental effects upon it. Has high levels of achievement across the curriculum. 				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Establish our current position using the matrix re Ngā Kawatau Tūmanakotanga o Te Taihira. Explore the aspects indicated as requiring mahi and implement change. Complete Rongohia Te Hau 2024 to review our progress.	Kaiako Iwi	Lead teacher to analyse the need. Time at staff meetings to support professional growth of all staff. Iwi connection and support. Rongohia Te Hau – Renee Jepson	Throughout 2024 Staff meetings Term 2	The 4 pou of Ngā Kawatau are evident across the kura. Please refer to https://images.prod.ngatikuaia.iwi.nz/Nga_Kawatau_me_nga_Tumanakotanga_o_Te_Taihira_FINAL_370dbcff58.pdf 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. Rongohia Te Hau indicates the progress achieved and the next steps required.
Review the transitions which occur both in and out of CTS. What is successful? Where are the gaps particularly as tamariki leave our kura in Year 6. Design an exit survey for children as they leave (whether Year 6 or any time a child leaves the kura)	Rob Senior leaders All staff	'Time' to investigate other kura and the way they transition from ECE to school. What is successful and why? Use buses to take Year 6 tamariki to Nelson Intermediate to see the school in action i.e. Kapa Haka, bands etc to remove perceived anxieties. Bring Nelson Intermediate to CTS more often. Design a survey to gather information	Term 1 – 4 Term 2 – 3 Term 1	No child's needs are a surprise whether for a teacher as the child enters CTS or for a teacher as a child enters a new/next school. Year 6 children as they leave to enter new kura have low to no anxiety about what will happen next. Exit surveys are valuable insights into next steps.

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<p>LSC data collected 2023, indicated high levels of trauma in kura across the Kahui Ako. Consistency within and across schools is essential. Trauma professional development across the kura is necessary.</p>	<p>Principal Mike Ness (MOE) Jenn Arai (Te Whatu Ora) Lynda Sammon (LSC)</p>	<p>MOE resourcing to run Trauma Informed Practice (30 Jan 2024) professional development across the kahui. The T.I.P. development will involve other sessions to provide support for family/whanau.</p>	<p>Term 1 - 3</p>	<p>Trauma informed practice is understood and used by all staff. T.I.P. is used across the kura so children are consistently supported leading to more positive outcomes.</p>
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Strategic Goal 2: Implementing Effective Pedagogy <i>What we teach and how we teach must be based on research and effective pedagogy.</i> Regulation 9(1)(a)				
Annual Target/Goal: What we teach and how we teach is supported by evidence based pedagogy to ensure high levels of student achievement. Regulation 9(1)(a)				
What do we expect to see by the end of the year?				
Expectations of success are that our kura; <ul style="list-style-type: none"> Has high levels of achievement across the curriculum but particularly maths, reading and writing. Prides itself on its ability to deliver a balanced curriculum. Regulation 9(1)(d)				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Structured literacy is an essential part of teaching reading and is used in the junior and middle areas of the kura to ensure improved achievement.	James Heberd Amanda Hall Rob Wemyss	New books to support the programme. Professional development when and where required to ensure all staff are up-to-date.	Review fully in term 1 to ensure resourcing is adequate. Terms 2 – 3 monitor and review. Term 4 review for following year.	Achievement levels in reading are high.
A structured maths programme, Pr1me, is used across the school	Megan Howard Rob Wemyss Senior leaders	Pr1me programme. Professional development when and where necessary. Surveys completed with children, staff and community to gather information regarding the success of the programme.	Term 2 - 4	Data regarding the maths programme has high levels of; <ol style="list-style-type: none"> Student success Students enjoying the programme. Teachers understanding fully the content of the maths curriculum. Teachers enjoying teaching maths. Parents seeing their children having success. Parents feeling assured they know their child's level of achievement.
The biennial health curriculum review will occur to ensure that the CTS Health Curriculum reflects fully the wishes of the CTS community.	Health Curriculum Team.	Health resources to support reasoning.	Term 2	Our Health Curriculum is embraced by most if not all. Parents understand our reasoning and the content but also know that they have options regarding their children's attendance at various teaching sessions.
The school enters into the MOE ALL (Accelerated Learning in Literacy) professional development to improve writing achievement across the kura.	All staff	MOE professional Development	Terms 1 - 4	Writing practices are consistent across the kura with an emphasis on students identified as underachieving in writing. Student achievement is improved.
Refreshed Curriculum	All staff	MOE professional support. MOE provided teacher only days. Staff meeting allocation.	Terms 1 - 4	The refreshed curriculum will be evident in the day-to-day activities, events and achievement which occur daily across the school.

