



GLENDON PARK SCHOOL

Welcome To Our School

Clendon Park School is a Decile 1 school with 700 students and is situated in the heart of Manurewa. We are very much a community school who works in close partnership with parents and whānau during each child's learning journey through our school.

We are exceptionally fortunate in being able to provide Māori bilingual education and Samoan bilingual education in our school. Currently we have nine classrooms in Te Whānau Āwhina and five classrooms in Tautua mō Tupulaga o Samoa. A further group of classrooms are working at levels 3 and 4 in Māori medium. Our bilingual units are very much valued and highly supported by our community.

Clendon Park School has a very positive profile as a pro-active, innovative school that 'enrols the whole family'. The wellbeing of our students, families, and the community in which they live are inextricably linked.

Students achieve very well at our school, due to the support of their families / whānau and the strong relationships that exist between home and school.

Our school is recognised for its wide variety of programmes, strong kapa haka, music, art, cultural and sporting opportunities. In addition to this our school places great emphasis on the development of leadership skills and resilience building for 21st century learners to succeed in their future lives.

Our very passionate and dedicated teaching team plan and implement exciting, challenging learning opportunities which specifically focus on 21st century learners. We draw great strength from our cultural diversity, and share responsibility with families / whānau for the wellbeing of our students, Clendon Park School has high expectations that all students will achieve to their full potential as lifelong learners and successful participants in both New Zealand and global society.



Vision Statement

"Clendon Park School students will be life-long learners who are capable of taking control of their own destiny."

Mission Statement

"Students will have the opportunity to experience the passion for learning within Clendon Park School to prepare them with the knowledge, skills and values to respond and positively interact within local, national and global communities throughout their lives."

Our School and Community Vision for our Learners

When students leave Clendon Park School, they will:

- Achieve at or above their expected norms in Literacy/Te Reo Māori and Numeracy/ Pāngarau.
- Be language/vocabulary rich and effective communicators.
- Be proficient in using a range of technologies to access, process and communicate their learning.
- Have developed the knowledge skills, values and competencies that enable them to live full lives.
- Be strong numerate thinkers – with key knowledge and strategies to develop their understanding of mathematical ideas.
- Be creative, energetic and enterprising.
- Be resilient and able to manage conflict and peer pressure.
- Be active seekers, users and creators of knowledge.
- Be informed decision makers.
- Be self-managing, independent learners.
- Be positive and proud in their own identity.
- Have a responsible attitude to their own wellbeing and that of others.
- Have a sense of social justice.
- Have a growing understanding of the inter-relationships that exist between the individual, wider community and global community.

Mātaurangi – Our Guiding Kaupapa

Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.

I look beyond the horizon, and draw near the bodies of knowledge that will take us into the future.

Our curriculum takes its direction from Te Tiriti o Waitangi and its principles, particularly its provision for the active protection of taonga, including te reo Māori, tikanga Māori and mātauranga Māori, and for fair and equitable educational processes and outcomes for Māori and for all ākonga. New Zealand's vision for education affirms the importance of inclusive, equitable, and connected learning that achieves advances for all ākonga.

Our Vision

Whakamaua te pae tata kia tina.

Take hold of your potential so it becomes your reality.

We are descendants of explorers, discoverers, and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable, and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata.

Explore beyond the distant horizon and draw it near.

Te Tiriti and its principles provide the vision and mandate for us to exercise our mutual responsibilities to each other. Giving effect to Te Tiriti and its principles through a refreshed school curriculum creates an inclusive learning platform for all ākonga to participate in and enjoy an education that extends every learner's open-ended potential, produces success in multiple forms, and enables the fulfilment of lifelong ambitions and dreams. Knowing who we are, where we come from, and what makes us unique as a country will enable a more confident international outlook that extends within and beyond our Pacific locality to the global opportunities offered across the world.

Our vision for education is grounded in New Zealanders' aspirations for education. Through giving effect to Te Tiriti and its principles, it aims to enable every New Zealander to learn and excel, to help their whānau and community thrive, and to build a productive and sustainable economy and an inclusive and caring society.

Mātainuku – Creating a Foundation

Mātai ke te whenua, ka firitiria, ka poupoua.
Ground and nurture the learnings.

Our curriculum will broaden the view of success by recognising the close relationship between achievement wellbeing, and it underlines the importance of setting and supporting high expectations for ākonga, enabling all to learn and excel. It aims to transform educational inequities for Māori, giving prominence to mātauranga Māori and te reo Māori.

Aotearoa New Zealand has a rich whakapapa and history of knowledge, tradition, and culture that reflect our unique experiences as a nation. Māori and tauīwi knowledge have shaped our past, continue to shape the present, and will shape the future. These and other knowledge streams are important for both informing and understanding our individual and collective worlds. They help us to know who we are as a nation and to appreciate our regional identity within the Pacific, and they guide how we in Aotearoa can give effect to Te Tiriti o Waitangi and its principles.

Our key principles are :

- Give effect to Te Tiriti o Waitangi
Curriculum interventions and initiatives will best serve the needs of ākonga Māori by enabling student identities and cultural backgrounds to be legitimated, included, and expressed through and in the learning contexts in which they are situated. Giving effect to Te Tiriti and its principles in our school means ensuring that expressions of Māori language, knowledge, and culture, and therefore the identity of ākonga Māori, are valued and inequities are addressed.
- Hold a broad view of ākonga success
This principle establishes the value Te Mātaiaho places on both wellbeing (cultural, physical, emotional, social, and psychological) and excellence as connected and important outcomes of schooling. Te Mātaiaho reinforces the values of inclusion, through a focus on positive, inclusive relationships, a sense of belonging for all, and the promotion of diversity as ordinary and expected. It sets an expectation of planning from the outset for all ākonga and views every learner as having open-ended potential.
- Hold high expectations for all ākonga
Our curriculum is designed to recognise the strengths, interests, and open-ended potential of every ākonga. It acknowledges that, while ākonga have different starting points and progress in different ways, they must all be able to access rigorous learning to develop the knowledge, skills, and capabilities that will enable them to excel in schooling and beyond.

- **Grow and nourish a thriving community**
Because our ākonga are at the centre of education, their aspirations for themselves as learners matter. Ākonga need to feel the curriculum is relevant and to see themselves reflected in what they are learning.
- **Build and support progress**
Our curriculum starts from the premise that all ākonga are taonga who can achieve their potential and excel. Their progress through the phases of learning is cumulative and strengths-based. Meaningful pace and progress are supported by teachers using responsive pedagogy.

Clendon Park School Values

- We respect and care for ourselves, our community and our environment.
- We celebrate differences in each other.
- We are kind, caring and helpful.
- We try our very best.
- We are happy learning together.
- We are honest and fair.
- We ask questions and look to find answers.
- Ka whakaute tātou, ka tiaki tātou i a tātou anō, i tō tātou hapori, i tō tātou taiao hoki.
- Ka whakamihia e tātou a tātou rerenga kētanga.
- He ngakau māhaki, he iwi manaaki, he tāngata awhina tātou.
- Ka okea ururoatia e tātou.
- Kei te uruhau tātou ki te ako tahi.
- Kei te pono tātou, kei te tika tātou.
- Ka pātaia ngā pakirehua, ka rapua ngā whakautu.

