



# Crofton Downs Primary School Charter 2019 – 2021

School Number: 2823

## 2021 Annual Goals

### Our Vision for Crofton Downs Primary School

Crofton Downs Primary School is a place of learning, exploring, creating and thinking, that values every child.

### Our Mission

- To recognise and foster each individual child's spark to become a creative and passionate learner.
- To provide learning opportunities that develop reflective, adaptable and confident learners who are enthusiastic about taking responsibility for their own growth and development.
- To embrace diversity in our learning, teaching and school community, accepting differences with a generosity of spirit.

## Our School Spirits

Our School Spirits are the values by which we live as a school community. We recognise that they connect with each other and we use them to underpin our learning, teaching and interactions together.



### We are a school of Heart, Spark, Courage, Creativity and Success

- We are a school of **Heart**, valuing compassion and empathy.
- We are a school of **Spark**, where we seek exciting learning opportunities to ensure children are happy and engaged.
- We are a school of **Creativity**, recognising that we all think and learn differently.
- We are a school of **Courage**, where we seek to inspire and support our children and staff to be brave in all we do.
- We are a school of **Success**, celebrating the effort and skills our children and staff display when achieving diverse and wide-ranging goals.

## Our commitment to Te Tiriti o Waitangi

As a school and community, we seek to honour Te Tiriti o Waitangi and its principles of partnership, co-operation, inclusion, protection, integrity, justice and fairness. We ensure that Te Reo Maori is part of our way of learning and teaching in the classroom and beyond.

## Our Strategic Goals for 2019 – 2021

Over the next three years we will be working towards delivering on these strategic goals. Along with our core teaching and learning practices we are developing key skills and knowledge to ensure these goals are reached to continue to support and realise the vision, mission and spirits we have for Crofton Downs Primary School.

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

### 1. Focus on developing OUR STUDENTS:

Our students have appropriate voice, choice and independence in their own learning. This is the foundation of our Learner Agency\* approach to education, utilised throughout the school.

Annual Goals 2019	Annual Goals 2020	Annual Goals 2021
1.1 Deepen and extend the strategies to support the transition of students from the Junior Pod to year 3	Refine this strategy and ensure we respond to feedback from students and parents	Refine and Sustain the benefits of this work moving forward
1.2 Develop a school-wide inquiry model linked to Learner Agency* Practice	Review the use of the model by the teaching staff and further develop the model to reflect the Learner Agency approach to teaching	Continue to review, use and seek new PLD opportunities focused on inquiry models of teaching, and exploring classroom strategies that promote learner agency.
1.3 Strengthen learning opportunities for and with the students with a focus on the Learner Agency approach to learning	Utilise these developed skills and knowledge to ensure Learner Agency is the main approach used in our planning and teaching	Refine our approach to Learner Agency and develop the ongoing opportunities available to both teachers and students. This is embedded in how we teach and learn at CDPS
1.4 To provide robust evidence of the effectiveness of the teaching and learning approach at Crofton Downs School	Review the evidence of the effectiveness of the teaching and learning approach at Crofton Downs School	Embed these practices across the school and continue developing parent understanding of the importance of Learner Agency.
1.5 Develop a Reporting Roadmap to use with the Board for the purpose of delivering clarity about student progress and achievement.	Review the effectiveness of the Roadmap as determined by the success criteria. Make changes to this, if necessary. Establish and communicate an effective reporting schedule for teachers and parents.	Monitor the effectiveness of our new reporting and assessment framework. Survey to ensure this is meeting the needs of the board, teachers and parents..

