



# Crofton Downs Primary School Strategic Plan 2024 – 2025

School Number: 2823

## About Crofton Downs Primary School

Crofton Downs Primary School was established in 1970, originally as Chartwell School (the name changed in 2008). The school is surrounded by bush and values outside play and exploration. Students are encouraged to utilise the large number of open spaces and in March 2019, the school opened an outdoor classroom which reinforces the value placed on the outside environment. The junior school curriculum is delivered primarily via play-based learning.

We have positive links across our northern cluster schools and are part of our local Kāhui Ako\*, Te Kāhui Ako o Tarikākā. The Kāhui Ako focuses on four achievement challenges:

- Strong, secure cultural identities and sense of belonging
- Hauora and wellbeing
- Confident, capable empowered learners
- Equitable outcomes for all

We also have strong links with the Japanese community, with a long shared history and an after-hours Japanese supplementary school has been operating on our site since 1980.

## 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, Protection and Rangatiratanga. We ensure that Te Reo Māori and Tikanga Māori are part of our way of learning and teaching in the classroom and beyond.

# Giving effect to Te Tiriti o Waitangi

*He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.*

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At CDPS, commitment to giving effect to the principles of Te Tiriti o Waitangi is woven into the fabric of our educational ethos. Recognizing the dual cultural heritage of Aotearoa, the school embraces the principles of the Treaty. Through a curriculum that integrates Māori perspectives and values, students at CDPS gain understanding of the rich cultural history that defines New Zealand. Te reo Māori is not only taught as a language but is also integrated across the curriculum, fostering a sense of belonging and understanding.

Additionally, the school actively engages with our local Māori community, seeking input and involvement in decision-making processes to ensure that the school operates in a manner that respects and upholds the spirit of Te Tiriti. By embodying the principles of Te Tiriti o Waitangi, CDPS strives to create an inclusive and harmonious learning environment that prepares students to be culturally competent and socially aware citizens of Aotearoa. CDPS policies, practices and action plans reflect New Zealand's cultural diversity and meet the needs of its Māori and Pacific Island students.

- ākonga have tikanga, NZAHC and te reo Māori integrated through the curriculum
- our active involvement in Kura Ahurea
- an active, weekly kapa haka programme is available for all students, in addition to our performance group for ākonga who wish to take part
- termly consultation and hui with whānau

# Giving effect to Te Tiriti o Waitangi

## Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at CDPS can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at CDPS will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others.

## Key Links to the Statement of National Education and Learning Priorities in Schools and our Strategic Goal #1

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture
- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Talk with learners / akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.

## Our Vision for Crofton Downs Primary School

Crofton Downs Primary School is our place for learning, exploration, creativity and thinking. Our school reflects the community's place in Aotearoa, New Zealand; valuing and nurturing our tamariki, staff and whānau.

### Our Mission

- To provide a **safe environment** that nurtures each individual child's spark to become a creative and passionate learner.
- To **value and celebrate diversity** in our school community, through inclusive learning, teaching and whānau engagement.
- To provide **rich learning opportunities** that develop a reflective, adaptable and confident learning community; learners who are enthusiastic about becoming responsible for their own growth and development.
- To **celebrate Māori culture** and strengthen our commitment to a bicultural Aotearoa New Zealand, through Te reo and Tikanga Māori; based on shared principles of whanaungatanga, manaakitanga and kaitiakitanga.



## Our CDPS Community values:

**Whanaungatanga:** Whanaungatanga embraces the concepts of relationships and connectedness. It embodies a sense of community. During our community consultation Whanaungatanga was chosen as a value because it strongly reflects the sense of community that parents and caregivers already identify with and want to foster further; our Matariki Celebrations, Hui, Powhiri, Matsuri Gala, parents in the Courtyard at the end of the day, learners in our playgrounds during the day, the close relationships amongst all age groups of children and the collegial way that the adults work together all reflect Whanaungatanga. We will actively seek to partner with mana whenua to ensure we provide local history<sup>1</sup> that accurately reflects the cultural narrative of our rohe (region).

**Manaakitanga:** Manaakitanga embraces the concepts of kindness and care for people. It reflects our learners' care for each other in the playground, our play buddies, friendship bench, the care that our House Leaders demonstrate to other learners and the care that our kaiako demonstrate towards each other and our tamariki.