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Further develop PB4L tier 2	Pb4L Leadership Team All Staff	Resourcing to support professional development MOE Support	Terms 1 - 4	Behaviour across every area of the kura is supported by consistent behavioural practice
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Strategic Goal 3: Student Achievement <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>				
<i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Children are at school, teachers are using effective practices, children are learning and parents are informed.				
<i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year?				
Expectations of success are that our kura; <ul style="list-style-type: none"> • Has high attendance rates • Uses the best possible teaching practices • Has high levels of academic success • Reports effectively to parents/whanau and caregivers so that there are no surprises. 				
<i>Regulation 9(1)(d)</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Explain to parents and whanau the importance of regular attendance at school. Why aren't tamariki attending school? Are there significant barriers. Ensure there are opportunities for success in many different ways to encourage attendance	Rob Staff Tapitomata Attendance Service	Tapitomata Attendance Service. Budget availability to ensure options are available to identified children. Time to talk to family and whanau about barriers and a chance to make change. Our resources reflect the need and the interests of our tamariki i.e. music, sports, dynamic programmes etc.	Terms 1 - 4	Attendance will be high across the kura. Attendance and achievement will improve.
Reinforce good practice i.e. BSLA, Pr1me Maths, Accelerated Learning in Literacy (ALL)	Staff	Funding for teachers to be released to complete appropriate professional development. Staff meeting opportunities to ensure effective professional development is in place and shared.	Terms 1 - 4	Teachers know and share consistent quality practice. Achievement in all areas is high and this flows across all other curriculum areas.
Does our reporting format inform our parents/whanau and caregivers sufficiently well that they are not surprised by anything that is told to them? Survey parents/whanau and caregivers re the reporting process and how they think it could be improved.	Rob	Survey community as to what they want/need. Use eTap as a possible answer to effective and timely reporting.	Terms 2 - 3	Survey responses will inform our next steps. eTap to provide a reporting model using input data from teachers.

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Strategic Goal 4: CTS Property Reflects our Vision and Values. <i>Our school property effectively supports teaching and learning opportunities for all.</i> Regulation 9(1)(a)				
Annual Target/Goal: CTS property is kept up-to-date, tidy and reflective of high quality practices and opportunity. Regulation 9(1)(a)				
What do we expect to see by the end of the year? Regulation 9(1)(d)				
Expectations of success are that our kura; <ul style="list-style-type: none"> Has a quality library resource used to its full potential. Has different options as 'vehicles' for learning. Works with the MOE to get the best outcomes for our physical spaces. Reflects our vision and values fully. 				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
The library development will be completed and the new librarian can take the initiative with the new space, make it her own and develop the library back into a quality learning space which reflects our value on books.	Librarian Support teacher Staff	Budget to support the purchase of new books. PD support for the new librarian to support her development.	Terms 1 - 4	A well-used library that supports literacy for all students across the school and is open to our community before and after school. High levels of book use. Children's enjoyment reflected in the library space.
We will work closely with MOE to develop a new 10YPP to ensure that the best outcomes are obtained for CTS.	Rob CTS BOT Property Support Company MOE	Allocated MOE resourcing	Term 4 2023 onwards	A 10YPP that reflects our vision and values and the needs of the school in order to support tamariki.
What 'vehicles' have we got or what can we develop that improve non-conventional school resources that will improve outcomes for tamariki i.e. MTB track, outdoor classroom space, etc.	CTS BOT Rob Community	Grant funding Legacy funding Community labour	Term 1	Tamariki learning through a possible alternative curriculum, having positive outcomes and enjoyment, and learning that takes them further through using more of an inquiry approach.