



Our Strategic Plan 2023- 2025

Mā whero mā pango kia oti te mahi-

When we work together, we will be successful

Purpose	Empowering	Connected	Lifelong Learners
Aims	Activate students' joy for learning	Cultivate a collective responsibility for our school's future	Collaborate to achieve the best educational outcomes for students
Initiatives	<ul style="list-style-type: none"> • Ensure ākongā are empowered learners • Implement CPS Local Curriculum that inspires ākongā desire for learning • Develop a leadership pathway to grow capacity for all ākongā • Visionary and courageous leadership to ensure ākongā have high aspirations and outcomes 	<ul style="list-style-type: none"> • Embed positive behaviour for learning • Strengthen connections with iwi to build culturally responsive practice • Nurture reciprocal relationships with our community that provide a diverse voice to grow the school 	<ul style="list-style-type: none"> • Strengthen and embed our collaborative pedagogy (practice of teaching) • Use data effectively to raise achievement • Kaiako to share their learnings on how best to teach in a collaborative environment
Success	Empowered confident learners	Our community/whānau are invested in our school	Ākongā and kaiako will develop their own unique learning pathway



The Statement of National Education and Learning Priorities (NELP)

The objectives and priorities in the NELP that apply to all schools and kura are:

OBJECTIVE 1: LEARNERS AT THE CENTRE

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

OBJECTIVE 2: BARRIER-FREE ACCESS

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

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

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

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Te Rūnanga o Toa Rangatira

Pātaka Toa

[Education and Employment Strategy 2022-2026](#)

Annual Plan 2022-25

Goal 1: Activate students' joy for learning	
Ensure students are empowered learners	Measures: OTJs, Mid-Year Review, Teacher Obs NELP: 1, 2, 4
Key Actions	Success Outcome
Create shared understanding of progressions across the school and explicitly discuss with ākonga how and when they are making progress.	Students can articulate their learning journey
Kaiako reflect on collaborative practice through their Professional Growth Cycle and make improvements to cater to student needs & hauora/wellbeing	Māori and Pacific learners/ākonga outcomes are enhanced through systematic and sustained school processes, practices and actions.
Create an environment where students want to attend school	Outcomes for learners with diverse needs are enhanced through systematic and sustained school processes, practices and actions. Attendance data increases
Implement CPS Curriculum that inspires students desire for learning	Measures: Mid-Year Review, Teacher observations & feedback NELP: 2, 5, 6
Key Actions	Success Outcome
Upskill kaiako to implement NZC refresh.	Teacher reflections show increased confidence and capabilities to implement Te Mataiaho
Implement CPSC that integrates all learning areas, including Te Reo, Tikanga Māori, significant historical events (local area and Aotearoa) and supports Māori learners to achieve success with a strong, secure sense of their cultural identity.	LC supports and guides students to have agency over their learning Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity.
Develop a leadership pathway to grow capacity for all students	Measures: PB4L SET assessment, Teacher observations, Mid-Year Review NELP: 2, 4, 1
Key Actions	Success Outcome
Identify and teach leadership skills for age groups- Yr 1-5	A range of leadership roles and progressions are identified for Yrs 1-5.
KiVa lessons are taught that build leadership capability to help ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Students will understand what leadership is and how to display these qualities.

	A range of leadership roles and progressions are initiated for Yrs 1-5
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Visionary and courageous leadership to ensure ākongā have high aspirations and outcomes	Measures: Mid Year Review, PGC discussions <u>NELP</u>: 6, 1
Key Actions	Success Outcome
Laura Snowden facilitates leadership development for school leaders to create and sustain a culture of relational trust, ongoing, capacity building and a culturally-responsive approach.	Leaders in the school are able to show increase in confidence and capability as leaders The school has sustainable, high levels of professional capability across the staff and collective capacity to continually improve outcomes for all learners
Foster opportunities for leadership across kaiako and ākongā	Staff can identify actions that have supported and guided them Staff can identify actions that have supported and guided students

Goal 2: Cultivate a collective responsibility for our school's future	
Embed positive behaviour for Learning	Measures: PB4L SET assessment, Kahui Ako wellbeing survey <u>NELP</u>: 1, 3
Key Actions	Success Outcome
Embed new Behaviour Matrix	Students and staff have a consistent understanding of expectations
Wellbeing model for school is implemented	All kaiako and tamariki can articulate what the model is, how it is used and the impact on well-being.
Implement Hauora Conversations for staff	Behaviours, areas and times are identified and actions put in place for continuous safety improvement
Behaviour data is used to eliminate racism, stigma, bullying and any form of discrimination.	