**Kaitiakitanga:** Kaitiaki embraces the concept of guardianship of, and relationship with the sky, the sea, and the land. A kaitiaki is a guardian, and the process and practices of protecting and looking after the environment are referred to as kaitiakitanga. At CDPS our learners are passionate kaitiaki. Our special bush is an environment that acts as a catalyst for our learners' exploration, inquiry and passion for taking positive environmental action.

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<sup>1</sup> [Aotearoa NZ Histories](#)

## Our School Spirits

Our School Spirits are how 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. They are behaviours that support our learners to demonstrate **Manaakitanga, Whanaungatanga and Kaitiakitanga**.

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

- We are a school of **Heart**, where we all help, care and support each other.
- We are a school of **Spark**, where we all get excited and energetic about learning.
- We are a school of **Creativity**, where we all show imagination and grow new ideas.
- We are a school of **Courage**, where we inspire and support each other to be brave in all we do.
- We are a school of **Success**, where we all celebrate our individual effort, skills and achievement.

## Objectives for Schools and the Statement of National Education and Learning Priorities (NELP)

In common with all schools and kura, and as required by the Education and Training Act 2020, our board's main objectives in governing the school are to ensure that:

- every student at the school is able to attain **their** highest possible standard in educational achievement
- the school is a physically and emotionally safe place for all students and staff
- the school gives effect to student rights set out in legislation
- the school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- the school is inclusive of, and caters for, students with differing needs
- the school gives effect to [Te Tiriti o Waitangi](#)

These objectives are achieved by following: our school mission, values and spirits; the commitments in our Kāhui Ako agreement; and the NELP, which has been issued by the Minister of Education.



## Crofton Downs Primary School 2024 - 2025 Strategic Plan

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

<b>OBJECTIVE 1: LEARNERS AT THE CENTRE</b>	
Priority 1:	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
Priority 2:	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
<b>OBJECTIVE 2: BARRIER-FREE ACCESS</b>	
Priority 3:	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
Priority 4:	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
<b>OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP</b>	
Priority 5:	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
Priority 6:	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
<b>OBJECTIVE 4: FUTURE OF LEARNING AND WORK</b>	
Priority 7:	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

## Our Strategic Plan for 2024–2025

We are working towards delivering on four key groups of strategic goals. We are developing key skills and knowledge alongside our core teaching and learning practices. This will help us reach these goals and realise the school's vision, mission and spirits.

Cultural Responsiveness	Wellbeing and Inclusion	Core Curriculum	Localised Curriculum
<p>(NELP Priority 2) At CDPS we have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver culturally responsive education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>(NELP Priority 5) We deliberately and meaningfully incorporate te reo Māori and tikanga Māori into everyday life and programmes at CDPS.</p>	<p>(NELP Priority 1) We ensure places of learning at CDPS are safe, inclusive and free from racism, discrimination and bullying.</p> <p>(NELP Priority 3) At CDPS we intentionally reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>(NELP Priority 4) At CDPS we ensure every learner/ākonga gains solid foundation skills, including language, literacy and numeracy.</p> <p>(NELP Priority 6) At CDPS we develop staff to strengthen the following capabilities: teaching, leadership and learning support.. We do this through a planned and structured PLD approach.</p>	<p>(NELP Priority 2) At CDPS we have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver a curriculum that responds to their needs, and sustains their identities, languages and cultures.</p> <p>(NELP Priority 7) At CDPS we collaborate with our local community and Wellington industries to ensure that our learners/ ākonga have the skills, knowledge and pathways to succeed. We develop authentic contexts for our students to demonstrate their Key Competencies.</p>

