



**School Charter
Strategic and Annual Plan
For
Cloverlea School**

2018-2020

**“He iwi tahi tātou”
“Together”**

Cloverlea School 2018-2020

Strategic Intentions

Vision	<p>A nurturing environment where children strive to succeed</p>
	<p>L.E.G.E.N.D Lead Excellence orGanised rEsilience iNclusive Determined</p>
Principals	<p>Cloverlea School Principals align with the New Zealand Curriculum</p> <p>High Expectations: At Cloverlea School we monitor student progress and achievement. Students are encouraged to develop a sense of excellence through reaching their potential. The curriculum reflects this and ensures there is opportunity for achievement.</p> <p>Treaty of Waitangi: Te Tiriti O Waitangi if the founding New Zealand document. All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.</p> <p>Cultural diversity: Learners’ cultural backgrounds are acknowledged and valued and Cloverlea School’s environment is beginning to reflect this.</p> <p>Inclusion: All students are provided with opportunities to learn at Cloverlea School. Our Curriculum acknowledges and reflects diversity and provides opportunities for difference to be catered for. Inclusion is also one of our core values.</p> <p>Learning to learn: We encourage students at Cloverlea to take ownership of their learning. Staff also have a strong professional development plan to build teacher capability.</p> <p>Community Engagement: Our parents, caregivers and members of the wider community are actively involved in the daily life of school. They are encouraged to participate in a wide variety of ways, bringing their talents and enthusiasm to support our students learning. At Cloverlea we promote community engagement as learners achieve where there is open communication between home, school and community. On a wider level, Cloverlea School is part of the Palmerston North Te Kotahitanga Cluster whose goal is to focus on student agency and growing strong relationships between staff. Coherence: Learners achieve in authentic, real life and integrated contexts where resources are used effectively and where connections are alignment are made to other learning areas, to put new ideas into practice. Steam is now part of our planning school-wide.</p> <p>Future focus: Our curriculum encourages students to look into the future and become problem solvers. STEAM is one area we are currently developing to support future focus thinking.</p> <p>For our students and staff this means:</p> <ul style="list-style-type: none"> ● Understanding and acceptance of all cultures - works with our value of “inclusive” ● Value their own and others’ heritage ● Experience Tikanga Maori in classes

<p>Māori Dimensions and Cultural Diversity</p>	<p>Cloverlea School recognises the unique position Māori and ensures teacher professional learning is evident including karakia and himene in staff meetings as well as recently establishing a Māori Curriculum committee. Cloverlea School will develop and refine policies, plans and practices that reflect New Zealand’s cultural diversity and the unique position of Māori.</p> <p>In 2018, this will be achieved through:</p> <ul style="list-style-type: none"> ● School organisation, policy, and curriculum delivery programmes ● Consultation with Māori Families and local iwi ● Te Reo being integrated into classroom programmes, with bicultural lens ● In Contexts as part of teaching as inquiry ● Monitoring of SENCO programmes to ensure cultural needs are met ● Developing cultural connectedness and cultural validation ● Develop some bicultural planning across the school as part of STEAM <p>For our students this means:</p> <ul style="list-style-type: none"> ● Understanding and acceptance of all cultures - works with our value of “inclusive” ● Value their own and others’ heritage ● Experience Tikanga Māori in class lessons. <p>For our staff this means:</p> <ul style="list-style-type: none"> ● Understanding basic Tikanga Māori and having high expectations for Māori students ● Analysing and reporting on Māori student achievement to all interested parties ● Developing knowledge for teachers to be more confident using Te Reo <p>For our community this means:</p> <ul style="list-style-type: none"> ● The Principal will respond to any request for instruction in Te Reo by: ● Advising the parent of the current level of Te Reo and Tikanga Maori available at Cloverlea School ● Offering to explore possibilities for extending the current provision including Dual enrolment with the correspondence school Consulting a School Advisor Consulting with another school able to provide a higher level of Te Reo Maori and Tikanga Maori ● Advising parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori
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<p>Special Education Needs and Inclusion</p>	<p>Inclusion relates to Presence, Participation and Achievement as key aspects for all learners, in particular those with special education needs. These special education needs might be for students who have trouble accessing the curriculum at their respective age/stage and for those who might exceed expectations.</p> <p>Our goals: Cloverlea School has high expectations and provides a safe and welcoming environment for all learners, regardless of their ability, socio-economic status or family background. We believe each child has the right to be safe and learn in an environment where they are respected and develop strong sense of self-worth. We also believe that nurturing individual health and well-being, children will feel connected and part of our learning community.</p> <p>Actions: Inclusive practice begins prior to and during enrolment at Cloverlea School. Children turning five years old take part in our six week transition programme “Chickadees”. Liaison with pre-schools and outside agencies as well as with whanau leads to a smooth transition for students and building positive relationships with whanau early in. Teachers, Learning Assistants, SENCO and the Principal work collaboratively with students, parents, carers and whanau along with outside agencies such as RTLB, RTLit, Special Education and Ministry of Education to best meet the needs of our learners. Cloverlea School operates a referral system and maintains a Special Education register to ensure all students who require learning support are monitored and this information is shared via the school’s student management system. This has been developed both DP’s look after the monitoring, tracking and support programmes for students.</p> <p>How: Learning Assistants have weekly meetings with SENCO/DP’s and Principal focusing on learning strategies and needs. Introduction of Learning Assistant appraisals, with observations and specific feedback to continue to support student’s needs. All parents who have students receiving extra learning support will be informed.</p>
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Strategic Direction

