

Soaring to Success

Whaia ou huarahi ki te mana

Clifton School's Charter 2017



School and Community

Clifton School is based at the southern end of Bulls township. It is a semi-rural, full primary, decile 4 school with a roll of 162. Many of our parents come from Bulls, Marton and the RNZAF Base Ohakea, with Ohakea and Canterbury Meatpackers Plant/Riverlands providing employment. The school can have a transitional roll as movements can occur inwards and outwards due to Airforce postings. Some parents are involved in long-term overseas postings and we need to be considerate of these and the effect it has on a child's learning as well as their general well-being.

We have a strong "Friends of the School" parent group who fundraise for the school and organise many activities for the children. The school community is supportive of their children and is involved in the school's many events and celebrations.

The school has a close, family-like atmosphere where everyone cares for, and takes an interest in, those around them. All children contribute towards this family environment and pride themselves on this aspect of the school.



VISION: We are a community of learners in a safe, nurturing environment.

Procedural Information

NEGS AND NAGS

The Clifton School Board of Trustees undertakes all reasonable steps to achieve the purpose, aims and objectives in this Charter, to take full account of the National Education Guidelines and to meet all statutory obligations including the measuring against National Standards as seen in our achievement reports.

PERSONNEL, FINANCE AND PROPERTY

The Clifton School Board of Trustees will:

- Act as a good employer to teaching and non-teaching staff.
- Prepare a budget and monitor and control school expenditure.
- Allocate school funds to meet school priorities so student achievement is enhanced.
- Refine and update a 10 year property plan to ensure school facilities provide a healthy learning environment.

CULTURAL DIVERSITY

Clifton School will promote awareness that reflects New Zealand's cultural diversity and, in particular, the unique position of Māori as the tangata whenua. This will be achieved through:

- Te Reo Māori and tikanga Māori being integrated into all curriculum areas where appropriate.
- Using use local expertise to provide learning opportunities in Te Reo and tikanga Māori.
- Daily karakia, powhiri and welcomes, visits and visitors, cultural group visits and the school kapa haka performances which reflects the schools cultural make-up.
- Classroom programmes and experiences that encourage students to learn about their own heritage.
- Correct cultural protocol is taught and students are given regular opportunities to apply their knowledge through contact with our local Parewahawaha Marae and Ngati Apa Iwi liaison bi-annually and through our school welcomes and assemblies.
- Annual consultation with families ensures parental learning expectations are being met by the Board member with these responsibilities.
- Tolerance, understanding and respect of different cultures and values will be practised and expected in the school environment.
- Reporting to the Board of Trustees on student achievement, including Māori students' achievement, where appropriate.

The Board, following consultation with the community, has approved this Charter.

VISION: We are a community of learners in a safe, nurturing environment.

Clifton School Strategic Plan 2017–2019

Vision:

We are a community of learners in a safe nurturing environment.

Mission:

We will provide experiences across life to enable learners to become successful, curious, resilient risk takers.

Values:

- Respect • Integrity • Curiosity
- Resilience • Risk-taking
- Diversity

LEARNING GOAL:

To provide opportunities for students to reach their full potential in their learning.

COMMUNITY GOAL:

To continue to grow our strong engagement between home and school in order to aid the students to reach their full potential.

PEOPLE GOAL:

To understand all learners as learners and to recognise the differences between each other in a way that continues to promote learning.

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Values

At Clifton School, we adhere to six core values. These are:

1. Respect – Mana Tangata
2. Integrity – Mana Tangata
3. Risk-taking – Mana Maui
4. Resilience - Mana Tumatauenga
5. Curiosity – Mana Tini
6. Diversity – Mana Kapoweka

Each of these are woven into our school programs and teaching.



Cultural Practises

At Clifton School we pride ourselves in who we are as individuals. We recognize and celebrate the multi cultural diversity of our nation, community and school. We foster and value a strong partnership between home and school and especially between school, Whanau and Iwi. Many key elements are evident in what we do here at Clifton. These important aspects are as follows.

- Pronunciation, akonga names, places and iwi.
- We ensure our akonga are achieving success as Māori by promoting Language, Identity and Culture as well as the cultural competencies of tātaiako. Long term as well as short term planning reflects this.
- We value Cultural diversity and celebrate who we are.
- We foster and build partnerships with the local Iwi and the community; this is continually strengthened through what we do and their interactions with us.
- That all of us foster a 'have a go' attitude in recognizing the importance of who we are and what each person stands for.

These five key elements form the cornerstone of who we are and what we stand for in recognizing the cultural diversity and its importance for us at Clifton School.