## Information used to develop this plan

<p><b>What data did we use?</b></p>	<p>Feedback from our 2022-2024 Charter Consultation Meetings  Annual Parent Survey feedback (2022 &amp; 2023)  Board 'Charter Chat' data mapping and feedback - November 2023  Kahui Ako Student Survey data  KiVa Student Survey data  2023 End of Year Goal Variance / 2023 End of Year Assessment Analysis</p>
<p><b>Key themes from community engagement</b></p>	<p>Parents value:</p> <ul style="list-style-type: none"> <li>● their child experiencing strong foundational skill delivery (English and Maths)</li> <li>● a clear understanding of their child's progress, achievement and next steps</li> <li>● their child having a strong sense of identity and belonging</li> <li>● their child experiencing a safe and inclusive learning environment</li> <li>● our strong community and positive culture</li> </ul>
<p><b>How did we engage and consult with our community?</b></p>	<p>Online Surveys, Face to Face Feedback meetings, Beginning / End of day data gathering</p>
<p><b>How do our goals reflect the aspirations of your community?</b></p>	<p>The aspirations of our community are encompassed in our mission goals:</p> <ul style="list-style-type: none"> <li>● To provide a <b>safe environment</b> that nurtures each individual child's spark to become a creative and passionate learner.</li> <li>● To <b>value and celebrate diversity</b> in our school community, through inclusive learning, teaching and whānau engagement.</li> <li>● To provide <b>rich learning opportunities</b> that develop a reflective, adaptable and confident learning community; learners who are enthusiastic about becoming responsible for their own growth and development.</li> <li>● To <b>celebrate Māori culture</b> and strengthen our commitment to a bicultural Aotearoa New Zealand, through Te reo and Tikanga Māori; based on shared principles of whanaungatanga, manaakitanga and kaitiakitanga.</li> </ul>
<p><b>How did we prioritise our strategic goals?</b></p>	<p>Our 4 Strategic Goals of <b>Cultural Responsiveness, Wellbeing and Inclusion, Core Curriculum and Localised Curriculum</b> are of equal importance.</p>

Refer Regulation 7 (c)

# Crofton Downs Primary School 2024 - 2025 Strategic Plan

## Cultural Responsiveness

## Wellbeing and Inclusion

## Core Curriculum

## Localised Curriculum

### Focus on developing our STUDENTS

Our students have a strong sense of identity and belonging, underpinned by their increased understanding of Te ao Maori.

Students experience a safe, inclusive learning environment, where learning is accessible for all.

CDPS learners develop sound numeracy and literacy skills and can clearly explain their learning goals.

Our broad curriculum is relevant, authentic and engaging for our learners.

### Focus on developing our STAFF

Staff build their knowledge and understanding of Te ao Maori; supporting their capacity to deliver effective programmes.

We look after our staff wellbeing. They are our greatest asset. We build our staff capability to deliver safe, inclusive and culturally responsive pedagogies.

We support staff to develop and deliver effective numeracy and literacy practice, underpinned by balanced assessment.

Our staff have a strong curriculum and pedagogical knowledge that enables the design of meaningful learning.

### Focus on developing our ENVIRONMENT

Our outdoor spaces and learning environments support and promote student identity, language and cultures.

Our learning environments support and promote student wellbeing, hauora and inclusion for all.

Our learning environments are organised to support our core curriculum pedagogy

Our learning environments support rich learning and developing our children's sense of belonging.

### Focus on our COMMUNITY

CDPS engages with the parent community to ensure that their voice is reflected in our culturally responsive approach.

We build a strong partnership with the parent community to grow our approach to wellbeing, hauora and inclusion.

We work in partnership with the community to build their understanding of our core curriculum practice.

We work in partnership with whanau to design and create a localised curriculum that reflects our community needs.

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

### ANNUAL GOALS

#### 1. Focus on developing OUR STUDENTS:

	Annual Implementation 2024	Annual Implementation 2025
Our students have a strong sense of identity and belonging, underpinned by their increased understanding of Te ao Maori.	Structures, frameworks, resources and monitoring that support collective student whanaungatanga and a greater visible understanding of Te ao Maori for our students continue to be developed and reviewed	Structures, frameworks, resources and monitoring that support collective student whanaungatanga and a greater visible understanding of Te ao Maori for our students continue to be developed and reviewed
Students experience a safe, inclusive learning environment, where learning is accessible for all.	Embed a cohesive and sustainable approach to Hauora and Wellbeing across the school, ensuring that our programme's outcomes are understood by all and that there is a shared student language. Zones of Regulation as our major focus and KiVa maintenance as required.	Embed a cohesive and sustainable approach to Hauora and Wellbeing across the school, ensuring that our programme's outcomes are understood by all and that there is a shared student language. Zones of Regulation as our major focus and KiVa maintenance as required.
CDPS learners develop sound numeracy and literacy skills and can clearly explain their learning goals.	<p>A visible curriculum implementation plan is published for use by teachers, students and parents.</p> <p>Students make progress in both reading and writing through a structured literacy approach</p> <p>Students can identify both their strengths and next steps using our literacy and numeracy continuums.</p>	<p>A visible curriculum implementation plan is published for use by teachers, students and parents. Our CIP includes full implementation of new Maths (2025) and English (2024) curriculums.</p> <p>Students make progress in both reading and writing through a structured literacy approach</p> <p>Students can identify both their strengths and next steps using our literacy and numeracy continuums.</p>
Our broad curriculum is relevant, authentic and engaging for our learners.	Our broad localised curriculum incorporates the new elements of the NZ Curriculum Refresh; New Zealand Aotearoa Histories (2023)	Our broad localised curriculum incorporates the new elements of the NZ Curriculum Refresh; New Zealand Aotearoa Histories (2023) and new Maths (2025) and English (2024) curriculums.

