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	- Ensure students are empowered learners - Implement our new Local Curriculum that inspires students desire for learning - Develop a leadership pathway to grow capacity for all students - Visionary and courageous leadership to ensure ākonga have high aspirations and outcomes	- 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	- Strengthen and embed our collaborative pedagogy (practice of teaching) - Enhance student led learning - Teaching staff 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	Ākonga 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 2023-25

Goal 1: Activate students' joy for learning			
Ensure students are empowered learners	**Measures: OTJs, Mid-Year Review, Teacher Obs** <u>NELP:</u> 1, 2, 4		
Key Actions	Resources	Timeframe	Success Outcome
Create shared understanding of progressions across the school and explicitly discuss with ākonga how and when they are making progress.	PLD with Murray The Literacy Learning Progressions NZC	Term 4	Students can articulate their learning journey Māori and Pacific learners/ākonga outcomes are enhanced through systematic and sustained school processes, practices and actions. Outcomes for learners with diverse needs are enhanced through systematic and sustained school processes, practices and actions.
Kaiako reflect on practice through their Spiral of Inquiry and make improvements to cater to student needs	Timetabled CRT Staff meetings SoD Termly check in	Term 1	
Staff work collaboratively to contribute positively to the hauora/wellbeing and whanaungatanga of students and staff	Hauora team Budget- $3000 Whānau Day	Term 1	

Implement CPS Curriculum that inspires students desire for learning	Measures: Mid-Year Review, Teacher observations & feedback <u>NELP:</u> 2, 5, 6		
Key Actions	Resources	Timeframe	Success Outcome
Upskill kaiako to implement NZC refresh.	Ministry resources Teacher Only Days x 2	Ongoing	Teacher reflections show increased confidence and capabilities to implement Te Mataiaho 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.
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 Booklet Staff meeting Hub Meetings	Term 2/3	
CPSC is reviewed, with particular focus on feedback realising the aspirations of all learners (Māori whānau, hapū, iwi and parents, families and community)	Staff meeting	Term 1 2025	

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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	Resources	Timeframe	Success Outcome
Identify and teach leadership skills for age groups- Yr 1-5	Staff meeting Monday Values Kiva lessons Key Competencies	Term 3	A range of leadership roles and progressions are identified for Yrs 1-5. Students will understand what leadership is and how to display these qualities.
KiVa lessons are taught that build leadership capability to help ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Kiva lessons Kiva survey data	Term 2	A range of leadership roles and progressions are initiated for Yrs 1-5

Visionary and courageous leadership to ensure ākonga have high aspirations and outcomes	Measures: Mid Year Review, PGC discussions NELP: 6, 1		
Key Actions	Resources	Timeframe	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.	Budget for 2024 sessions Readings	Term 1	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 Staff can identify actions that have supported and guided them Staff can identify actions that have supported and guided students
Foster opportunities for leadership across kaiako and ākonga	PLD Readings	Term 1	

Goal 2: Cultivate a collective responsibility for our school's future			
Embed positive behaviour for Learning	**Measures: PB4L SET assessment, Kahui Ako wellbeing survey** **NELP: 1, 3**		
Key Actions	Resources	Timeframe	Success Outcome
Embed new Behaviour Matrix	Staff meeting PB4L meetings SET data KiVa Survey	Term 2	Students and staff have a consistent understanding of expectations All kaiako and tamariki can articulate what the model is, how it is used and the impact on well-being. Behaviours, areas and times are identified and actions put in place for continuous safety improvement
Wellbeing model for school is implemented	Meeting time Draft model Iwi consultation	Term 2	
Implement Hauora Conversations for staff	Release x4 days a year	Terms 1 & 3	
Behaviour data is used to eliminate racism, stigma, bullying and any form of discrimination.	KiVa lessons Matrix PB4L meetings	Term 1	