\*Learner Agency is when both Students and Teachers:

- Understand what we need to learn and are confident setting goals
- Know how to get there
- Are drivers of our own learning
- Have the right tools to reach our goals
- Can share our learning with others

Teachers:

- Support passion, excitement and engagement in the classroom
- Create an enthusiastic learning environment
- Challenge learners to confidently drive their own learning
- *Use inclusive practices that support students with additional learning needs and provide benefit to all learners*
- *Are explicit about their own learning and thinking and provide authentic models of this.*

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

### 2. Focus on developing OUR STAFF:

Our Staff are able to prioritise the Learner Agency approach in their teaching and the support programmes. Wellbeing of staff will continue to be a focus for us.

Annual Goals 2019	Annual Goals 2020	Annual Goals 2021
2.1 Undertake Year 2 of the MOE Learner Agency PLD	Embed this approach to teaching and learning across the school, ensuring all staff understand the approach and its purpose	Complete the final 6 months of the MOE Learner Agency PLD Source new PLD opportunities provided by external agents, including the Ministry of Education (if these meet our school needs)
2.2 Deepen cluster-wide professional development	Refine this strategy and ensure we respond to feedback from staff	Actively engage in the Northern Cluster Kahui Ako. Review and refine this strategy and ensure it is continuing to meet our PLD needs as a school
2.3 Investigate ways of empowering staff to focus on their own wellbeing, and implement support as appropriate	Empower staff to focus on their own wellbeing	Continue to review and refine this strategy ensuring it meets the needs of our staff
2.4 Design a Digital Technologies curriculum for CDPS and utilise external PLD opportunities to develop the skills of our staff	Fully implement this curriculum across all levels of the school	Undertake further PLD in the Digital Technologies field; in particular in relation to iPads and high frequency used apps.(focus on upskilling current and new staff)
2.5 Upskill staff, as required, to raise the achievement levels of target groups across Literacy and Mathematics	Continue to seek patterns in our curriculum data to determine the needs of groups of students and act on these	Continue to seek patterns in our curriculum data to determine the needs of groups of students and act on these
2.6		<p>The Tataiako Competencies sit within our school values, culture for all learners at CDPS. Teachers understand and demonstrate culturally responsive leadership and teaching practice.</p> <p>All learners engage in weekly Te Reo instruction using the Kura Ahurea curriculum framework.</p> <p>All learners participate in weekly Kapa Haka workshops Some learners participate in a Kapa Haka Performance Group.</p>

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

### 3. Focus on developing OUR ENVIRONMENT:

To design and build teaching and learning spaces that meet the learning needs of the students at Crofton Downs Primary School.

Annual Goals 2019	Annual Goals 2020	Annual Goals 2021
3.1 Undertake the BOT's property plan (initially the refurbishment of Rooms 1 and 2, the roofing, cladding and electrical work)	Determine further needs and next steps as outlined in the property plan	Review the 5YA property plan to determine if it is still meeting our needs. Commence prioritisation with OCTA for our next 10 Year Plan
3.2 Design and construct the roll growth classrooms	Complete the construction of the roll growth classrooms	Working closely with the Ministry to keep the timeline on track

### 4. Focus on OUR COMMUNITY:

The school maximises relationships that support CDPS in achieving its strategic vision and goals.

Annual Goals 2019	Annual Goals 2020	Annual Goals 2021
4.1 Engagement of stakeholders through parent education and other information programmes	Refine this strategy and ensure we respond to feedback from our community	Continue to refine this strategy acting on the feedback and suggestions from the community <i>Seek and utilise opportunities to use knowledge and skills in our wider community to supplement our enrichment and learning programmes (Rebecca)</i>
4.2 Develop a communication strategy for existing and future families including parent education	Review this plan in light of major projects (yet to be determined) and respond to the needs of our community	Continue to refine the strategy acting on the feedback and suggestions from the community
4.3 Development of a financial strategy for Crofton Downs Primary School	Review the financial plan developed for the school with a focus on needs determined in 2019/20	Review the financial plan developed for the school with a focus on needs determined in 2021/2021

## Our Targets for 2021 (Based on our 2020 Data):

### 1. Numeracy

In 2020, there were a significant percentage of our current Y4-6 learners (45%) who were working 'above' the expected level in Mathematics.