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

### 2. Focus on developing OUR STAFF:

	Annual Implementation 2024	Annual Implementation 2025
Staff build their knowledge and understanding of Te ao Maori; supporting their capacity to deliver effective programmes	Teachers engage learners through responsive, inclusive practices and continue to develop their own knowledge about the pedagogy that underpins an inclusive approach.	Teachers engage learners through responsive, inclusive practices and continue to develop their own knowledge about the pedagogy that underpins an inclusive approach.
We look after our staff's wellbeing. They are our greatest asset. We build our staff capability to deliver safe, inclusive and culturally responsive pedagogies	Staff engage in the development of our staff Hauora and Well-being initiative to continue to build a strong culture of Hauora and Well Being.	Staff engage in the development of our staff Hauora and Well-being initiative to continue to build a strong culture of Hauora and Well Being.
We support staff to develop and deliver effective numeracy and literacy practice, underpinned by balanced assessment	<p>Staff professional development will strengthen our use of the CDPS Core curriculum.</p> <p>Our assessment of literacy and numeracy is strengthened using a balanced range of summative and formative tools; informing students next learning steps and teacher practice.</p>	<p>Staff professional development will strengthen our use of the CDPS Core curriculum.</p> <p>Our assessment of literacy and numeracy is strengthened using a balanced range of summative and formative tools; informing students next learning steps and teacher practice.</p>
Our staff have a strong curriculum and pedagogical knowledge that enables the design of meaningful learning	<p>Teacher professional development supports Structured Literacy, Play-based approaches &amp; effective use of assessment data.</p> <p>Our teachers are well prepared to incorporate elements of the NZ Curriculum Refresh.</p>	Teacher professional development supports Structured Literacy, Maths, Play-based approaches & effective use of assessment data.

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

### 3. Focus on developing OUR ENVIRONMENT:

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

	Annual Implementation 2024	Annual Implementation 2025
Our outdoor spaces and learning environments support and promote student identity, language and cultures	We develop our signage, indoor /outdoor displays, school entrance and bush. Environments are enhanced to support student identity, language and culture.	We develop our signage, indoor /outdoor displays, school entrance and bush. Environments are enhanced to support student identity, language and culture. Developing our Māori school name is a prerequisite to this process.
Our learning environments support and promote student wellbeing, hauora and inclusion for all.	Our wellbeing initiatives are responsive to the needs of our students. They are visible and accessible throughout the school and the SPARK club.	Our wellbeing initiatives are responsive to the needs of our students. They are visible and accessible throughout the school.
Our learning environments are organised to support our core curriculum pedagogy	We continue to inquire into how our existing and new spaces are organised to maximise the effectiveness of instruction.  Our curriculum and learning process are visible on walls.	
Our learning environments support rich learning and developing our children's sense of belonging.	Our internal and external environments are organised to enhance inquiry, play based approaches and P4C  Classroom walls visibly celebrate student learning and their learning journey.	

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

### 4. Focus on OUR COMMUNITY:

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

	Annual Implementation 2024	Annual Implementation 2025
CDPS engages with the parent community to ensure that their voice is reflected in our culturally responsive approach.	We develop and adapt reciprocal and collaborative learning centred partnerships with our CDPS whānau.	We develop and adapt reciprocal and collaborative learning centred partnerships with our CDPS whānau.
We build a strong partnership with the parent community to grow our approach to wellbeing, hauora and inclusion.	We communicate student wellbeing initiatives with the community and celebrate their involvement as part of the school. We will investigate other ways of making Parent Information Workshops accessible.	We communicate student wellbeing initiatives with the community and celebrate their involvement as part of the school. We will investigate equitable ways of making Parent Information Workshops and meetings accessible.
We work in partnership with the community to build their understanding of our core curriculum practice.	Parents are given multiple workshop opportunities to explore and understand our curriculum.  Parents are invited to be 'Part of the learning' at Expo Sharing events.	Parents are given multiple workshop opportunities to explore and understand our curriculum.  Parents are invited to be 'Part of the learning' at Expo Sharing events.
We work in partnership with whanau to design and create a localised curriculum that reflects our community needs	Parents and whanau groups are continually engaged, through our self review processes, to ensure that our localised curriculum is relevant and responsive to our community needs.	Parents and whanau groups are continually engaged, through our self review processes, to ensure that our localised curriculum is relevant and responsive to our community needs.