Clendon Park School Curriculum Structure

Vision

NELP

Strategic Goals

Principles

Values

Key Competencies

**Clendon Park School
CURRICULUM
Te Marautanga o Kura**

Core Curriculum

Reading / Panui
Writing / Tuhituhi
Mathematics & Statistics /
Pangarau
Health & PE (EOTC) / Hauora

Integrated Curriculum

Te Reo Maori
Technology
The Arts
Learning Languages
Science
Social Sciences

High quality learning experiences, enriched by 'Inquiry Learning and ICT'

- Explicit school wide learning progressions
- Formative and formal summative assessments
- Consistent practice school wide

- Organised around 'big ideas' from integrated units
- Competency driven
- Inquiry learning
- Formative assessment

Assessment used to inform ongoing planning

High-impact practices we will use in our school



Enable relationships for learning

Enrich our students' learning opportunities by fostering learning-focused relationships within our school and the wider community and iwi.

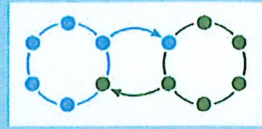
We will use the resources we have available – people, expertise, and materials – to enrich our local curriculum.



Strengthen collaborative inquiry

We will use a systematic inquiry approach to find out what works – when, for whom, and in what context.

Building and sharing knowledge about teaching practices positively impacts on students' learning. This knowledge will be used to review and refine the school's strategic priorities



Build coherent pathways

Learning for ākonga will continue over student year levels and across settings.

We will be clear to ākonga, teachers, parents, and whānau about the learning our students are entitled to.



Provide rich opportunities for learning

This practice incorporates the other three high-impact practices. Rich opportunities to learn increase the breadth, depth, and complexity of learning experiences for ākonga as they progress along their learning pathways. Design challenging and rigorous learning opportunities. Encourage your students to contribute to the community to enable beneficial outcomes for them and for your community.

Clendon Park School
Our Principles for English, Maori medium and
Samoan bilingual curricula

**Personal Growth – Ekea te Taumata
– Future Focus**

Learners are supported to reach their full potential and beyond. We provide a future focused learning environment through a cohesive opportunity rich curriculum. Our focus is upon quality pedagogy, learning and individual growth.

**Te Tiriti o Waitangi – Whakapapa
– Respect Cultural Diversity**

We have a strong sense of who we are, where we have come from and our future aspirations. We actively recognise of the bicultural foundations of Aotearoa and the multicultural structure of society, through the use of Te Reo and Tikanga Māori, and learners first languages. We develop understanding and appreciation of our similarities and differences through personal stories and cultural practices.

**Collaboration – Me mahi tahi te kura
– Community Engagement**

Our priority is to build community capital; teachers work in partnership with parents who are the first teachers. We are a learning community, working collaboratively on many levels to enhance the educational experience of all (learners, whānau, teachers, other individuals and organisations).

**Participating and Contributing –
Rangatiratanga**

We enhance the leadership capacity of everyone to enable them to make a positive contribution, develop a personal voice, improve confidence, and step-up.

**Environmental Awareness –
Ko te oranga taiao**

Our learners have a strong connection to their environment and understand that environmental and personal well-being is interconnected.

**Inclusion – Manaakitanga –
Social Awareness**

We are respectful, kind and hospitable towards others.

**Relating to Others –
Whanaungatanga**

We enhance and maintain positive relationships and constructive interconnections across the school and community.

STRATEGIC GOALS

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Objective 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education.

1.

Ensure our school is safe, inclusive and free from racism, discrimination and bullying

2.

Have high aspirations for every learner/ākonga, and support these by partnering with our whānau and community to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

- Develop school policies and procedures to deal with racism and discrimination in our school so that these issues can be addressed effectively.
- Continue to develop a safe and inclusive culture where diversity is valued and all ākonga and staff, including those with special needs and those from diverse ethnic backgrounds, feel that they belong.
- Partner closely with family and whānau to equip every ākonga to build and realise their aspirations. Hold regular hui and fono.
- Continue to build relationships with Māori and mana whenua and involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori.
- Implement the actions in the Pasifika Education Plan 2020 - 2030.
- Develop guidelines for teachers to use Netsafe across the school.
- Review our school curriculum with a focus on cultural capability, inclusion and critical consciousness.
- Re visit Tapasā cultural competencies for Pasifika learners and Talanoa Ako to support Pasifika families.
- Give effect to Te Tiriti o Waitangi across our curriculum and in all our actions.
- Deliver the Histories Curriculum so that students have an understanding of the past to make sense of the present

STRATEGIC GOALS

Objective 2

BARRIER FREE ACCESS

We will ensure that great education opportunities and outcomes are within reach for every learner.

3. Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.	4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.
<ul style="list-style-type: none">● Identify and address barriers that may prevent ākonga from accessing and participating in schooling.● Ensure that disabled ākonga and staff, those who require learning support, those who are neuro diverse, and gifted and talented receive high quality learning support programmes.● Provide free stationery, lunches, daily fruit and daily breakfast club for all students. Continue to enrol in the MOE School Donations Scheme.● EOTC activities are to be free for all students.● Sanitary products are to be freely available to all students.● Provide robust teaching learning programmes for all ākonga so that they develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.● All teachers will use regular assessment to identify students who need extra support: refer for CWSN programmes or use the Teaching as Inquiry approach.● Value and celebrate heritage languages and provide opportunities to use and build on them.● Participate in the Learning Support Delivery Model : e.g. Lost Learning initiative.● Provide digital devices for all Year 5-8 students.	

STRATEGIC GOALS

Objective 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau.

5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.
<ul style="list-style-type: none">● Provide opportunities for teachers / kaiako to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori, and support them to strengthen their teaching practices to integrate te reo Māori throughout implementation of the curriculum.● All ākonga will have the opportunity to learn te reo Māori and to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand.● Strengthen relationships with ākonga, parents, whānau, iwi and other community members to support Māori ākonga learning.● Build staff, ākonga and community understanding of Te Tiriti o Waitangi and its implications for our school policy, organisation, and planning.● Consult our local Māori community and mana whenua about the school's direction and their aspirations for Māori ākonga.● Acknowledge the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. All ākonga will have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.● Karakia, powhiri, tikanga Māori protocols and kapa haka will be integral components in our school and in every classroom.● We will acknowledge that everybody has rights and responsibilities as citizens and that Te Tiriti o Waitangi affords Māori a dual set of rights as tangata whenua.● We will further develop our Urban Haapu initiative in conjunction with our Māori community.	

- Identify gaps in teaching capability and invest in PLD opportunities to strengthen teaching, learning and leadership and learning support.
- The Leadership Team will use the Tu Rangatira model of leadership
- Be actively using assessment for learning practices independently to make Overall Teacher Judgements (OTJs) using progressions based assessments, robust moderation and naturally occurring evidence.
- Identify our target group intervention strategies using data, robust moderation and data tracking sheets to optimise acceleration of progress.
- Continue to embed a culturally responsive teaching, learning and leadership approach at class level, systems level and community level across the school.
- Continue to develop middle leadership through coaching and mentoring practices.
- Develop teacher confidence in addressing the variety of needs in a classroom and modify up to date teaching approaches to learning.
- Expect and support staff to build their own capacity and understand what it means to build a culture of learning in classrooms and also what it means to know their learners and provide culturally responsive practices.
- Identify gaps in teaching capability and invest in opportunities for teachers / kaiako, educators and staff to strengthen teaching, leadership and learning support.
- Develop teacher / kaiako confidence and competence to teach diverse learners / ākongā with varying needs, and to appropriately modify teaching approaches.
- Expect and support teachers / kaiako to build their understanding of learners' / ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.