In our current Y4, 52% (13 learners) of learners were judged by teachers as working above the expected level in Mathematics.

In our current Y5, 39% (16 learners) of learners were judged by teachers as working above the expected level in Mathematics.

In our current Y6, 48% (20 learners) of learners were judged by teachers as working above the expected level in Mathematics.

**In 2021, our target is to maintain this level of attainment so that we have at least 45% of learners achieving above the expectation in mathematics.**

### 2. Reading

In 2020, there were a significant percentage of our current Y2-3 learners (45%) who were working 'below' the expected level in reading.

In our current Y2, 58% (22 learners) of learners were judged by teachers as working below.

In our current Y3, 21% (8 learners) of learners were judged by teachers as working below.

**In 2021, our target is to reduce this to 20% working 'below' the expected level.**

### 3. Writing

In 2020, there were a significant percentage of our current Y3,5&6 learners (25%) who were working 'below' the expected level in writing.

In our current Y3, 34% (13 learners) of learners were judged by teachers as working below.

In our current Y5, 23% (10 learners) of learners were judged by teachers as working below.

In our current Y6, 13% (5 learners) of learners were judged by teachers as working below.

**In 2021, our target is to reduce this to 20% working 'below' the expected level.**

With these three main learning goals our focus, many of the strategies below relate to these targets and have been suggested by our teachers.

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

Annual Plan for 2021:

\*CDPS Learning Hui - sharing how we teach and learn at CDPS

Annual Goals	Success Indicators	Strategies
<p>1.1 Refine and sustain strategies to support the transition of students from Junior Pod to year 3 and ensure we respond to feedback from students and parents</p>	<ul style="list-style-type: none"> <li>Effectiveness of strategies reviewed at Pod termly, shared at staff meeting</li> <li>Children can talk about their maths learning positively</li> <li>Achievement targets met</li> <li>Parents understand / ask questions about programme</li> </ul>	<p>Develop Parent information sessions and opportunities to be part of the class programme. Develop resources and accompanying training sessions for parents to support learners at home.</p> <p>Junior Pod Play Based Learning (PBL) PD offered to the Y3/4 teachers to support a more seamless transition. Engage in Play Based Learning PD - Judith U at Northland School. Develop teacher understanding of <u>loose parts play</u> with the kids, (tyres, pallets, environment); developing negotiating and communication skills. Including parents in the PBL process Exploring provocations that encourage PBL.</p> <p>In 2021 phonics PD for all teachers to develop a consistent framework - depending on the needs of their children.</p> <p>Opportunity for vertical groups for inquiry / Buddy classes and Tuakana Teina models. Strengthen transition with more opportunities for learners and teachers to visit middle pod/ senior pod in Term 4. Professional Growth Cycle group to further explore the CDPS model of PBL; using a <i>Spirals of Inquiry</i> research model to develop shared ideas and philosophies.</p>
<p>1.2 Continue to review the use of the school-wide inquiry model by the teaching staff and seek new PLD opportunities focused on inquiry models of teaching</p>	<ul style="list-style-type: none"> <li>High engagement and enthusiasm for writing</li> <li>Student goal setting</li> <li>Student generated ideas</li> <li>Passion projects</li> <li>Students developing contexts for learning</li> <li>Writing achievement target met</li> </ul>	<p>Kath Murdock model introduced - this will need to be differentiated for different levels of the school Integrating the core curriculum (literacy and numeracy) embedded in the units of inquiry where appropriate.</p> <p>Developing and review a continuum of Inquiry at CDPS (PBL - Teacher Guided - Learner Led inquiry) Developing underpinning inquiry dispositions (eg questioning skills, cooperation, independence skills)</p> <p>Continue to explore and define what agency is - revisit the 3 definitions we developed in 2018 and variations across the school levels - Explore what this means for ORS students and the TA staff.</p> <p>Develop collaborative inquiry PLCs (Professional Learning Circles) to explore agency.</p> <p>Look at opportunities for a mixed ability inquiry approach across the curriculum eg. inquiry maths / Low entry - high ceiling inquiry engagements. Teachers Integrate inquiry approach to maths Developing learner voice and choice in their instructional groups and goal setting</p> <p>Teachers explore different approaches to learner agency in writing to support target</p> <p>PD related to writing motivation, with a focus on motivating reluctant writers.</p>