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Clifton School Strategic Plan 2017–2019

Learning goal	To provide opportunities for akonga to reach their full potential in their learning.
	All students will be able to set and achieve learning goals across the curriculum. That all staff use a consistent assessment programme that promotes learning and that they can gather, analyse and use data to promote learning. Continual development of good teaching practices to promote student achievement. Regular review of practises across the school.
	2017-2019
	<ul style="list-style-type: none"> • Consolidation of children setting goals across their learning. • Teacher as Inquiry is continued through work with EdLead. • Good teaching practises continue to be developed through critical friends, portfolios and 1:1 meetings. • Policies and practises are regularly reviewed. • Assessment is consistent and analysed to identify progress and achievement.
Community goal	To continue to grow our strong engagement between home and school in order to aid all akonga reaching their full potential.
	We will recognise the important part that whanau and Iwi have in our school and the education of all children.
	2017-2019
	<ul style="list-style-type: none"> • Use of parent focus groups as part of the review process. • Regular involvement of Whanau within the school and the day to day programmes • Focus on Whanau engagement through the Community of Learners and the Cluster.
People goal	To understand all akonga as learners and to recognise the differences between each other, in a way that promotes learning.
	We recognise the importance of our cultural diversity here at Clifton school and value each member of our community as an individual and a group.
	2017-2019
	<ul style="list-style-type: none"> • Links with the local Iwi continue to be strengthened. • Cultural practises are integrated into daily, weekly and long term planning. • Development of a culturally diverse curriculum to mirror our school diversity. • Progress and achievement of all akonga is celebrated, monitored regularly and next steps are identified.

Mōu akonga
Pasiika learners
School values

Soaring to Success

Whaia ou huarahi ki te mana

Clifton School's Annual Plan 2017



2017 Learning Goal: To provide opportunities for students to reach their full potential in their learning.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> Consolidation of children setting goals across their learning 	Children will have individual goals across reading, writing and maths.	Class teachers and Team leaders	All year	Students will be able to discuss what they are working towards and how they are going to achieve it.	
<ul style="list-style-type: none"> Teacher as Inquiry is continued through work with EdLead 	To work with Carol Lynch as part of our Teaching as Inquiry	Principal and EdLead	Terms 1-3	Teachers will meet as individuals as well as staff and have targeted teaching as part of their class programmes.	
<ul style="list-style-type: none"> Good teaching practises continue to be developed through critical friends, portfolios and 1:1 meetings. 	1:1 meetings, critical friends and portfolios will be maintained with a focus on Priority Learners and building teacher capability	Principal	All year	Teachers will regularly discuss and reflect on their practices and identify good teaching practices within their own programme as well as others.	
<ul style="list-style-type: none"> Policies and practises are regularly reviewed. 	BoT reviews policies. All activities and programmes are reviewed	Staff and BoT	All year	Throughout the year any activities or programmes are reviewed and discussed to ensure their purpose and effectiveness. All policies are kept up to date and regularly reviewed.	
<ul style="list-style-type: none"> Assessment is consistent and analysed to identify progress and achievement. 	A consistent assessment timetable is followed and data is analysed.	Principal and Team leaders	All Year	Students achievement is regularly monitored and analysed with next steps being identified.	

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2017 Community Goal: To continue to grow our strong engagement between home and school in order to aid students reaching their full potential.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> Use of parent focus groups as part of the review process. 	Parents are regularly consulted throughout the review process.	Principal	All year	Principal and staff meet with parents for discussions about policies, programmes and activities.	
<ul style="list-style-type: none"> Regular involvement of Whanau within the school and the day to day programmes 	Invite to parents and community to come and join in class work and help within the school.	Principal and Staff	All Year	Parents and families visit the classes to help and assist. More parents attend school events and join in with our learning programmes.	
<ul style="list-style-type: none"> Focus on Whanau engagement through the Community of Learners and the Cluster. 	To work within our CoL with a Whanau Engagement focus	Principal and CoL lead Principal	All Year	To have the Whanau more involved and integrated into the school and our activities and programmes.	

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2017 People Goal: To understand all learners as learners and to recognize the differences between each other in a way that promotes learning.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> Links with the local Iwi continue to be strengthened. 	Regular meeting with the local Iwi building a partnership with them.	Principal	All year	Use of Iwi in PD with the staff, identifying important aspects of what is important for the Iwi and Clifton School.	
<ul style="list-style-type: none"> Cultural practises are integrated into daily, weekly and long term planning. 	Teachers will plan cultural aspects into their class programmes.	Principal and Teachers	All year	Students will develop a cultural understanding in their learning and all akonga will understand the bicultural aspect of NZ	
<ul style="list-style-type: none"> Development of a culturally diverse curriculum to mirror our school diversity. 	Curriculum will be reviewed and updated to ensure that it is relevant and diverse for all learners.	Principal and Staff	All Year	The school curriculum will have a cultural aspect to it and this will be evident within classes and across the school.	
<ul style="list-style-type: none"> Progress and achievement of all akonga is celebrated, monitored regularly and next steps are identified. 	All students are assessed and monitored regularly throughout the year.	Principal and teaching staff	All year	Achievement data is collected, analyzed. Māori and Pasifika students' achievement is identified and celebrated.	