STRATEGIC GOALS

Objective 4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

7.

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

- Support ākonga to see the connection between what they're learning and the changing world of work.
- Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls.
- Ensure that transition processes to high school are closely planned so that the needs of all students can be met.
- Ensure that staff keep up to date in technology areas and are able to incorporate these into classroom programmes.
- Work towards a more personalised approach so that the system is built around the learner, rather than the learner being required to fit the system.
- Work towards developing a curriculum that uses knowledge to develop capacity.
- Strengthen our careers curriculum from Years 1 - 8.
- Incorporate problem solving, critical thinking, creativity, collaborative activities, negotiation and flexibility, judgement and decision making processes across all curriculum areas to equip ākonga to be prepared for their future lives, both locally and globally.



**ANNUAL
IMPROVEMENT
PLANS**

**CLENDON PARK SCHOOL
ANNUAL PLAN 2024**

Objective 1: Learners and Whanau at the Centre

<p>School Strategic Goal</p> <ol style="list-style-type: none"> 1. Continue to develop a safe and inclusive culture where diversity is valued and all akonga and staff including those with special needs and those from diverse ethnic backgrounds feel they belong 2. Partner closely with family and whanau to equip every akonga to build and realise their potential 	<p>School Annual Target:</p> <ul style="list-style-type: none"> • Partner closely with whanau to equip every akonga to achieve to their potential
<p>Baseline data:</p> <ul style="list-style-type: none"> • We have students from many different ethnic groups and currently celebrate some of these. We need to do more to celebrate and value our other students on a whole school basis • Hui and fono are held regularly but we need to increase the occasions where akonga, whanau and kaiako meet more regularly to set shared goals, assess outcomes and know next learning steps • We need to continue to work closely with whanau and Mana Whenua in reviewing our school curriculum with a focus on cultural capability and inclusion and involve our community in decision making 	<p>Targets:</p> <p>By the end of 2024 we want:</p> <ul style="list-style-type: none"> • To celebrate each culture across our school • To build stronger relationships with whanau and family and to involve them in decision making • To have reviewed parts of our curriculum with community input so that we are actively responding to the needs of each akonga, sustains their identities, language and culture • Students and whanau to understand the impacts of racism • Have high expectations of every akonga • Give effect to Te Tiriti o Watangi through all our curriculum areas and in the everyday life of the school

Key Improvement Strategies

Key Improvement Strategies			
When	What actions do we need to take	Who will oversee this	Expected Outcomes
Term 1, 2024	Review our school policies and procedures that deal with racism, bullying and discrimination	<ul style="list-style-type: none"> • Principal • Senior Leaders • Classroom Teachers 	<ul style="list-style-type: none"> • Everyone will be much more aware of the impacts that racism, bullying and discrimination have and will effectively use procedures to address these
Ongoing 2024	Revisit Tapasa cultural competencies for Pasifika learners and Talanoa Ako to support Pasifika families	<ul style="list-style-type: none"> • Principal • Tupulaga • All staff 	Teachers will be more aware of cultural competencies for Pasifika students when they are planning and implementing Programmes of work
Ongoing 2024	Celebrate each culture represented in our school on a schoolwide basis. Invite students and community members to join in our school celebrations	<ul style="list-style-type: none"> • Classroom Teachers • Senior Leaders 	<ul style="list-style-type: none"> • Racism, bullying and discrimination will be eliminated because students will value and appreciate each others' cultures

Ongoing 2024	School and classroom environments will reflect student cultures and languages	<ul style="list-style-type: none"> Classroom Teachers Principal 	Students will have a stronger sense of belonging and self esteem when their cultures and language are visible in the school
Ongoing 2024	Netsafe will be an integral teaching component in our IT programmes at all levels of the school. Guidelines will be reviewed for teachers to use with students and all parents and students will sign a Cybersafety Agreement annually. Regular updates for family and will be provided in school media	<ul style="list-style-type: none"> IT Leader Principal Classroom Teachers 	<ul style="list-style-type: none"> Through regular Netsafe lessons students will be better equipped to manage social media and keep themselves safe. They will be more aware of the implications of sending abusive / threatening messages to others
2024	Continue to build staff and student knowledge around Te Tiriti o Waitangi so that all have a strong understanding of the past to make sense of the present	<ul style="list-style-type: none"> Principal Classroom Teachers 	<ul style="list-style-type: none"> Staff will use their new knowledge to give effect to Te Tiriti across all curriculum areas and students will have a greater understanding of issues in the present day
Each Term 2024	Ensure the Tataiako competencies (cultural competencies for teachers of Maori learners), principles of Ka Hikitia, Te Hurihanganui and the key principles of the Pasifika Education Plan will be further strengthened to support the building of effective teacher relationships with Maori and Pasifika learners and their whanau. This will enable personalised learning that can accelerate the progress and achievement of our Maori and Pasifika learners.	<ul style="list-style-type: none"> Principal Samoan Bilingual Team Deputy Principal Maori Bilingual Team Team Leaders 	<ul style="list-style-type: none"> Bilingual (Maori and Samoan) will support mainstream teachers throughout the year in the development of Tataiako competencies, principles of Ka Hikitia, Tapasa and the Pasifika Education Plan All staff will use these competencies to build effective relationships to engage students
Ongoing 2024	Opportunities have been scheduled throughout the year to engage parents and whanau in supporting their child in their child's learning at school and at home	<ul style="list-style-type: none"> Senior Team Principal 	<ul style="list-style-type: none"> Hui, fono and mainstream parent meetings, open days will be scheduled regularly throughout the year. Class Facebook pages will be used by teachers to show family and whanau what students are learning about Family / whanau will feel more confident about supporting their child's learning at home

Objective 2: Barrier Free Access

<p>School Strategic Goal:</p> <ul style="list-style-type: none"> We will ensure that great education opportunities and outcomes are within reach for every learner We will reduce barriers for all including Maori and Pasifika, disabled akonga and those with learning support needs We will ensure that every akonga gains sound foundation skills, including language, literacy and numeracy 	<p>School Annual Targets:</p> <ul style="list-style-type: none"> A minimum of 80% of all students will achieve at their expected level in reading, writing and mathematics We need to see an overall attendance level of 95% by the end of 2024
<p>Baseline data:</p> <p>Overall 67.4% of all students are achieving at or above their expected achievement level. 63.8% Maori students are achieving at and above their expected level while 68.4% Pasifika students are achieving at and above their expected achievement level</p> <p>Attendance levels overall are 85.6% pa with Years 1 – 4 students at 82%. We need to investigate further to identify barriers that may be causing this. This affects our achievement data</p>	<p>Targets:</p> <p>By the end of 2024 we want :</p> <ul style="list-style-type: none"> To raise achievement of our identified students to their expected achievement level To progress our 'at level students' students to 'above' their expected achievement level To have a minimum of 80% of all students achieving 'At and Above' their expected levels in reading, writing and mathematics To be effectively addressing underachievement through teaching as inquiry
<h3>Key Improvement Strategies</h3>	
<p>When</p> <p>February-March 2024</p> <p>Ongoing 2024</p>	<p>What actions do we need to take</p> <p>Carry out an in depth survey to identify reasons why students may not be attending school. Work with families to eliminate any barriers to attendance</p> <ul style="list-style-type: none"> Continue to provide the following free of charge to all akonga: <ul style="list-style-type: none"> Free stationery Daily lunches Daily breakfast club Daily fruit All EOTC activities Sanitary products Digital devices for all Year 5 – 8 students
<p>Who will oversee this</p> <ul style="list-style-type: none"> Principal Team Leaders SWIS Principal Team Leaders Kiwican Bitelab Office Staff 	<p>Expected Outcomes</p> <ul style="list-style-type: none"> Attendance will improve. Weekly % per class will be published. Best Junior and Senior class attendance will be rewarded each term Support will be in place for whanau who have difficulties in getting their child to attend school Barriers will be reduced for families and akonga in regard to costs We will see attendance improve We will see achievement levels of akonga rise