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<p>1.3 Refine our approach to Learner Agency and develop the ongoing opportunities available to both teachers and students. This is embedded in how we teach and learn at CDPS</p>	<ul style="list-style-type: none"> <li>• Successful PLD extension application</li> <li>• Involvement and commitment to Kahui Ako</li> <li>• Teachers supporting teachers with their identified strengths and offering strength based workshops for students</li> <li>• <i>Explicitly choosing and using Inclusive strategies and practices that benefit all learners. (e.g. UDL)</i></li> </ul>	<p>Embed what student agency means in CDPS with Rob Clarke. Trialling new classroom strategies that support and promote learner agency.</p> <p>Explore the use of a Growth Mindset approach, encouraging learners to take risks and challenge themselves</p> <p>Electives: Strength based teaching / opportunities for parents to be 'Part of the Learning'</p> <p>Collaborative Inquiry - supporting learners to develop their own lines of inquiry and follow their own passions during inquiry time / Giving learners the choice to share their thinking and understanding through a variety of modes. <i>Explicitly teaching frameworks and strategies to do this effectively.</i></p> <p>Develop Internal maths PD workshops within house; exploration of Mixed ability maths contexts (low entry / high ceiling inquiries)</p> <p>Building teacher capacity and understanding of Agency and Wellbeing programmes through the shared Kahui Ako cluster / expos.</p>
<p>1.4 Embed these practices across the school and continue developing parent understanding of the importance of Learner Agency.</p>	<ul style="list-style-type: none"> <li>• Strategies trialled, evaluated for effectiveness and changed as needed</li> <li>• Teachers are supported in their practice</li> <li>• Students goal setting from Matrix and for writing, reading and maths</li> </ul>	<p>Establish a Professional Growth Cycle group to further explore the CDPS model of learner agency; using a <i>Spirals of Inquiry</i> research model to develop shared ideas and philosophies.</p> <p>Continue to develop our localised curriculum. Using parent and community stakeholder experts to support our local curriculum to support agency driven learning. E.g there is a student in my class wanting an ACTIVE environmental group; using our parent strengths to help facilitate the learning.</p> <p>Continue to develop a shared approach / framework / timeline to collect evidence and reporting to parents.</p> <p>Use our strengths to learn from each other - shared exemplars of best practise</p> <p>Teacher Release to allow opportunities for peer observations and sharing best practices.</p> <p>Developing a stronger use of rubrics to help triangulate, self, peer and teacher assessment / generation of next steps and goals.</p>