# Strategic Plan (2024-2025)

# Crofton Downs Primary School 2024 - 2025 Strategic Plan

## Cultural Responsiveness




<p><b>Strategic Goals</b></p> <p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b></p> <p><i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p><b>The Crofton Downs Primary School Board ensures that our school:</b></p>	<p><b>Links to Education requirements</b></p> <p><i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>	<p><b>The Endpoint in mind</b></p> <p><i>What do we expect to see?</i></p> <p><i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>	<p><b>Actions</b></p> <p><i>How will we achieve or make progress towards our strategic goals?</i></p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><b>Our Success Criteria</b></p> <p><i>Considerations:</i></p> <p><i>How will you know how well you have achieved your goals?</i></p> <p><i>How will you evaluate impact and learn about what worked, why it worked and what to do next?</i></p> <p><i>What success indicators /tools /rubrics will you use to measure the shifts in practice and changes to learner outcomes?</i></p> <p><i>What sources of evidence will you gather to support your evaluation?</i></p> <p><i>Who will be involved in gathering and making sense of the evidence?</i></p>
<p>(NELP Priority 2) At CDPS we have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver culturally responsive education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>(NELP Priority 5) We deliberately and meaningfully incorporate te reo Māori and tikanga Māori into everyday life and programmes at CDPS.</p>	<p>Is a physically and emotionally safe place for all students and staff</p> <p>Gives effect to relevant student rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a></p> <p>Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p> <p>Is inclusive of, and caters for, students with differing needs</p>	<p>NELP 2&amp;5</p> <p>NZCER Hikairo Schema</p> <p>NZSTA Hautu</p> <p>NZAHC (New Zealand Aotearoa Histories Curriculum)</p> <p>Kura Ahurea</p>	<p>Our students have a strong sense of identity and belonging, underpinned by their increased understanding of Te ao Maori.</p> <p>Staff build their knowledge and understanding of Te ao Maori; supporting their capacity to deliver effective programmes</p> <p>Our outdoor spaces and learning environments support and promote student identity, language and cultures</p>	<p>Structures, frameworks, resources and monitoring that support collective student whanaungatanga and a greater visible understanding of Te ao Maori for our students continue to be developed and reviewed.</p> <p>Teachers engage learners through responsive, inclusive practices and continue to develop their own knowledge about the pedagogy that underpins an inclusive approach.</p> <p>We develop our signage, indoor /outdoor displays, school entrance and bush. Environments are enhanced to support student identity,</p>	<p>Longitudinal tracking and continued improvement of our Kahui Ako survey data, and achievement data</p> <p>All teachers participate in continuous Te Reo PLD</p> <p>All teachers reflect against and move through the poutama of the Hikairo Schema Culturally responsive teaching and learning model.</p> <p>Our classrooms and outdoor learning environments promote our bicultural responsibility and practices</p>

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

	<p>Gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by:</p> <ol style="list-style-type: none"> <li>1. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</li> <li>2. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>3. Achieving equitable outcomes for Māori students.</li> </ol>			<p>CDPS engages with the parent community to ensure that their voice is reflected in our culturally responsive approach.</p>		<p>language and culture. We develop and adapt reciprocal and collaborative learning centred partnerships with our CDPS whānau.</p>		<p>We develop 'what success looks like' with our whānau group</p>
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# Crofton Downs Primary School 2024 - 2025 Strategic Plan