Strengthen connections with iwi and build culturally responsive practice	**Measures: PAT Te Reo assessment, Anecdotal observations** **NELP: 2, 3, 5**		
Key Actions	Resources	Timeframe	Success Outcome
Empower and support whānau groups to collect their voice- 'holistic approach to education'	Whānau evening Budget	Term 3	Increase the%of whānau that attend the meeting Increase in the use of Te Reo across the kura and ākonga and kaiako understanding of Tikanga Community consultation & Communication/Engagement Plan developed
Develop a progression of te reo and understanding of tikanga across the school	Kahui Ako NZC	Term 3	
Maintain and strengthen relationship with local Iwi	Time	Term 1	

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	Resources	Timeframe	Success Outcome

| Develop a coherent Engagement and Communications strategy to ensure we engage all key stakeholders and build connections | Time | Term 3 | A diverse range of voice from the wider community is collected |
| Actively seek feedback from identified groups in the community | Health consultation Whanau evening Community survey Budget (Kai) | On-going all year | 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	Resources	Timeframe	Success Outcome
Embed and refine the Spirals of Inquiry	Team CRT days Connecting meetings Hub meeting Readings	On-going	Teachers reflect on practice and make improvements to cater to student needs
Provide support to enable teachers to collaborate effectively	Ang V coaching Hub meeting Time Teacher only days CPS ways	Term 1	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	Sharing of Spirals during Connecting time	Term 1	Teachers are consistently using effective teaching strategies and practices in adaptive ways to promote equitable and excellent learner outcomes

Enhance UDL approach to learning	**Measures: Teacher observations, Collaborative Rubric** **NELP: 6, 2**		
Key Actions	Resources	Timeframe	Success Outcome
Develop shared understanding of UDL	Connecting time	Term 3	Students can identify their next learning step and explain why
Students able to articulate their learning journey	Time for moderating across curriculum and OTJs	Term 4	Teachers have a shared understanding of assessment and why/when to use it

	Data analysis		Learners are effectively supported and have agency in their learning
Ensure equitable access to learning opportunities	Connecting time IEPs release Target students - doc and actions ELL - teacher	Term 1	

Kaiako to share their learnings on how to best teach in a collaborative environment	Measures: Collaborative Rubric NELP: 3,4,6		
Key Actions	Resources	Timeframe	Success Outcome
Staff collaborate and share successes that improve student outcomes and reduce teacher workload.	Opportunities to share /learn best practise Staff only day Connecting meeting Ang V sessions	Term 1	Teachers show a shift in progress on the collaboration rubric A share understanding of collaboration across the school
Embed collaborative ways of Teaching and Learning at CPS	Opportunities to share /learn best practise Staff only day Connecting meeting Ang V sessions		

Student Achievement
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
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
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

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
Implement our new Local Curriculum that inspires students for learning	Teacher observations Poutama Reo & Ka Hikitia	Teacher observations Poutama Reo & Ka Hikitia	Teacher observations Poutama Reo & Ka Hikitia	Teachers and students show that LC supports and guides students to have agency over their learning
Develop a leadership pathway to grow capacity for all students	Teacher observations Student voice	Teacher observations Student voice	Teacher observations Student voice	Students can show they understand what leadership is and how to display these qualities.

Visionary and courageous leadership to ensure ākonga have high aspirations and outcomes				Leaders and staff can identify actions that have supported and guided students

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 KA wellbeing survey	SET Assessment	SET Assessment KA wellbeing survey	Students and staff have a consistent understanding of expectations
Strengthen connections with iwi to build culturally responsive practice	PAT Te Reo Poutama Reo & Ka Hikitia	Community Survey	PAT Te Reo Poutama Reo & Ka Hikitia	Community consultation & Communication/Engagement Plan developed
Nurture reciprocal relationships with our community that provide a diverse voice to grow the school	Poutama Reo & Ka Hikitia Number of whānau attending school events	Community Survey Number of whānau attending school events	Poutama Reo & Ka Hikitia Number of whānau attending school events	Community consultation & Communication/Engagement Plan developed

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
Enhance UDL approach to learning	Teacher observations Student voice	Teacher observations Student voice	Teacher observations Student voice	Students can identify their next learning step and explain why
Teaching staff to share their learnings on how best to teach in a collaborative	Collaborative rubric- Hubs	Collaborative Rubric- Hubs	Collaborative Rubric- Hubs	Teachers show a shift in progress on the collaboration rubric