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2012
Students' Learning	<p><u>Accelerating Student Achievement:</u> To improve levels of achievement for all, so all children reach their full potential.</p>	<ul style="list-style-type: none"> ● Review and monitor implementation of the Curriculum Plans ● Use a range of assessment data to monitor progress, guide teaching practice and to refine teaching and learning ● Analyse data at identified times across the year to monitor progress ● Sharing of best practice at team and staff meetings ● Children set and reflect on personal goals ● Collect and analyse data of Maori and Pasifika children to identify those who are in need of support and provide support needed ● Utilise PB4L Classroom practices for higher levels of engagement <p>Written Language:</p> <ul style="list-style-type: none"> ● The Literacy Leader will monitor delivery of programme guidelines within all classrooms ● Guidelines for the delivery of written language will be worked through ● Implement the written language action plan ● Re-visit in-depth phonics professional learning school wide ● Revisit moderation across schools <p>Reading:</p> <ul style="list-style-type: none"> ● Arrange and closely monitor support programmes, including Reading Recovery, Rainbow Reading, for identified students ● Ensure teachers are implementing best practice and targeting comprehension through regular and structured teaching experiences <p>Mathematics:</p> <ul style="list-style-type: none"> ● Ensure regular staff meetings are held for school wide development ● Release MST teacher weekly, to support personal teacher development and support in classes. ● Provide appropriate PLD and School Leaders to support teachers ● MST teacher to provide written feedback to all teaching staff ● Continue to develop support programme for students who need extra support across different teaching domains.
Student Engagement	<p><u>Developing School Culture:</u> To develop a school culture based on research and evidenced based strategies such as PB4L and the neuroscience of the brain.</p> <p>To ensure cultural connectedness and culturally appropriate pedagogy is valued.</p> <p>To monitor student attendance</p> <p>To gather student voice around health and well-being</p>	<p>PB4L:</p> <ul style="list-style-type: none"> ● Minimum of 2-3 staff meetings per term, dedicated to PB4L with PB4L team taking greater responsibility for leading team discussions. ● More visibility of LEGEND values evident across the school ● Tier one training completed and systems developed based on tier 1 training ● Classroom modules built in as part of Teacher Appraisal ● Whole School systems developed, with a focus on noticing positive behaviour and following the agreed upon continuum of behaviour and natural consequences. <p>BRAIN NEUROSCIENCE</p> <ul style="list-style-type: none"> ● Develop with the staff, a plan around effective programmes that work alongside the understanding of the brain. <p>SENCO</p> <ul style="list-style-type: none"> ● Re-defining of SENCO practices within the school and monitoring outcomes with Learning Assistants ● More transition discussions from withdrawal programmes to classrooms ● Greater ownership and planning from teachers for Learning Assistants, needs based decision making. <p>LEADERSHIP PRACTICES:</p> <ul style="list-style-type: none"> ● Adjust all Job Descriptions in collaboration with School Leaders to reflect their changing role within the school ● School Leaders to have leadership goals and appropriate professional learning in place, for support. ● All staff aware of changes, lead by School Leaders ● Team inquiries – Three staff inquiries introduced to work through Inquiry cycle and use evidence as a basis for progress and review for school practices.