## Wellbeing and Inclusion




<p><b>Strategic Goals</b></p> <p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b></p> <p><i><u>These are set out in Section 127 of the Education and Training Act 2020.</u></i></p>	<p><b>Links to Education requirements</b></p> <p><i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>		<p><b>The Endpoint in mind</b></p> <p><i>What do we expect to see?</i></p> <p><i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>	<p><b>Actions</b></p> <p><i>How will we achieve or make progress towards our strategic goals?</i></p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><b>Our Success Criteria</b></p> <p><i>Considerations:</i></p> <p><i>How will you know how well you have achieved your goals?</i></p> <p><i>How will you evaluate impact and learn about what worked, why it worked and what to do next?</i></p> <p><i>What success indicators /tools /rubrics will you use to measure the shifts in practice and changes to learner outcomes?</i></p> <p><i>What sources of evidence will you gather to support your evaluation?</i></p> <p><i>Who will be involved in gathering and making sense of the evidence?</i></p>
<p>(NELP Priority 1) We ensure places of learning at CDPS are safe, inclusive and free from racism, discrimination and bullying.</p> <p>(NELP Priority 3) At CDPS we intentionally reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Is a physically and emotionally safe place for all students and staff</p> <p>Gives effect to relevant student rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a></p> <p>Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school</p> <p>Is inclusive of, and caters for, students with differing needs</p>	<p>NELP 1&amp;3</p> <p>New Zealand Curriculum HPE Curriculum</p> <p>Zones of Regulation</p> <p>KiVA</p>		<p>Students experience a safe, inclusive learning environment, where learning is accessible for all.</p> <p>We look after our staff's wellbeing. They are our greatest asset. We build our staff capability to deliver safe, inclusive and culturally responsive pedagogies</p>		

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

	<p>Gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by:</p> <ol style="list-style-type: none"> <li>1. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</li> <li>2. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</li> <li>3. Achieving equitable outcomes for Māori students.</li> </ol>			<p>Our learning environments support and promote student wellbeing, hauora and inclusion for all.</p> <p>We build a strong partnership with the parent community to grow our approach to wellbeing, hauora and inclusion.</p>		<p>Our wellbeing initiatives are responsive to the needs of our students. They are visible and accessible throughout the school and the SPARK club.</p> <p>We communicate and celebrate our student wellbeing initiatives with the community. We will investigate other ways of making Parent Information Workshops accessible.</p>		<p>SPARK club staff effectively uses the language of ZOR</p> <p>Monitoring attendance at parent information sessions.</p> <p>Monitoring parent understanding of our curriculum via the annual Parent Survey</p>
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# Crofton Downs Primary School 2024 - 2025 Strategic Plan

## Core Curriculum (Our Foundation subjects)




<p><b>Strategic Goals</b></p> <p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b></p> <p><i><u>These are set out in Section 127 of the Education and Training Act 2020.</u></i></p> <p><b>The Crofton Downs Primary School Board ensures that our school:</b></p>	<p><b>Links to Education requirements</b></p> <p><i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>		<p><b>The Endpoint in mind</b></p> <p><i>What do we expect to see?</i></p> <p><i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>	<p><b>Actions</b></p> <p><i>How will we achieve or make progress towards our strategic goals?</i></p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><b>Our Success Criteria</b></p> <p><i>Considerations:</i></p> <p><i>How will you know how well you have achieved your goals?</i></p> <p><i>How will you evaluate impact and learn about what worked, why it worked and what to do next?</i></p> <p><i>What success indicators /tools /rubrics will you use to measure the shifts in practice and changes to learner outcomes?</i></p> <p><i>What sources of evidence will you gather to support your evaluation?</i></p> <p><i>Who will be involved in gathering and making sense of the evidence?</i></p>	
<p>(NELP Priority 4) At CDPS we ensure every learner/ākonga gains solid foundation skills, including language, literacy and numeracy.</p> <p>(NELP Priority 6) At CDPS we develop staff to strengthen the following capabilities: teaching, leadership and learning support.. We do this through a planned and structured PLD approach.</p>	<p>Give effect to its obligations in relation to:</p> <p>Any foundation curriculum statements, national curriculum statements, and national performance measures</p> <p>Teaching and learning programmes</p> <p>Monitoring and reporting students' progress</p>	<p>NELP 4&amp;6</p> <p>New Zealand Curriculum - English and Maths Curriculum</p>		<p>CDPS learners develop sound numeracy and literacy skills and can clearly explain their learning goals.</p> <p>We support staff to develop and deliver effective numeracy and literacy practice, underpinned by balanced assessment</p>			<p>A visible CIP (curriculum implementation plan) is published for use by teachers, students and parents.</p> <p>Tracking of MY and EOY teacher judgements</p> <p>Students can identify both their strengths and next steps using our literacy and numeracy continuums.</p> <p>SLT monitoring class practice to ensure that new pedagogies and approaches learnt are transferred to classroom programmes.</p>