Roadmap 2023-25

Goals	2023				2024				2025				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Activate students' joy for learning	**Ensure students are empowered learners**												Empowered Confident Learners
	Explicitly discuss with students how and when they are making progress and understand when and how they are empowered				Create shared understanding of progressions across the school and explicitly discuss with tamariki how and when they are making progress.			Explicitly discuss with students how and when they are making progress and understand when and how they are empowered					
	Staff contribute to the hauora of students and staff	Teachers reflect on practice through their spiral of inquiry and make improvements to cater to student needs			Staff contribute to the hauora of students and staff				Staff contribute to the hauora of students and staff				
					Teachers reflect on practice through their spiral of inquiry and make improvements to cater to student needs				Teachers reflect on practice through their spiral of inquiry and make improvements to cater to student needs				
	Develop a leadership pathway to grow capacity for all students												
	Develop/create leadership pathway for	Identify opportunit			Identify and teach leadership skills for age				Identify opportunities, Implement, Review				

Goals	2023				2024				2025				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
	tamariki		ies, Implement, Review impact		groups- Yr 1-5				impact				
	Visionary and courageous leadership to ensure ākonga have high aspirations and outcomes												
	Leadership work with facilitator				Leadership work with facilitator								
	Implement our new Local Curriculum that inspires students desire for learning												
		Review refreshed Curriculum	Design how RC will be delivered	Build deliver mechanism	Adopt LC- Build deliver mechanism	Test new LC: Is it working?					Review, design, build, test, redesign		
Cultivate a collective responsibility for our school's future	**Embed positive behaviour for Learning**												Our Community/ Whānau are invested in the school
	Well Being model	Tracking behaviour data		SET Testing	Well Being model		SET Testing					SET Testing	
	Hauora Conversations (HC)		Hauora Conversations (HC)		Embed new Behaviour Matrix		Review HC					Review Matrix	
					Behaviour data is used to eliminate racism, stigma, bullying and any form of discrimination.				Behaviour data is used to eliminate racism, stigma, bullying and any form of discrimination.				
	Strengthen connections with iwi to build culturally responsive practice												
							Develop a progression of te reo and understanding to tikanga across the school						
	Kahui Ako- Te Ati Awa Capability building PLD				Kahui Ako- Te Ati Awa Capability building PLD								

Goals	2023				2024				2025				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
						Empower and support Whānau groups to collect their voice- 'holistic approach to education'							
	Nurture reciprocal relationships with our community that provide a diverse voice to grow the school												
	Design & build engaged & comms plan	Engage/ Build relationship with Ngāti Toa			Design & build engaged & comms plan	Engage/ Build relationship with Ngāti Toa			Review & redesign engaged & comms plan				
Collaborate to achieve to the best educational outcomes for students	Strengthen and embed our collaborative pedagogy (practice of teaching)												Ākonga and kaiako will develop their own Unique Learning Pathway
	Spirals of inquiry	Sharing good practice			Embed and refine the spirals of inquiry		Sharing good practice			Sharing good practice			
		Understand staff perspectives on Collaborative teaching and learning			Provide support to enable teachers to collaborate effectively				Review, design, build, test, redesign				
	Enhance UDL approach to learning												
	Develop assessment for learning		Develop shared understanding of 'agency'		Develop shared understanding of UDL					Review, design, build, test, redesign			
	Teaching staff to share their learnings on how to best teach in a collaborative environment												
			Develop consistent ways of working		Embed collaborative ways of Teaching and Learning at CPS				Determine the best method to induct students and staff into	Review, design, build, test, redesign			

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Goals	2023				2024				2025				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
									collaborative environments				
			Staff collaborate and share successes that improve student outcomes and reduce teacher workload.			Staff collaborate and share successes that improve student outcomes and reduce teacher workload.					Staff collaborate and share successes that improve student outcomes and reduce teacher workload.		