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<p>1.5 Monitor the effectiveness of our new reporting and assessment framework. Survey to ensure this is meeting the needs of the board, teachers and parents</p>	<ul style="list-style-type: none"> <li>● Moderate OTJ</li> <li>● Reporting schedule is manageable</li> <li>● Parents feel informed about academic and school spirit progress and achievement</li> <li>● Progress and achievement data ensures Board is well informed</li> <li>● Review of Reporting Roadmap ensures alignment of reporting process</li> </ul>	<p>Review of 2021 reporting framework - beginning year, 2nd half of year            Time allowed for staff to input data (schedule some staff meetings)            Ensure T2/T4 comparative data for BoT            Teachers using effective assessment to make OTJ / OTJ Professional Development            Align SMS to school reporting schedule            Whole staff PD on HERO to be able to access it's full potential. Supporting Year 5&amp;6 learners to use HERO to share evidence.            Developing report writing exemplars</p>
<p>1.6 Empower learners to understand and manage their own wellbeing and readiness to learn</p>	<ul style="list-style-type: none"> <li>● Collect baseline data on our CDPS Learner wellbeing</li> <li>● Trial wellbeing classroom programmes</li> <li>● Developing systems that develop both leadership opportunity and wellness amongst learners.</li> </ul>	<p>Establish a Professional Growth Cycle group to further explore the CDPS models of wellness; using a <i>Spirals of Inquiry</i> research model to develop shared ideas and philosophies.</p> <p>NZCER wellness survey for students            KiVa refresher training for all teachers            KiVa Survey / KiVa programme action plan developed &amp; class programmes implemented across the school            Build sense of whanau and caring for students: play buddies, wet day monitors, buddy bench, buddy reading, classroom helpers.</p> <p>Develop the learners' passion for fitness and physical wellbeing through a structured HPE curriculum programme.</p> <p>This includes learning around zones of emotional regulation and/or what is happening in their brains in response to anxiety and stress and the implications for learning (e.g. <a href="#">Kathryn Berkett</a> or <a href="#">Meghan Gallagher</a> from Teachers Matter Summit presentation.</p>

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Resources	Who is Responsible	Timeframe
1.1 <ul style="list-style-type: none"> <li>Release for transition planning/ consultation for AP</li> <li>Scheduling meeting times with Northland School</li> <li>Resources specific to the programme</li> <li>Student input and voice in workshop ideas</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Junior and Middle Pod team leaders</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> <li>Term 4 revisit the needs of the students moving from Year 2 to 3 (in 2022)</li> </ul>
1.2 <ul style="list-style-type: none"> <li>Professional Development with Learning Architects</li> <li>Other professional development opportunities</li> <li>Release for observation/class and school visits</li> <li>PLGs set up for a schoolwide focus on PBL, Agency and Wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>An important focus throughout the year</li> </ul>
1.3 <ul style="list-style-type: none"> <li>Externally funded PLD</li> <li>Staff development time (in-class support and PLD time in meetings)</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Team leaders</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 and Term 2. PLD application for PLD extended so that learning can be embedded and deepened.</li> </ul>
1.4 <ul style="list-style-type: none"> <li>2020 OTJ Data and 2020 Student Matrix</li> <li>Ongoing monitoring at team level, staff meetings to share PD as identified</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Pod team leaders</li> <li>Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of 2020 data by all teams in T1 2021; setting up 2021 Target groups in T1</li> <li>Teachers monitor progress through the Student Matrix tool</li> <li>Mid-year /end of year reporting to the BOT on overall student progress</li> <li>Target learner groups commence in Term 1 Week 3</li> </ul>
1.5 <ul style="list-style-type: none"> <li>Time for consultation and draft reporting plan to be written</li> <li>Liaison with Linc-ed re optimising HERO for reporting.</li> <li>Time on our full Board meetings to discuss and review the plan</li> <li>Timetabled review of the data at Board meetings</li> </ul>	<ul style="list-style-type: none"> <li>Board of Trustees</li> <li>Principal and leadership team</li> </ul>	<ul style="list-style-type: none"> <li>Staff consultation for reporting to community</li> <li>Share with BoT/community</li> <li>Consultation with community in 2nd half of year re reporting</li> </ul>
1.6 <ul style="list-style-type: none"> <li>KIVA refresher training for all staff</li> <li>Collection of Baseline Wellness data</li> <li>Staff development for wellness programmes</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Pod team leaders</li> <li>Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