		<p>TE KOTAHITANGA:</p> <ul style="list-style-type: none"> Continue to collaborate with the cluster schools to grow teacher capacity and celebrating good teaching practice.
School Organisation and Structures	<p>Teaching as Inquiry: Develop Teaching As Inquiry, through reviewing 3 areas that support school organization and structures – EDGE, Playground, STEAM</p>	<p>Cloverlea School is a decile 3, recently changed U5 primary school., catering for learners year 0-6. The school opened in 1975 and there is approximately 320 being taught in 14 well resources classes.</p> <p>Our PB4L values, LEGEND, is evident in teaching space and has been a core part of our community journey.</p> <p>Teaching as inquiry</p> <ul style="list-style-type: none"> Staff opt in to an inquiry team, using staff voice as a guide, to review and implement improvement strategies, that will improve school organisation and structures.
Personnel	<p>Staffing: To ensure the school is fully staffed to achieve the identified goals of the Charter.</p>	<p>STAFFING</p> <ul style="list-style-type: none"> To continue to up skill all staff through ongoing whole school and individual professional learning, with levels of accountability and professional dialogue. To continue to build Middle and Senior Leaders leadership capacity across the school. Focus on SENCO practices, tracking of student achievement To build more culturally responsive pedagogy in our current school practices and have evidence of this.
Property	<p>Property: To plan for the modification of Block 2 into an Innovative Learning Environment through the 10 YPP.</p>	<p>FUTURE FOCUSED TEACHING / PERSONALISED LEARNING:</p> <ul style="list-style-type: none"> Establish guidelines for the implementation of future focused teaching Organise classes into paired teaching teams to work together through a future focused approach Provide appropriate PLD and School Leaders to support teachers
Finance	<p>Finance: To ensure Cyclical Maintenance amount is up to date and that we run a slight surplus budget. Budget to reflect staff PLD on focus areas.</p>	<p>Finance</p> <ul style="list-style-type: none"> Continue to work with Education finance Continue to use finance reports to make BOT decisions for effective governance of Cloverlea School
Review of Character and Consultation		<p>The current Charter and Strategic sections were reviewed and revised in 2017 with BOT and teaching staff.</p> <p>National Education Goals and Priorities: All programmes will be focused on the New Zealand Curriculum framework and curriculum documents, with an emphasis on developing Cloverlea LEGENDS.</p> <p>Regular monitoring of student achievement and programme information will be reported to individual, students, parents,the BOT and the community, through school and community newsletters, BOT meetings, Mid and End of year Student Reports, parent student conferences.</p> <p>The school will provide and maintain a safe physical and emotional environment for all using PB4L PLD to Support improvement.</p> <p>Programmes will be supported by the school’s policies, procedures, maintenance and financial plans, job Descriptions, performance management systems and health and safety strategies.</p>

Improvement Plan - Mathematics

Strategic Goal:

To support student achievement in mathematics , in relation to the New Zealand Curriculum, while developing self directed lifelong learners

Annual Goal

By the end of 2018, 80% of all students will be working at or above expectations in Mathematics, as per the New Zealand Curriculum.
To enable us to reach the Annual Goal in Mathematics, we have analysed data at the end of 2017, and discussed student achievement. As a result we have identified the cohorts below as targeted students.