Monthly 2024	Students with special abilities will be given opportunities to further grow their knowledge and skills through series of planned events. Teacher planning will show the extension work that will be provided for them	<ul style="list-style-type: none"> Deputy P Team Leaders Deputy Principal Classroom kiako SENCO Learning Assistants Classroom Teachers Lost Learning Tutors 	<ul style="list-style-type: none"> CWSA students are being catered for in a variety of ways Our CWSA Register will be used to identify these akonga
Ongoing 2024	Students who are identified as being well below and below their expected achievement levels will be given priority for special needs programmes. We will also participate in the Lost Learning initiative for part of 2024 to catch up students who have missed a lot of school because of COVID		<ul style="list-style-type: none"> All targeted students below and well below their expected achievement levels will participate in CWSN programmes Regular reporting on these students will show that they are making progress towards achieving their expected achievement level Students on the Lost Learning initiative will reach their expected levels of achievement
Ongoing 2024	Teaching as Inquiry using the Spiral Inquiry Model, with a focus on students who are below and well below their expected levels of achievement will be integrated into Team meeting agenda and into our school performance management system. Term targets will be set for each student and monitored by Literacy Leaders and the Principal to ensure that each student reaches their appropriate standard by the end of the year.	<ul style="list-style-type: none"> Principal Literacy Team 	<ul style="list-style-type: none"> All teachers will target the students below and well below their expected level of achievement as part of their classroom programmes Student data will be analysed each term. Support will be given by Literacy Leaders to accelerate targeted students in reading. Regular 'walk throughs' by Literacy Leaders and the CPL Facilitator will ensure that class reading programmes are monitored and teachers are supported.
March, June, August, October 2024	Ensure the Tataiako competencies (cultural competencies for teachers of Maori learners), the principles of Ka Hikitia, Tapasa and key principles of the Pasifika Education Plan are being implemented to support the building of effective teachers' relationships with Maori and Pasifika learners and their whanau to enable personalised learning that can accelerate the progress and achievement of our Maori and Pasifika learners.	<ul style="list-style-type: none"> Te Whanau Awhina Team Tautua mo Tupulaga Deputy Principal Principal Team Leaders 	<ul style="list-style-type: none"> Bilingual staff will support mainstream teachers throughout the year re Tataiako competencies, Ka Hikitia principles and the Pasifika Education plan Staff PLD will be scheduled each term to increase teacher knowledge of these requirements All staff will implement these competencies so that effective relationships to engage students are well established.
Ongoing 2024	Students with special needs, disabilities, neurodiverse students will be catered for during their time at our school. They will receive specialist support according to their diverse needs.	<ul style="list-style-type: none"> SENCO Principal 	<ul style="list-style-type: none"> Equipment needed will be purchased for each student: e.g changing tables, nappy bins, etc. Teacher Aide support will be given as required.
Ongoing 2024	Prime Maths, Lexia will be used in all classroom to accelerate student achievement. Staff will receive regular PLD in all curriculum areas to ensure their teaching / learning programmes are meeting the needs of all their students. Regular Team meetings will ensure that teachers are effectively using Teaching as Inquiry to track the achievement of the akonga	<ul style="list-style-type: none"> Principal Literacy Team Mathematics Team Team Leaders Class Teachers 	<ul style="list-style-type: none"> Students' achievement levels in Literacy and Mathematics will be raised Teachers will be kept up to date with any curriculum changes Akonga reading mileage will increase
March 2024	Structured Literacy programmes will be incorporated into all teaching programmes from Year 1 – 8. Staff will receive PLD on how to effectively implement the programme	<ul style="list-style-type: none"> Literacy Team Principal Facilitator Class Teachers 	<ul style="list-style-type: none"> Texts and library book purchases will reflect the contexts our students enjoy reading about Students reading mileage will increase.

Objective 3: Quality Teaching and Leadership

<p>School Strategic Goals:</p> <ul style="list-style-type: none"> Quality teaching and Leadership will make the difference for learners and their whanau Continue to meaningfully incorporate Te Reo Maori and Tikanga Maori into the everyday life at our school Provide PLD to strengthen teaching leadership and learner support capability across our school. 	<p>School Annual Target:</p> <ul style="list-style-type: none"> We want to see an increase in akonga being able to use Te Reo Maori across the curriculum and in the everyday life of the school We want our staff to build and use new knowledge about what quality teaching and leadership looks like in practice 		
<p>Baseline data: We have 9x Maori bilingual classes working at Level 1 and Level 2. And 6x Samoan bilingual classes. We follow Tainui protocols across our school. As a school we need to ensure that our akonga are aware of their own iwi and hapu, We also have planned to celebrate all cultures in our school in 2024 to ensure that each akonga feels valued and has a sense of belonging.</p> <p>We have many skilled kaiako in our school and we need to ensure that we are providing PLD that focuses on leadership for career purposes as well as for kaiako to strengthen teaching capacity and learning support</p>	<p>Targets:</p> <p>By the end of 2024 we want :</p> <ul style="list-style-type: none"> Te Reo Maori and Tikanga being meaningfully incorporated into teaching / learning programmes and into the everyday life of the school To determine that the PLD we provide for quality teaching and leadership is raising student achievement as well as kaiako skills and knowledge 		
<p>Key Improvement Strategies</p>			
<p>When</p>	<p>What actions do we need to take</p>	<p>Who will oversee this</p>	<p>Expected Outcomes</p>
<p>Ongoing 2024</p>	<p>We will update our Te Reo curriculum for all levels of the school and support kaiako to build their teaching capability, knowledge and skills in Te Reo Maori and Tikanga Maori and support them to strengthen their teaching practices across all curriculum areas</p>	<ul style="list-style-type: none"> Principal TWA Kaiako Team Leaders 	<ul style="list-style-type: none"> All kaiako will feel more confident about using Te Reo Maori across the curriculum and will have greater understanding of Tikanga Maori protocols All akonga will have the opportunity to learn Te Reo Maori and to participate in Tikanga Maori protocols
<p>Ongoing 2024</p>	<p>We will continue to build akonga, staff and community understanding of Te Tiriti o Waitangi and its implications for our school planning, policies and organisation as well as acknowledging the bicultural foundations of Aotearoa</p>	<ul style="list-style-type: none"> TWA Kaiako Principal Team Leaders Kaumataua 	<ul style="list-style-type: none"> All akonga will have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga Te Tiriti o Waitangi principles will underpin our curriculum and the every day life in the school
<p>Ongoing 2024</p>	<p>Identify gaps in teaching capability and provide PLD opportunities to strengthen teaching, learning and leadership support. We will achieve this through professional growth conversations, lesson study, PLD and Teaching as Inquiry</p>	<ul style="list-style-type: none"> Team Leaders 	<ul style="list-style-type: none"> Gaps in staff capability will be reduced. Diverse needs of akonga will be met. Kaiako will be kept up to date in their teaching practices through regular PLD