## Crofton Downs Primary School 2024 - 2025 Strategic Plan

				<p>We work in partnership with the community to build their understanding of our core curriculum practice.</p>	<p>Our assessment of literacy and numeracy is strengthened using a balanced range of summative and formative tools; informing students next learning steps and teacher practice.</p>	<p>Teachers follow our explicit assessment timeline, ensuring that they have a broad range of data to make judgements.</p>	<p>Teacher use a balanced range of assessment tools:</p> <ul style="list-style-type: none"> <li>• e-asTTle</li> <li>• PATs</li> <li>• ARBs</li> <li>• Running Records</li> <li>• GLOSS</li> <li>• JAM</li> <li>• The Code assessments</li> </ul> <p>Parent workshops and learning expos are planned and implemented.</p>
					<p>Parents are given multiple workshop opportunities to explore and understand our curriculum.</p> <p>Parents are invited to be 'Part of the learning' at Expo Sharing events.</p>		

# Crofton Downs Primary School 2024 - 2025 Strategic Plan

## Localised Curriculum

<p><b>Strategic Goals</b></p> <p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b></p> <p><i><a href="#">These are set out in Section 127 of the Education and Training Act 2020.</a></i></p>	<p><b>Links to Education requirements</b></p> <p><i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>		<p><b>The Endpoint in mind</b></p> <p><i>What do we expect to see?</i></p> <p><i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years.</i></p>		<p><b>Actions</b></p> <p><i>How will we achieve or make progress towards our strategic goals?</i></p> <p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><b>Our Success Criteria</b></p> <p><i>Considerations:</i></p> <p><i>How will you know how well you have achieved your goals?</i></p> <p><i>How will you evaluate impact and learn about what worked, why it worked and what to do next?</i></p> <p><i>What success indicators /tools /rubrics will you use to measure the shifts in practice and changes to learner outcomes?</i></p> <p><i>What sources of evidence will you gather to support your evaluation?</i></p> <p><i>Who will be involved in gathering and making sense of the evidence?</i></p>	
<p>(NELP Priority 2) At CDPS we have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver a curriculum that responds to their needs, and sustains their identities, languages and cultures.</p> <p>(NELP Priority 7) At CDPS we collaborate with our local community and Wellington industries to ensure that our learners/ ākongas have the skills, knowledge and pathways to succeed. We develop authentic</p>	<p>Give effect to its obligations in relation to:</p> <p>Any foundation curriculum statements, national curriculum statements, and national performance measures</p> <p>Teaching and learning programmes</p> <p>Monitoring and reporting students' progress</p>	<p>NELP 2&amp;7</p> <p>New Zealand Curriculum</p>		<p>Our broad curriculum is relevant, authentic and engaging for our learners.</p> <p>Our staff have a strong curriculum and pedagogical knowledge, coupled with an understanding of assessment use that enables the design of meaningful learning, that responds to our students' individual needs..</p>		<p>Our broad localised curriculum incorporates the new elements of the NZ Curriculum Refresh; New Zealand Aotearoa Histories (2023)</p> <p>Teacher professional development supports Structured Literacy, Play-based approaches &amp; effective use of assessment data.</p>		<p>Our CIP is updated with all new curriculum refresh documents. Teachers are well prepared to incorporate elements of the NZ Curriculum Refresh.</p> <p>Our Term 1-4 Long term Plans include NZAHC outcomes.</p> <p>Teacher PLD builds our teachers' curriculum and assessment capability.</p>



**Crofton Downs Primary School 2024 - 2025 Strategic Plan**

<p>contexts for our students to demonstrate their Key Competencies.</p>				<p>We work in partnership with whanau to design and create a localised curriculum that reflects our community needs</p>		<p>Parents and whanau groups are continually engaged, through our self review processes, to ensure that our localised curriculum is relevant and responsive to our community needs.</p>		<p>CDPS responds to Parent voice in our annual survey, This is reflected in our localised curriculum design.</p>
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## School Board 2024

Name	Start Date:
Justin Potter (Principal)	27 August 2020
Josh McDonald (Teacher Representative)	26 January 2022
Kelly Bennett	10 October 2020
Lucy Baker	10 October 2022
Adrian Portis (Presiding Member)	10 October 2022
John Lavack	10 October 2022
Migare Kularatne	10 October 2023
Luke Ball	10 October 2023