Annual Goals	Success Indicators	Strategies
<p>2.1 Complete the final 6 months of the MOE Learner Agency PLD Source new PLD opportunities provided by external agents, including the Ministry of Education (if these meet our school needs)</p>	<ul style="list-style-type: none"> <li>• Wide range of opportunities for learners to have choice</li> <li>• Teachers feel supported in learner agency approach</li> <li>• FUN in programmes</li> </ul>	<p>PD focus - What does learner agency look like at different levels of the school (Middle and Senior) - <b>focus</b> for Rob Clarke</p> <p>Learner participation in goal setting - Supporting learners set goals across the school in writing/maths</p> <p>Supporting learners to understand their instructional level / next steps in learning</p> <p>Sharing of practise across the school at Staff Meetings</p> <p>Research and Apply for further PLD in 2022</p>
<p>2.2 Actively engage in the Northern Cluster Kahui Ako. Review and refine this strategy and ensure it is continuing to meet our PLD needs as a school</p>	<ul style="list-style-type: none"> <li>• Well established connections across the Kahui Ako including reciprocal visits, sharing of PD</li> <li>• Feedback is acknowledged and reflected in Kahui Ako programme</li> <li>• Roles within Kahui Ako appointed</li> </ul>	<p>Continue to develop relationships across Kahui Ako</p> <p>Utilise teacher strengths to provide optional workshops</p> <p>KA roles in place - CDPS will use the roles to support our Wellbeing goals - ASL and WSLs released to plan 2021 goals</p>
<p>2.3 Empower staff to focus on their own wellbeing. Continue to review and refine wellbeing strategy; ensuring it meets the needs of our staff</p>	<ul style="list-style-type: none"> <li>• Open consultation/transparency allows for staff to have input</li> <li>• Developing of teacher agency in decision making e.g. targets, annual plan, collaborative practice, review of reporting</li> <li>• Staff feel supported in their role</li> </ul>	<p>Opportunity for teacher agency - All staff are heard and acknowledged and continue to be heard - explore what this means. Deficiencies and suggestions.</p> <p>Ensure meeting schedules allow time for some staff tasks. Continue to alternate staff/ Pod meetings</p> <p>Continue regular Learning Support Staff meetings.</p> <p>Kahui Ako support - CDPS Kahui Ako Wellbeing focus is confirmed for 2021.</p> <p>Improve lines of communication and sharing of timetables and change.</p> <p>Continue BoT funded Pod planning sessions - Terms 1, 2, 3 &amp; 4</p> <p>Continue to build in staff meeting time for reporting to parents.</p> <p>KiVa refresher for staff TOD in February 2021</p> <p>NZCER wellness survey for staff - baseline evidence</p> <p>Review seating supervision and playground timings and seek feedback and suggestions to inform future duty timetables.</p>

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<p>2.4 Undertake further PLD in the Digital Technologies field (focus on upskilling current and new staff)</p>	<ul style="list-style-type: none"> <li>• A CAAP digital technologies plan (similar to the reading/writing/ maths one)</li> </ul>	<p>Build on significant PD delivered in 2019</p> <p>Identify at pod level range of tasks that help implement digital curriculum at CDPS</p> <p>Initial exploration of a BYOD model in the future to further our DT focus for the students.</p> <p>JP budgeting for ipad purchases for 2021 - staff will need some PD to support their use of them. iPad Apple Badges (Apple Educator)</p> <p>Developing a shared drive with a Resource bank of offline digital curriculum resources</p>
<p>2.5 Continue to seek patterns in our Literacy and Numeracy data to determine the needs of groups of students and act on these</p>	<ul style="list-style-type: none"> <li>• Shared understanding of targets/ actions for accelerating achievement</li> <li>• Connection between pods with literacy/maths strategies for a solid foundation of learning</li> <li>• Termly analysis of data informs teaching programmes</li> <li>• Teachers feel confident using assessments to inform OTJ/ consistency of OTJ</li> </ul>	<p>Share achievement data with all teaching staff</p> <p>Collaborate on targets and strategies - Continue to have whole staff collaborative data analysis and identifying trends and areas to target.</p> <p>Target groups by individual teachers, shared at POD meetings</p> <p>PD re using variety of assessment tools to inform OTJ with a view to development of exemplars</p>
<p>2.6 The Tataiako Competencies sit within our school values, culture for all learners at CDPS. Understand and demonstrate culturally responsive leadership and teaching practice.</p>	<p>Developing stronger teacher cultural competencies; Te reo, Tikanga, Kapa haka across all year levels.</p>	<p>Employment of 0.2 Te Reo teacher to support teacher development in classrooms</p> <p>Employment of a Kapa Haka tutor to support whole school learner confidence and a performance group.</p> <p>Engagement with Kura Ahurea to increase the curriculum levels of Te Reo across the school.</p>