Ongoing 2024	We will be actively using assessment for learning practices to effectively plan next steps and to make accurate OTJ using progressions based assessments, robust moderation and naturally occurring evidence	<ul style="list-style-type: none"> Team Leaders Classroom Kaiako 	<ul style="list-style-type: none"> Regular reporting of these students will show that they are making progress towards achieving their expected levels of achievement Kaiako will be confident in making OTJ
February to November	Teaching as Inquiry, with a focus on students who have been identified as target groups will be an integral component in our Team Meetings	<ul style="list-style-type: none"> Team Leaders Class Kaiako 	<ul style="list-style-type: none"> Kaiako will target identified students in their class for their inquiry. We will see more students achieving at their expected Levels Akongā data will be analysed regularly and their progress and achievement reported on
Ongoing 2024	Continue to schedule regular professional development for all Kaiako in order to build effective pedagogical knowledge and practice with emphasis on planning for accelerated learning for all students. This will incorporate coaching and mentoring, critiquing of videoed lessons, observations and feedback, professional discussions, PLD	<ul style="list-style-type: none"> Team Leaders Curriculum Teams Principal 	<ul style="list-style-type: none"> Kaiako knowledge and capacity to implement effective programmes will increase Student achievement will be raised Kaiako will gain knowledge and skills on how to accelerate akongā achievement
February 2024	Classroom environments (including target walls) will be established / revised for all students to support them in setting clear pathways to achieve the goals they have set. Kaiako will support students on how to effectively use the target walls.	<ul style="list-style-type: none"> All Classroom Kaiako Team Leaders 	<ul style="list-style-type: none"> All classrooms will display target walls in reading, writing and mathematics Akongā will refer to the target walls to assess their own achievement and know what steps they need to take to reach the next level and what features their writing needs to include
Ongoing 2024	Akongā will be involved in the evaluation of their reading, writing and mathematics and will participate in setting their own goals and targets. Peer assessment techniques will be encouraged.	<ul style="list-style-type: none"> Classroom Kaiako Team Leaders 	<ul style="list-style-type: none"> All students will be able to assess their own achievement and establish new learning goals using target walls with teacher support
Ongoing 2024	Review our Curriculum plan to ensure that it leads to culturally responsive teaching. Which meets the needs of our akongā	<ul style="list-style-type: none"> Team Leaders Principal Kaiako Mana Whenua 	<ul style="list-style-type: none"> The needs of our students will be met leading to raised student achievement

Objective 4: Future of Learning and Work

<p>We want to provide learning that is relevant to the lives of our students today and throughout their lives</p>
<p>Targets: We want to support akonga to see the connections between what they're learning and the changing world of work</p> <p>We want to strengthen our Careers curriculum from Years 1 – 8 by breaking down gender and socioeconomic stereotypes around education and career pathways, including for girls</p> <p>We need to ensure that our transition pathways to High School are closely planned so that the needs of all akonga can be met</p> <p>We need to focus on problem solving, critical thinking, creativity, collaborative practices, negotiation and flexibility and decision making across all curriculum areas to equip akonga to be prepared for their future lives both nationally and globally</p>

Key Improvement Strategies

When	What actions do we need to take	Who will oversee this
Ongoing 2024	<ul style="list-style-type: none"> Our akonga need to have high levels of technological capability and we need to ensure that as kaiako we keep up with the rapid changes so that we can teach our akonga effectively. We need our akonga to know that technology is increasingly replacing functions within jobs and that many businesses rely heavily on the integration of digital systems We need to encourage innovation, creativity and ideas sharing throughout all curriculum areas We need our akonga to be inquiry learners, to collaborate and to understand technology and the diverse ways it can be used <ul style="list-style-type: none"> As kaiako we need to give our akonga space to think and give them permission to think differently and share their thinking and ideas with others 	<ul style="list-style-type: none"> Principal All staff IT Leader
Ongoing 2024	<ul style="list-style-type: none"> Review our Careers Curriculum Plan for Years 1 – 8 ensuring that each topic has a careers component. In our teaching programmes we need our akonga to learn about many different careers and to realise that there are no barriers for career choice in terms of gender and socioeconomic stereotypes 	<ul style="list-style-type: none"> Class Kaiako Team Leaders Curriculum Teams Class Kaiako
Term 3 2024	<ul style="list-style-type: none"> Review our transition processes to High School to ensure that the needs of all our akonga are being met. Arrange for High School kaiako to visit our school to have a korero with akonga and their 	<ul style="list-style-type: none"> Principal Deputy Principal

	<p>whanau. Ensure that students with special needs, special abilities, disabilities and social issues are transitioned carefully with High School SENCO and our school SENCO, counsellors, SWIS, and any outside agencies who work with our akonga</p>	<ul style="list-style-type: none"> • SENCO
Ongoing 2024	<ul style="list-style-type: none"> • As students progress through our school, inquiry learning will play an increasingly important role in their learning journey. We will expect our students to develop strong inquiry skills so they can work collaboratively as well as independently to carry out research, analyse evidence, determine a focus, implement and support and analyse an impact 	<ul style="list-style-type: none"> • Principal • Team Leaders • Class Kaiako
On-going 2024	<ul style="list-style-type: none"> • Place more focus on incorporating problem solving, critical thinking, creativity, collaborative activities, negotiation, and flexibility, judgement and decision making processes across all curriculum areas to be prepared for akonga future lives both globally and locally 	<ul style="list-style-type: none"> • Principal • Team Leaders • All staff
Term 3 2024	<ul style="list-style-type: none"> • Year 7 / 8 students will attend a Careers Day Expo to increase their knowledge of possible careers and the skills and knowledge that they will need to work towards. We will also utilise our community who have different careers and local businesses to come into school to work with our students throughout the year 	<ul style="list-style-type: none"> • Team Leaders • Community
Ongoing 2024	<ul style="list-style-type: none"> • We will increase the number of opportunities within our school for students to take on leadership roles, gather student voice on a variety of matters, plan and implement changes where needed 	<ul style="list-style-type: none"> • Principal • Staff • Curriculum Leaders
Ongoing 2024	<ul style="list-style-type: none"> • We will ensure that we strengthen student resilience to cope with any adverse situations that may affect them: Kiwican, SWIS programmes, etc. We will develop a school plan in 2024 to show how we will do this across our school 	<ul style="list-style-type: none"> • Kiwican Team • SWIS • Team Leaders • Class Kaiako
Ongoing 2024	<ul style="list-style-type: none"> • We will focus on retaining the richness of our past and our environment, value and appreciate akongas' different cultures and merge these with technological advances 	<ul style="list-style-type: none"> • All Staff