Annual Target

To target the 46% of Year 6 students who were identified as working below at the end of 2017.

- To accelerate the progress of the 32% (n=16) of the Year 6 students working below expectation.
- For the 4% (n=2) Maori and 6% (n=3) Pasifika Year 6 students identified as working below expectation to make accelerated progress towards their expected achievement level.

Baseline data

14% of students identified as achieving “well below National Standards” in 2017
32% of students identified as achieving “below National Standards” in 2017

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
February 2018	To analyse 2018 data from SET A, to identify trends and Areas to target learning	Janice	Groups identified and organized for support
February 2018	Learning Assistant given professional guidance in how to support targeted groups	Janice Donna	Learning Assistant has relevant information and materials to support
Term 1 & 2	Groups working with Learning Assistant targeting identified areas	Janice Mary Donna	Progress being tracked, with children achieve 80% in the Stage 5 knowledge domain.
Term 1 & 2	To achieve 80% Stage 5 knowledge and move students within the Stage 6 knowledge domain	Janice Donna	Knowledge samples collected to indicate 80%+ achievement at stage 5
Term 1 & 2	Regular conversations being held between Learning Assistant and TIC (Teacher in Charge)	Janice Management	Release time for TIC

Monitoring

Regular tracking of students and data collated to be shared with classroom teacher with space for teacher feedback and suggestions. Assessments to be supplied by TIC and administered by Learning Assistant.

Improvement Plan - Domain: Learning

Strategic Goal
Student Engagement

Annual Goal
To develop a school culture based on research and evidence-based strategies

Annual Target
Reduce incidences in the playground by 50%

Baseline data

Key Improvement Strategies
Staff PLD, teaching of playground expectations

When	What (examples)	Who	Indicators of Progress
Term 1	Establish a staff inquiry team	Staff	Meetings x2 per term
Term 1	Collect student voice engaging spaces	All staff	Collate, use for decisions for student council, staff and BOT
Ongoing	Staff PLD - Active supervision	Principal/ PB4L team	Staff able to use corrective consequences independently
Term 2	Data focus - Big 5 Wed - Wed	PB4L team	PB4L data wall
Term 2	Health and well-being survey	Staff	Use data to inform T3 and T4
Term 2-3	Classroom module - Tier 1	Staff	Culture change in classroom for playground set up

Monitoring
SWIS Data

Resourcing
SSIS, Regional Facilitators, IY4T for staff

Baseline Data

Student's Learning

Mathematics

Level	Well Below	Below	At	Above	No. of students
After 1 year	0	2	43	7	52
After 2 Years	2	10	26	10	48
After 3 years	5	13	13	5	36
Year 4	2	10	17	10	39
Year 5	7	16	12	16	51
Total	16	51	111	48	226

Reading

Level	Well below	Below	At	Above	Total
After 1 year	2	17	19	14	52
After 2 years	5	8	18	17	48
After 3 years	3	4	25	14	36
Year 4	2	4	17	16	39
Year 5	4	6	17	24	51
Total	16	39	86	8	226

Writing

Level	Well below	Below	At	Above	Total
After 1 year	0	10	39	3	52
After 2 years	2	16	24	6	48
After 3 years	5	11	16	4	36
Year 4	4	7	17	11	39
Year 5	6	8	27	10	51
Total	17	52	123	34	226

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Student Engagement	PB4L Playground Data		
	Referrals	2017	Target 2018
	July	1	To review the playground practices, using student voice, to help reduce incidences and support students by focusing on b bringing the LEGEND values to life.
	August	54	
	September	122	
	October	27	
	November	99	
	December	66	
School Organisation	Re-development of SENCO roles within the school roles within the school. Release of DP to ensure monitoring and tracking of students and IEP's and IBP are in place. Ensure effective liaison with outside agencies and appropriate follow up.		
Review of Charter and Consultation			