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Resources	Who is Responsible	Timeframe
2.1 <ul style="list-style-type: none"> <li>● PLD funding and resource</li> <li>● Staff Only day held before school starts 2021</li> <li>● In-class support supplied and monitored by Learning Architects</li> </ul>	<ul style="list-style-type: none"> <li>● Team Leaders including SENCO</li> <li>● Class teachers</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Term 1 and Term 2; in-class support times booked for staff</li> <li>● Ongoing throughout year with student goal setting</li> </ul>
2.2 <ul style="list-style-type: none"> <li>● Funds for professional development</li> <li>● Time for Professional Learning Groups to meet</li> </ul>	<ul style="list-style-type: none"> <li>● Senior Leadership Team</li> <li>● All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>● Term 1 - cluster muster</li> <li>● Term 2 - strength based workshops</li> <li>● Term 2 - Teacher Only Day</li> </ul>
2.3 <ul style="list-style-type: none"> <li>● Utilising research and resources gathered</li> <li>● Staff Meeting Time</li> <li>● Time in meetings to discuss Wellbeing and ways to self-regulate this</li> <li>● Time allowed for tasks</li> <li>● Link to appraisal goals</li> </ul>	<ul style="list-style-type: none"> <li>● Deputy Principal</li> <li>● All Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Throughout the year</li> </ul>
2.4 <ul style="list-style-type: none"> <li>● Staff meeting time</li> <li>● Time for sharing/planning with teachers in meetings</li> <li>● Time for compiling information</li> </ul>	<ul style="list-style-type: none"> <li>● Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing throughout the year</li> <li>● Term 3/4 preparing DT CAAP document</li> </ul>
2.5 <ul style="list-style-type: none"> <li>● Pod Meeting Time to track identified target learners</li> <li>● PD as required</li> <li>● SENCO Booster groups</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership Team</li> <li>● All teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>● Timetabled termly</li> <li>● Other staff meetings as required</li> </ul>
2.6 <ul style="list-style-type: none"> <li>● Staff meeting time</li> <li>● Te Reo teacher employed 0.2</li> <li>● Kapa Haka tutor</li> <li>● Te Ao Maori Management Unit</li> </ul>	<ul style="list-style-type: none"> <li>● All teaching staff</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Te Reo and Kapa Haka classes throughout the year</li> <li>● T1 Kura Ahurea PD (All staff)</li> <li>● Termly Toa Huis with Kura Ahurea (Lead teachers)</li> </ul>

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Annual Goals	Success Indicators	Strategies
3.1 Review the 5YA property plan to determine if it is still meeting our needs. Commence prioritisation with OCTA for our next 10 Year Plan	<ul style="list-style-type: none"> <li>Additional funding is utilised as fully as possible within Ministry-specified timeframes</li> <li>A revised plan is completed and presented to the Board for approval</li> </ul>	<p>Form new Property sub committee and start prioritising 10 Year plan with OCTA</p> <p>Senior Playground development / concrete steps / fencing in 2021</p> <p>Safety check of the Junior playground</p>
3.2 Commence the construction of the roll growth classrooms	<ul style="list-style-type: none"> <li>New, fit for purpose spaces are designed and constructed within a reasonable timeframe</li> </ul>	<p>Continue to proactively engage with Ministry property team to progress this Ministry-led project</p> <p>McKenzie Higham has developed initial plans, submitted to the MOE Business Plan meeting in Dec. 2020.</p> <p>Developing a transition timeline with the Japanese School</p>