KIWISPORT REPORT

CLENDON PARK SCHOOL

KIWISPORT REPORT 2023

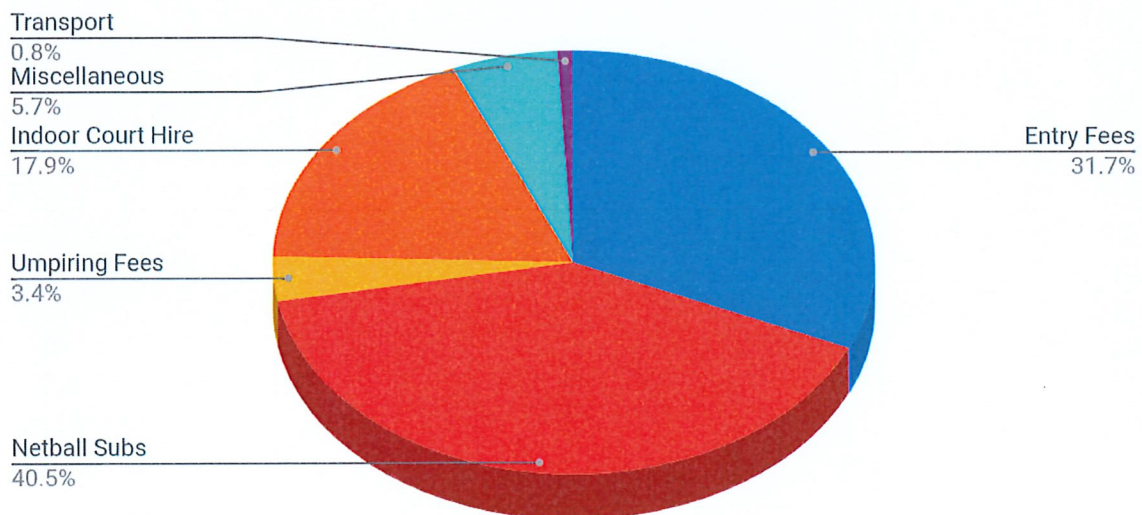
*Compiled by James Dawson
November 2023*

INTRODUCTION

The purpose of this report is to summarise the spending of our Kiwisport budget in 2023, showing how and where the money was spent, as well as demonstrating the ongoing benefits of Kiwisport funding to our school. This year, we very slightly overspent our allocated budget.

Allocated Budget:	\$10,079.00
Spent (as of 7 November, 2023):	\$10,085.28

Kiwisport 2023



NETBALL SUBS (\$4,082.61)

As we have done for many years, we heavily subsidised our Saturday netball teams, so that students could play a season of club netball as cheaply as possible. In 2023, we fielded one Year 3-4 team, five Year 5-6 teams and two Year 7-8 teams.

ENTRY FEES (\$3,193.21)

Included in this expense are CCSA fees (enabling our Year 7-8 students to compete at Auckland-wide school events), MPSSA fees (enabling our Y5-6 students to compete in Manurewa-wide events), as well as after school basketball and netball tournaments. Being able to pay these fees from the Kiwisport budget ensures that our students do not miss out on sporting opportunities due to financial restrictions.

INDOOR COURT HIRE (\$1,808.70)

This year, our Year 7-8 Panthers team was able to train on a full-size indoor court at Browns Road once a week. This was a huge help to them and was undoubtedly a contributing factor to their massive success this year (including winning AIMS Netball for the first time in our school's history).

MISCELLANEOUS (\$579.01)

This included expenses such as running nohos for our Year 7-8 netball and basketball teams, as well as Jump Day expenses and umpiring expenses for inter-school tournaments.

OUTCOMES ACHIEVED

A number of outcomes have been achieved in regard to our Kiwisport budget this year. These include;

- Sending two incredibly successful teams to the AIMS Games;
- Competing at many other tournaments throughout the year, including out of school basketball and netball tournaments;
- Fielding eight Saturday netball teams (up from six last year), with 80+ students participating;
- All students from Years 5 – 8 having the opportunity to compete in inter-school events (MPSSA, CCSA, Counties and Auckland Inter-Zone).

FUTURE GOALS

Ongoing goals in regard to Kiwisport include:

- Continuing to cater for sport in the Junior School;
- Entering more junior teams into Saturday netball competitions in 2024 (dependent on coaches);
- Using the Kiwisport budget to promote sport (in the form of professional coaching) across our entire school. Next year, we will investigate having outside agencies come to our school to deliver coaching;
- Entering the AIMS Games in 2024, again giving our students an opportunity to compete at a national level.

STATEMENT OF COMPLIANCE

- Employment Policy**
- Te Tiriti o Waitangi**

TE TIRITI O WAITANGI

Te Tiriti o Waitangi (te Tiriti) is an agreement between the British Crown (founder of the New Zealand Government) and rangatira who signed on behalf of their hapū.

Everyone who lives in Aotearoa New Zealand has a relationship with Te Tiriti.

Te Tiriti enables the Crown to carry out its kāwanatanga role. This includes establishing and maintaining systems of government for everyone in Aotearoa - such as the education system.

Te Tiriti promised that Māori would have the ability to make decisions and manage their affairs. It also promised Māori tino rangatiratanga (full authority) over their taonga. Taonga can be intangible things like te reo Māori and mātauranga Māori (Māori knowledge and education).

Te Tiriti also promised that everyone has the same rights and privileges.

When we mention 'Te Tiriti o Waitangi' or 'Te Tiriti' we're referring to the Māori text, first signed on 6 February, 1840, at Waitangi.

OBJECTIVE 1	How Clendon Park School has given effect to Te Tiriti o Waitangi in 2023
Work to make sure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori	<ul style="list-style-type: none">• The school Curriculum Plan has been reviewed to ensure it reflects local tikanga Māori, mātauranga Māori and te ao Māori• Key policies have been reviewed• Engagement with Māori whānau, mana whenua is regular and provides us with guidance in making changes to our plans and policies.
OBJECTIVE 2	How Clendon Park School has given effect to Te Tiriti o Waitangi in 2023
Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori	<ul style="list-style-type: none">• All ākonga learn te reo in our school and te reo is used across all curriculum areas• Māori bilingual classes (8) provide instruction in te reo at Level 1 and Level 2

	<ul style="list-style-type: none"> • All ākonga participate in regular powhiri, daily karakia and follow tikanga practices expected by our school • Use of te reo Māori is highly visible amongst staff and students across our school. • Staff are given opportunities to engage with and develop their understanding and knowledge of Te reo me ona Tikanga.
OBJECTIVE 3	How Clendon Park School has given effect to Te Tiriti o Waitangi in 2023
Make sure all ākonga (Māori and non-Māori) achieve the same level of success in their learning	<ul style="list-style-type: none"> • We support our ākonga who need additional help to achieve their goals through our CWSN programmes. • We have very high expectations for all ākonga in our school • Our ākonga know what their goals are and how to achieve them • Feedback and feed forward are integral components in all our programmes • The Marautanga o Aotearoa curriculum is used to deliver some programmes for Mainstream Māori ākonga and exclusively for our bilingual ākonga • Our curriculum programmes are culturally responsive and give regard to the contexts our ākonga achieve best in • The principles of Ka Hikitia (2019-2024), Te Hurihanganui and Mana Ōrite are strongly embedded in our school.