Strengthen connections with iwi and build culturally responsive practice	Measures: PAT Te Reo assessment, Anecdotal observations NELP: 2, 3, 5
Key Actions	Success Outcome
Empower and support whānau groups to collect their voice- 'holistic approach to education'	Increase the%of whānau that attend the meeting
Develop a progression of te reo and understanding of tikanga across the school	Increase in the use of Te Reo across the kura and ākonga and kaiako understanding of Tikanga
Maintain and strengthen relationship with local Iwi	Community consultation & Communication/Engagement Plan developed

Nurture reciprocal relationships with our community that provide a diverse voice to grow the school	Measures: Community Survey, Increase % of whānau attending school events NELP: 3, 7, 1
Key Actions	Success Outcome
Develop a coherent Engagement and Communications strategy to ensure we engage all key stakeholders and build connections	A diverse range of voice from the wider community is collected
Actively seek feedback from identified groups in the community	Community consultation & Communication/Engagement Plan developed Increased % of whānau satisfaction with CPS Learners consistently demonstrate a strong sense of belonging and connection to the school

Goal 3: Collaborate to achieve to the best educational outcomes for students	
Strengthen and embed our collaborative pedagogy	Measures: Collaborative Rubric, Teacher reflections NELP: 2, 4
Key Actions	Success Outcome
Embed and refine the Spirals of Inquiry & Professional Growth Cycle	Teachers reflect on practice and make improvements to cater to student needs
Provide support to enable teachers to collaborate effectively	There will be a shared vision and consistency of expectations for collaborative teaching and learning

Staff to share inquiries with each other to transfer knowledge	Teachers are consistently using effective teaching strategies and practices in adaptive ways to promote equitable and excellent learner outcomes
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Analysis and interpret student data effectively to raise achievement	Measures: Teacher observations, Collaborative Rubric NELP: 6, 2
Key Actions	Success Outcome
Develop effective processes for collecting and analysing student achievement data.	Students can identify their next learning step and explain why
Students able to articulate their learning journey	Teachers have a shared understanding of assessment and why/when to use it
Ensure equitable access to learning opportunities	Build staff capacity through professional development on data literacy and interpretation. Learners are effectively supported and have agency in their learning

Kaiako to share their learnings on how to best teach in a collaborative environment	Measures: Collaborative Rubric NELP: 3,4,6
Key Actions	Success Outcome
Staff collaborate and share successes that improve student outcomes and reduce teacher workload.	Teachers show a shift in progress on the collaboration rubric
Embed collaborative ways of Teaching and Learning at CPS	A shared understanding of collaboration across the school Thornburg spaces are in place and used correctly

Student Achievement

2025 Target for Reading is 90% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

- Students in each year level have been targeted to make accelerated progress in this curriculum area

2025 Target for Writing is 87% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

- Students in each year level have been targeted to make accelerated progress in this curriculum area

2025 Target for Maths is 90% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

- Students in each year level have been targeted to make accelerated progress in this curriculum area

Strategic Plan 2023-2025 Measures

Initiatives	Goal 1: Activate students' joy for learning			
	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Ensure students are empowered learners	Term 1 School wide data & OTJs	Mid Year School wide data & OTJs	End of Year School wide data & OTJs	Students can articulate their learning journey
	Attendance data T1	Attendance data T2	Attendance data T4	Percentage of students regularly attending school increases
Implement our new Local Curriculum that inspires students for learning	Teacher observations	Teacher observations	Teacher observations	Outcomes for learners with diverse needs are enhanced through systematic and sustained school processes, practices and actions.
	School wide Assessments		School wide Assessments	
Develop a leadership pathway to grow capacity for all students	Teacher observations	Teacher observations	Teacher observations	Students can show they understand what leadership is and how to display these qualities.
	Student voice	Student voice	Student voice	
Visionary and courageous leadership to ensure ākonga have high aspirations and outcomes	Leaders (kaiako & ākonga) voice		Leaders (kaiako & ākonga) voice	Leaders in the school are able to show increase in confidence and capability as leaders
	Unit Leaders action plans	Unit leaders meeting with principal	Unit Leaders board reports	

Initiatives	Goal 2: Cultivate a collective responsibility for our school's future			
	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Embed positive behaviour for Learning	SET Assessment	SET Assessment	SET Assessment	Students and staff have a consistent understanding of expectations
	KA wellbeing survey		KA wellbeing survey	
Strengthen connections with iwi to build culturally responsive practice	PAT Te Reo	Community Survey	PAT Te Reo	Community consultation & Communication/Engagement Plan developed
	Poutama Reo & Ka Hikitia		Poutama Reo & Ka Hikitia	

Nurture reciprocal relationships with our community that provide a diverse voice to grow the school	Strategic Plan Consultation	Community Survey	Strategic Plan Consultation	Community consultation & Communication/Engagement Plan developed
	Number of whānau attending school events	Number of whānau attending school events	Number of whānau attending school events	

Initiatives	Goal 3: Collaborate to achieve to the best educational outcomes for students			
	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Strengthen and embed our collaborative pedagogy (practice of teaching)	Collaborative Rubric- Hubs Teacher reflections- PGC	Collaborative Rubric- Hubs Teacher reflections-PGC	Collaborative Rubric- Hubs Teacher reflections-PGC	A shared vision and consistency of expectations for collaborative teaching and learning
Analysis and interpret student data effectively to raise achievement	School wide data	School wide data	School wide data	Students can identify their next learning step and explain why
Teaching staff to share their learnings on how best to teach in a collaborative environment	Collaborative rubric- Hubs	Collaborative Rubric- Hubs	Collaborative Rubric- Hubs	Teachers show a shift in progress on the collaboration rubric

Statement of Variance 2024

STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 1:

2024 Target for Reading is 85 % or more of students at Churton Park School will achieve at or above the relevant curriculum level.

- Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been improving since 2022 as been between 80- 83%

KEY IMPROVEMENT STRATEGIES:

- Quick 60 programme
- Literacy PLD
- Close monitoring of targeted students
- Phonics programme
- ELL teacher
- Book Clubs
- Chapter Chats
- 1:1 reading with ELL/target students
- Building oral language
- Interest reading groups
- Integrated reading across curriculum
- Inference workshops
- Collaboration - teacher in a coaching role
- Regular monitoring meetings/professional discussions re progress of students
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Language Experiences including Learning Through Play
- Identifying books that are personalised to interests for targeted students

- RTLit applications for students with needs

Results

Whole School: 85% Achieved or Above

Māori: 88% Achieved or Above

Pasifika: 71.5% Achieved or Above

Asian: 87.2% Achieved or Above

Male: 87.4% Achieved or Above

Female: 83% Achieved or Above

Variance

- Ramifications of COVID and the ongoing disruptions
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes
- Phonics awareness inconsistent across the school
- Parents not having time to support at home
- Increase in learners with dyslexia

Next Steps

- Structured Literacy PLD- Liz Kane
- Moderation and consistency of teacher judgements
- Increased days for ELL teacher
- Continue with school-wide phonics programme
- Continue with Quick 60 programme
- Local curriculum implementation
- Close monitoring of targeted students
- Use collaborative teaching practices to enhance reading programme
- Regularly review and clarify reading/writing progressions in new curriculum
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Teacher training to learn how to target dyslexic pupils' needs
- Personalised programmes for identified students

STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 2:

2024 Target for Writing is 80 % or more of students at Churton Park School will achieve at or above the relevant curriculum level.

- Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been improving since 2023 as been between 72-78%

KEY IMPROVEMENT STRATEGIES:

- Quick 60 programme
- Literacy PLD
- Close monitoring of targeted students
- Targeted ELL teacher
- ICT to support learners
- Fine motor skill development
- Targeted phonics groups
- Collaboration - teacher in a coaching role
- Small accelerated writing groups
- Experience based writing activities
- Integrated across curriculum areas
- Oral language focus
- Writing PLD and resources
- Regular monitoring meetings/professional discussions re progress of students
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Language Experiences including Learning Through Play
- Giving choice in writing, as well as personalising writing topics for students

Results

Whole School:78 % Achieved or Above

Māori: 73% Achieved or Above

Pasifika: 43% Achieved or Above

Asian: 87% Achieved or Above

Male: 75.4% Achieved or Above

Female: 80.3% Achieved or Above

Variance

- Ramifications of COVID and the ongoing disruptions
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes
- Phonics awareness inconsistent across the school
- Increase in learners with dyslexia

Next Steps

- Structured Literacy PLD- Liz Kane
- Moderation and consistency of teacher judgements
- Increased days for ELL teacher
- Continue school-wide phonics programme
- Continue Quick 60 programme
- Local curriculum implementation
- Close monitoring of targeted students
- Targeted phonics groups
- Small accelerated writing groups
- Experience and authentic based writing activities
- Research best practice for assessing writing
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Provide language experiences through Learning Through Play
- Personalised programmes for identified students

STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 3:

2024 Target for Maths is 85 % or more of students at Churton Park School will achieve at or above the relevant curriculum level.

- Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been improving since 2022 as been between 81- 83%

KEY IMPROVEMENT STRATEGIES:

- Identified gaps in student knowledge and developed targeted maths lessons, closely monitored their progress
- Used the maths norms to build capabilities and the growth mindset
- Math mindset and rich tasks
- Collaboration - teacher in a coaching role
- Using equipment to make maths visual
- One-to-one work with a teacher aide to develop a sense of number
- Differentiated maths writing - pictures, word, numbers, symbols
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Making maths more engaging
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees

Results

Whole School: 85.5 % Achieved or Above

Māori: 79% Achieved or Above

Pasifika: 50% Achieved or Above

Asian: 89% Achieved or Above

Male: 85.5% Achieved or Above

Female: 80% Achieved or Above

● **Next Steps**

- Maths No Problem
- New curriculum
- Local curriculum implementation
- Identify the gaps and develop targeted maths lessons, closely monitor student progress
- Use the maths norms to build capabilities and growth mindset

Variance

- Ramifications of COVID and the ongoing disruptions
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes

- Use equipment to make maths visual
- Curriculum team to provide consistency of practice
- Use teacher aide time to support identified students
- Differentiated maths writing - pictures, word, numbers, symbols
- Continue to clarify maths progressions
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with the Board of Trustees