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Target Outcomes

2017 TARGET 1 OUTCOME

1. By the end of 2017 we will accelerate the writing levels of the nine boys in years 4-8 who are "Below" to "At" when measured against the National Standards .
2. To maintain, track and monitor the progress of all Priority Learners.

2017 TARGET 2 OUTCOME

1. By the end of 2017 we will accelerate the Maths levels of the twelve girls in years 4-8 who are "Below" to "At" when measured against the National Standards. To lift the 2 boys in year 6 from 'Below' to 'At' in Maths.
2. To accelerate the Maths levels of the 1 female who is Well Below to At when measured against the National Standards.
3. By the end of 2017 we will accelerate the Maths levels of the two boys in year 6 who are "Below" to "At" when measured against the National Standards.
4. To maintain, track and monitor the progress of all Priority Learners.

STUDENT ACHIEVEMENT TARGET 1: Develop excellence in teaching and learning.

Aim	Learning Areas	Background Data	Actions	Target Outcome	Analysis/ Reflection	Achieved Outcome
<ul style="list-style-type: none"> To lift the standard of writing with the Year 4 – 8 boys cohort 	<p>English: Writing</p> <p>Year level 4-8</p> <p>Students targeted: 9 Year 4-8 boys</p>	<p>Writing assessment end of 2016:</p> <ul style="list-style-type: none"> There are nine boys within the year 4-8 cohort that are below the standard 3 of these boys are Māori, 1 is Pasifika and the other 5 are NZ European. Within this group there is 3 in year 4, 1 in year 5, 2 in year 6, 1 in year 7 and 2 in year 8. That these boys will meet the demands of the relevant curriculum level of the New Zealand Curriculum. Two of these boys have had their entire schooling at Clifton School. 	<p>Children will:</p> <ul style="list-style-type: none"> Know where they are and where they need to reach according to the Writing progressions. Be able to monitor their learning and set goals for their next steps. Teachers will: Assess, plan, teach and evaluate the learning for this target group. Information will be collated termly, analyzed and a report written by teacher for Management. <p>The School will:</p> <ul style="list-style-type: none"> Moderate samples to ensure OTJs are consistent within the school and the Cluster. Participate in use PLD in Culturally responsive pedagogy. <p>Parents will:</p> <ul style="list-style-type: none"> Support the students learning by engaging with parents about next steps contained in reporting at least twice a year. 	<ul style="list-style-type: none"> To accelerate learning from “Below” to “At” for the 9 Year 4-8 boys who were below at the end of 2016. That all those below National Standards are monitored and tracked throughout the year. 		

STUDENT ACHIEVEMENT TARGET 2: Develop excellence in teaching and learning

Aim	Learning Areas	Background Data	Actions	Target Outcome	Analysis/ Reflection	Achieved Outcome
<ul style="list-style-type: none"> To lift the standard of maths within the Year 4 – 8 girls cohort 	<p>Maths</p> <p>Year Level 4-8</p> <p>Students targeted: 12 girls who are below in the year 4-8 cohort.</p> <p>As well as the 2 year 6 boys.</p> <p>Also to lift the 1 child who is well below to below</p>	<p>Maths assessment end of 2016</p> <ul style="list-style-type: none"> There are 12 girls within the year 4-8 cohort who are below the relevant National Standard. There are 7 Maori and 5 NZ European. There are 3 in year 4, 2 in year 5, 4 in year 6, 1 in year 7, and 3 in year 8. There are also 2 year 6 boys whose progress we will aim to accelerate in 2017. 1 of these boys is Māori and the other is NZ European. Out of all these children 6 of them started at Clifton School when they were 5 years old The 1 child who is well below is a Maori female. 	<p>Children will:</p> <ul style="list-style-type: none"> Know where they are and where they need to reach according to the Maths expectations. Be able to monitor their learning and set goals for their next steps. <p>Teachers will:</p> <ul style="list-style-type: none"> Assess, plan, teach and evaluate the learning for this target group. Information will be collated termly, analyzed and a report written by teacher for Management. <p>The School will:</p> <ul style="list-style-type: none"> Moderate OTJs using the information at hand and our National Standard expectations to ensure we are consistent within the school and the cluster. Use of an external facilitator to facilitate teacher inquiry through 1:1 coaching and QLCs. Review of the Maths curriculum to align our expectations with National Standards. Confirm and be familiar with school wide assessment tools. As part of our CoL we will be investigating how to lift Maths levels and accelerate achievement. <p>Parents will:</p> <ul style="list-style-type: none"> Support students' learning by engaging with parents about next steps contained in reporting at least twice a year. 	<p>By the end of 2017 we will accelerate the learning of the:</p> <ul style="list-style-type: none"> Girls who are below in the year 4-8 cohort. As well as the 2 year 6 boys and the 1 female who is well below. That all those below National Standards are monitored and tracked throughout the year. 		