The Treaty of Waitangi principle is one of eight principles in The New Zealand Curriculum that provide a foundation for schools' decision making. The Treaty of Waitangi principle calls for schools and teachers to deliver a curriculum that :

- Acknowledges the Treaty of Waitangi principles
- Acknowledges our nation's bicultural foundations
- Enables students to acquire knowledge of te reo Māori and tikanga Māori

PRINCIPLE 1	Partnership
	<ul style="list-style-type: none"> • We have three Board members (including our school kaumatua) who are Māori • We have a high level of engagement with our Māori community • High emphasis is placed on learning about the

	<p>history and Māori origins of our rohē, mountains, and places of historical interest (Inquiry place learning)</p> <ul style="list-style-type: none"> • All staff have received professional learning opportunities to understand Te Tiriti o Waitangi and the implications for Māori • Ākonga voice is heard and acted upon • Kaiako make connections to our Māori ākonga experiences and contexts to support learning and strengthen relationships • Te reo me ona Tikanga is highly visible in our school. • We work in close partnership with the parents and whānau of all our ākonga.
PRINCIPLE 2	Protection
	<ul style="list-style-type: none"> • All ākonga in our school are taught Te Reo and observe the protocols of tikanga Māori • Urban Hapū is an initiative we set up to bring our different iwi and hapū together • All bilingual ākonga are aware of their pepeha and where they come from • We value, validate and protect our local knowledge through place based learning • Tuakana / teina is used throughout our school • Equity is being enhanced through connecting with ākonga as learners and to their lives and experiences.
PRINCIPLE 3	Participation
	<ul style="list-style-type: none"> • We continue to strengthen home / school partnerships • Our school environment reflects the biculturalism of Aotearoa • The aspirations of our Māori whānau are reflected in school planning and the graduate profile • Our Māori community participate in decision making • Equity for Māori is considered in all decision making.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023

The following questions address key aspects of compliance with a good employer policy :

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<ul style="list-style-type: none"> ● Effective practices are in place to provide a work environment that is without risk to health and safety ● A staff Health and Safety Team meet regularly to review and mitigate health and safety issues ● All staff are inducted in keeping themselves safe: e.g. stress management, using protective gear, staff safety procedures ● Pastoral care and wellbeing of staff and students are very high priorities.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Board continues to :</p> <ul style="list-style-type: none"> ● Appoint a member to be the EEO officer - this role may be taken by the principal ● Show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development ● Select the person most suited to the position in terms of skills, experience, qualifications, and aptitude ● Recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups ● Ensure that employment and personnel practices are fair and free of any bias ● Share EEO plans and reports with all staff.
<p>How do you practice impartial selection of suitably qualified persons for appointment?</p>	<ul style="list-style-type: none"> ● By following our Appointment processes and policies which are reviewed annually ● The best person for the job duties is selected.
<p>How are you recognising :</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, 	<ul style="list-style-type: none"> ● Our workplace is inclusive for Māori who are valued for their contributions as Māori ● Kaimahi Māori are given opportunities and support to

<ul style="list-style-type: none"> - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>gain tertiary qualifications e.g. from support staff to B.Ed degree</p> <ul style="list-style-type: none"> ● Māori teaching staff receive MITA allowance if involved in bilingual classes ● Tikanga, Te Reo is highly visible across the school in classrooms and the staffroom ● Through provision of a culturally responsive environment and curriculum
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> ● By providing weekly PLD for all staff ● By providing mentoring and coaching for staff through the Professional Growth Cycle ● Through attendance at conferences, seminars ● Through provision of management units to enable teachers to take on leadership roles in the school
<p>How are you recognising the employment requirements of women?</p>	<ul style="list-style-type: none"> ● Ensure that all staff know that family come first ● Where sick/family leave is exhausted consider providing discretionary paid leave ● Follow our EEO policies
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> ● Provision of disability car parks ● Carparking proximity to classrooms ● Ramps to all classrooms ● Disabled toilets ● Flexibility around employment hours and conditions

Good employer policies includes provisions for an Equal Employment Opportunities (EEO) programme/policy :

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Y	
Has this policy or programme been made available to staff?	Y	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Y	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Y	
Does your EEO programme/policy provide for regular reporting on	Y	

**PRESIDING
MEMBER AND
PRINCIPAL'S
REPORT**

CLENDON PARK SCHOOL

PRESIDING MEMBER AND PRINCIPAL'S ANNUAL REPORT FOR 2023

The following is our annual report for the 2023 school year at Clendon Park School. It reports on the performance expectations as set out in the 2023 – 2025 Strategic Goals and Annual Plans.

INTRODUCTION

The school opened for instruction on Tuesday 31 January with 642 students compared to 635 in 2021. There were 30 classes: nine Maori bi-lingual classes catering for Year 0-8 students, five Samoan bi-lingual classes catering for Years 0-8 students and sixteen mainstream classes catering for Years 0-8 students. Our roll peaked at 695 in November.

The school has a strict enrolment zone. A large number of out of zone students have enrolled into our bi-lingual programmes because their own local school does not provide these programmes. Many families have moved out of our zone, but continue to bring their children to our school because of our very successful bi-lingual and sporting programmes.

In 2023 we have celebrated many great successes in academic, cultural and sporting areas. Our greatest sporting achievement was winning 1st place in netball at the AIMS Games National tournament held in September in Tauranga.

CURRICULUM

Once again quality programmes featured across the curriculum in all classrooms throughout the school with a major emphasis on the raising of student achievement in Mathematics and Literacy. Collaborative Team Inquiries have been very effective and have resulted in raised student achievement. The progress of individuals and groups of students are monitored with greater accuracy and understanding. This year the Year 5 – 8 classes used Prime Maths which has a greater emphasis on number knowledge. This has been lacking in our previous programmes. This initiative has been well embedded through classes. Lesson Study in Mathematics, Reading and Writing continues to be a powerful learning tool for teachers. School planning is reflective of teacher effectiveness in using assessment data to further raise student achievement.

Our staff participated in the following Professional Development throughout the year:

- Prime Maths
- Hangarau – Integrating digital technology [plugged and unplugged]
- PLD in Mathematics, Reading and Writing, Social Science Histories ESOL,
- Social Sciences: Histories
- Lexia and Powerup

Close interrogation of data by all staff shows that each student in our school has made significant progress even though they may not have reached their expected levels.

Our work in the area of Teaching as Inquiry programmes has resulted in excellent outcomes for teachers and students. Outcomes for students are clearly evident in all classroom environments and in students' growing independence to set goals and assess them.

Well managed, peaceful classroom learning environments are the norm for all staff and students in our school. The shared kaupapa of our school and community in working closely together in the management of student behaviour has contributed immensely to our students' holistic achievement. Our students are increasingly able to use effective strategies to manage more challenging situations. Self management strategies and key competencies are actively taught at all class levels and the delivery of a Social Skills programme by Kiwi Can each week ensures that all our students know 'the Clendon Park way' of doing things.

The Board has effectively provided for a range of special needs programmes to be carried out across the school. The programmes are designed specifically to raise student achievement for

students who are working below and well below their age bands in Literacy, Mathematics and Oral Language. The programmes are carried out by a team of highly skilled and dedicated Support Staff and Teaching Staff who have participated in on-going comprehensive professional development aligned with the schools goals and targets. Generous funding was allocated to support individual students with special needs to be mainstreamed. The Board has also provided opportunities for students with special abilities throughout the year. A range of curriculum areas, arts, sporting, cultural, resiliency building and leadership programmes have been implemented for groups of students who have been identified as gifted or talented in these areas. Our Board continues to fund high quality long term professional development programmes for all staff in a range of curriculum areas with continued focus on the development of all areas of Literacy, Mathematics, Digital Technology and Assessment.

The school continues to have a high level of community engagement. This year we have strengthened our partnership relationships with whanau through such media as emails, regular phone calls, the school app and our class Facebook pages. We have also scheduled a number of events which whanau have been able to attend at school.

SELF REVIEW, STRATEGIC GOALS AND ANNUAL PLANS UPDATE, ANALYSIS OF VARIANCE

Our 2023 Self Review programme covered a range of curriculum areas and designated aspects of our governance and operational areas. Our Strategic Goals, Annual Plans and Student Achievement data was submitted and approved by the MOE in February 2023.