Resources	Who is Responsible	Timeframe
3.1 <ul style="list-style-type: none"> <li>Time for the property sub-committee to meet</li> <li>Meeting time with our property advisors from the MOE to determine needs of the large-scale projects</li> </ul>	<ul style="list-style-type: none"> <li>Property sub-committee</li> <li>Board of Trustees</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 of 2021 and then ongoing monitoring throughout the year</li> </ul>
3.2 <ul style="list-style-type: none"> <li>Time for the property sub-committee to meet with the MOE property advisor for the project</li> <li>Investigation into the impact for key stakeholders</li> <li>Ongoing time for meetings with the MOE property advisor and the MOE delivery manager for the project</li> </ul>	<ul style="list-style-type: none"> <li>Property sub-committee</li> <li>Board of Trustees</li> </ul>	<ul style="list-style-type: none"> <li>Throughout 2021</li> </ul>

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

Annual Goals	Success Indicators	Strategies
4.1 Continue to refine this strategy acting on the feedback and suggestions from the community	<ul style="list-style-type: none"> <li>• Jubilee celebrations are well attended</li> <li>• Annual BOT Survey</li> </ul>	Support Jubilee celebration (physical presence from board and written communications with community)
4.2 Continue to refine and review communication plan in light of major projects (yet to be determined) and respond to the needs of our community	<ul style="list-style-type: none"> <li>• School community expresses satisfaction with communication from school leadership and board</li> </ul>	<p>Identify major projects needing strong communication with school community (e.g. roll growth classroom build, any significant changes planned by principal)</p> <p>Survey school community on quality of communication from school leadership and board</p> <p>Termly Pod Newsletters and Curriculum overviews</p> <p>2021 Pod Curriculum overviews developed</p> <p>3 Parent Meeting opportunities.</p> <p>Revised assessment and reporting framework developed for 2021</p> <p>Learning exhibitions provide opportunities for parents to view learning and progress; and be part of the learning process.</p>
4.3 Review the financial plan developed for the school with a focus on needs determined in 2021	<ul style="list-style-type: none"> <li>• The school will continue to be financially secure in its future projects</li> <li>• The Board of Trustees will have sufficient information to help it make informed short and long-term funding decisions for the school</li> </ul>	Continue Finance sub committee

## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

Resources	Who is Responsible	Timeframe
4.1 <ul style="list-style-type: none"> <li>● Time for Learning Exhibitions to take place</li> <li>● Time for Jubilee Committee to meet</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Pod leaders</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> </ul>
4.2 <ul style="list-style-type: none"> <li>● Time for the Principal and BOT members (if necessary) to meet with external PLD providers</li> <li>● Communication strategy is then linked back to the comms tools we have in place</li> </ul>	<ul style="list-style-type: none"> <li>● Board of Trustees</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Throughout the year, but is linked to ongoing projects within the school (for example the building projects)</li> </ul>
4.3 <ul style="list-style-type: none"> <li>● Time for the Finance team to meet</li> </ul>	<ul style="list-style-type: none"> <li>● Finance team</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing throughout the year, but will be focused on as the audit process concludes</li> </ul>



## CDPS School Charter 2019 - 2021 (2021 Annual Goals)

### Board of Trustees 2021

Name	Start Date:
Justin Potter (Principal)	27 August 2020
Liz Martindale (Teacher Representative)	July 2019
Jo Holland (Chairperson)	24 February 2016
Kat Douglas	30 January 2019
Katie Dowle	10 December 2020
Kirsty Joiner (Seconded)	8 December 2017
Kelly Bennett	10 December 2020
Jessica Walker	July 2019
Peter Affleck	January 2021