Comprehensive student achievement data has been collected throughout the year and collated as part of the school's on-going self review process. Our 2023 data collections show that we were on track towards achieving our annual targets. The Board closely monitors student achievement data throughout the year, as well as the progress of Maori and Pasifika students and boys/girls. The interrogation of student achievement data and the on-going action plans to further raise student achievement has enabled the Board to shape comprehensive and focused on-going strategic plans. Student achievement data, subsequent targets and goals for 2023 will be reported and discussed with our community via fono, hui, parent/teacher conferences, at school events and by newsletter early in 2024.

The Board regularly surveys parents in Health areas and a range of other focal areas to gain information for future strategic planning. The Board receives monthly reports tracking the achievement of our Annual Plans

The school received \$10,079.00. in the 2023 Operations Grant to fund Kiwisport. This funding was used to purchase additional PE equipment for use in the playground, sports uniforms, pay subsidies for Saturday netball [9 teams] and for contracting Counties Manukau to coach softball, swimming, cricket, football and touch across the school.

PERSONNEL

Staffing at the beginning of the 2023 year was as follows:

1	Principal
33	Teachers – one is a fulltime SENCO
2	Part Time Teachers (.8 . 6.)
2	Full Time Release Teachers
2	Kapa Haka Tutors (.2)
3	Office Staff
1	Library Assistant
8	Teacher Aides
2	Property Team Members
1	Social Worker
2	Kiwi Can Leaders
2	Rheumatic Fever Nurse and Assistant

The school is structured into four teams: Junior [Nga Pihinga] Senior [Manulua] Te Whanau Awhina, Tautua mo Samoa Tupulaga. Across Nga Pihinga are a group of four classes who are using a higher level of Te Reo in their teaching / learning programmes. Teaching staff turnover this

year is 2. We have been extremely fortunate in being able to attract teachers of very high calibre to our school

The school has been well supported throughout the year by a number of specialist services including a speech/language therapist, psychologist, physiotherapist, occupational therapist, and learning support teachers. Our community has given large amounts of support at all our school functions, fundraising activities, trips, Kapa Haka wananga and a large number of Noho Marae.

Appraisal for all staff, including the Principal, was on-going during the course of the year with in-class support visits, mentoring, coaching and conferencing during the year. All staff have been attested as meeting, and in a large number of cases, exceeding the Standards for the Teaching Profession in 2023. Teaching as Inquiry outcomes were an integral component of the Appraisals.

Our Board of Trustees annually provides significant funding for professional development to ensure that our staff can meet personal and school targets. The Board continues to focus on the well being of staff, students and the community through provision of initiatives such as fully subsidising teacher laptops. A Social Worker is full time attached to our school. Her work has made significant, positive changes for students and their families in our community.

All teaching staff were provided with the Classroom Release time that they are entitled to each term. Careful management of banked staffing ensured that we were able to employ additional fulltime release teachers to enable teaching staff to carry out in depth testing of students and participate in professional development meetings.

Teaching staff had opportunities to apply for Management Units as a career advancement initiative. Special projects undertaken by these staff members had excellent outcomes for everyone.

FINANCE

Clendon Park School finances are effectively and efficiently managed by the Board. Our Board had \$4,014,654 invested as at 30 November 2023 with additional funds of \$454,642 in our Cheque Account with ASB 90% of invested monies are tagged annually for long term maintenance, and intended future building projects. The Board continually reviews its investments throughout the year and ensures that any monies surplus to requirement from the operations grant are invested at the best possible rate. A surplus of \$562,183 was achieved by 30 November this year. Our Asset Register is always kept up to date and depreciation rates have been agreed by the Board. All Finance policies and procedures have been reviewed in 2023.

PROPERTY

Cyclical maintenance projects for 2023 have been carried out. We have a number of projects underway this year with completion expected early 2024. All these projects are fully Board funded;

- Shifting Room 28 to the wharekai to create a dining room
- Installing a Cola canopy over the adventure playground outside the hall
- Levelling the area adjacent to the netball court and resurfacing ready to create a basketball court

Regular, systematic checks are made on our grounds and buildings each term to ensure that our property is hazard free, safe and compliant with Health / Safety legislation. These checks are reported on to our Board by the property Sub-committee.

The school received an updated Warrant of Fitness in May 2023 with no work needing to be done.

HEALTH AND SAFETY

Clendon Park School is a Health Promoting School. We hold a Gold Heartbeat Award for achieving the highest possible standard of food service from our lunchroom / tuckshop. The award was also received because of the high quality of classroom delivery of Health Programmes and for key consistent messages about Health delivered within our school and to our community. The Board students, staff and community are pro-active in their efforts to maintain a healthy, active and safe place for all. A Health and Wellbeing survey was carried out in March this year and feedback from our community provided us with valuable ideas to incorporate into our 2024 Programmes.

Our fortnightly newsletter and Facebook page have proved to be very effective in conveying key messages about Health and Safety to our community. A pro-active Staff Health and Safety Team meet regularly to ensure that all possible measures are in place to keep a safe and healthy environment for staff, students and community at all times. A student team contributes ideas and suggestions for our school from the students' point of view. Our Health and Safety policies and the Vulnerable Children Policy and procedures have been reviewed and updated. All staff are Police vetted.

Our emergency evacuation plan has been reviewed. The plan was based upon the guidelines issued by the Ministry of Education. The school Pandemic plan was also reviewed. School preventative measures, such as the use of hand sanitiser, are also regular features of all classroom programmes to avoid the instance of COVID and measles spreading in the school.

Regular fire, earthquake, lockdown and emergency drills are practised in the school. Staff are regularly inducted in work hazard elimination, stress management issues and general day to day organisations to keep themselves safe in the workplace.

The school participated in a number of initiatives this year which directly benefit student health – a breakfast club sponsored by Sanitarium and Fonterra, daily fruit and provision of lunches for all student every day, St John First Aid Programmes, Girls' Self Defence for Year 5 – 8 students

The Property sub-committee have carried out full grounds and property checks on a regular basis during the year. Any items requiring maintenance have been rectified immediately. Hazard checks are also made on a regular basis and every endeavour is made to eliminate these as they arise so that students and staff are kept safe at all times

COMPLIANCE / ADMINISTRATION

The school has reported formally on students' achievement to parents twice this year. An open door policy enables parents to meet at any time they wish with teachers throughout the year.

In conclusion, special thanks to our wonderful school community. We enjoy a strong partnership and share the desire to ensure that our students receive the best education possible in a safe and healthy environment.

Our community continues to be very supportive and visible in the daily life of our school. Of immense value has been our community's constant feedback to us about the way our school functions – the things they like and don't like and areas they believe we could improve in. We have greatly increased our communication with the community using our school App, phone calls, emails, home visits and Facebook pages. These occasions are our forums for giving and receiving key messages.

Our school is exceptionally fortunate in having a very dedicated and hard working Board who focus on the raising of student achievement and the well being of staff and students. Our Board are extremely well informed in all governance matters. Subsequently, our school is kept up to date in all compliance, legislative and operational matters. We acknowledge the leadership of our Board in making our school such a great place to be.

We pay a special tribute to our very dedicated, committed and competent staff who are totally passionate about the academic and social well being of our students and the raising of student achievement. Our prime objective is to ensure that each and every student in our school receives the best possible holistic education and achieves to their maximum potential in a supportive, safe and nurturing environment.

WAYNE BENNETT
PRESIDING MEMBER

DATE: 14 December 2021

SUE DAWSON
PRINCIPAL

DATE: 14 December 2021