



Clifton School's Charter 2019



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 200. 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 the NZ curriculum 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

2019–2021

LEARNING GOAL:
To provide opportunities for
akonga to reach their full
potential in their learning.

Vision:

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

Mission:

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

Values:

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

COMMUNITY GOAL:

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

PEOPLE GOAL:

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

ENVIRONMENTAL GOAL:

To provide a safe, stimulating and well-
resourced school environment that
enhances learning and a sense of
belonging.

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

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 Kapoweka
6. Diversity – Mana Tini

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 2019–2021

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. As part of the Kahui Ako we will continue to develop systems that challenge and address educational inequalities by applying unified assessment practices, teaching progressions and pathways between levels and schools.
	2019 <ul style="list-style-type: none"> • Learning will be based around our school values and mission statements with a focus on Cultural pedagogy and responsiveness. • TAI is continued with the facilitation of EdLead. This will have a strong focus around the Kahui Ako work. • Teachers will continue spelling PD with Liz Kane Literacy. • Introduction of the Ministry funded PB4L programme. (Behaviour Management) • Goals will be ingrained fir the students as well as the ability to talk about next steps with students as well as teachers.
	2020 – Further development of the CoL work in conjunction with the cluster. - Continue development of cultural pedagogy and responsiveness.
	2021 – Ongoing development and enhancement of previous years work

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 lwi have in our school and the education of all children. To continue to develop our local identities (physical, cultural abd ecological) in order for our young people to relate positively with their local environment and critically reflect on notions of 'identity', 'belonging' and 'citizenship'.
	2019 <ul style="list-style-type: none"> • To develop and begin to embed teaching and learning programmes that connect with the histories, whenus and tikanga of the Rangitikei with regards to the Kahui Ako work. • To investigate different ways of engaging with whanau in school life. •
	2020 – To further develop and maintain the Whanau Engagement with the school community.
	2021 - Ongoing development and enhancement of previous years work

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<p>People goal</p>	<p>To understand all akonga as learners and to recognise the differences between each other, in a way that promotes learning.</p> <p>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. When learning is tailored for and with students at the center, based on who they are , their interests, and their needs, they can participate more fully in their learning. Creative and stimulating learning environments and contexts are key to supporting a secure cultural identity and success for all.</p> <p>2019</p> <ul style="list-style-type: none"> • Under the work of our values to respect and celebrate the diversity we have here at Clifton • Apply Rongohia Te Hau summative tool annually to provide each school and our Kahui Ako with evidence about next steps to build cultural capabilities of the staff. • To continue to develop the bi cultural partnerships through Whanau Hui • Embrace cultural diversity with specific emphasis on the mutli-cultural nature of our community.
	<p>2020</p> <ul style="list-style-type: none"> • To maintain the work with the local Iwi and our cultural community in conjunction with the work of the Kahui Ako • as well as build relationships with our Pasifika community.
	<p>2021 - Ongoing development and enhancement of previous years work</p>

Environmental Goal	To provide a safe, stimulating and well-resourced school environment that enhances learning and a sense of belonging..
	To recognise the importance of our environment on a self, class, school, community, national and global basis.
	2019 <ul style="list-style-type: none"> • To complete the renovation of Rooms 3 and 4. • To implement our new 10 year Property plan and upgrade the school as required. • To continue to develop our sustainability through the school gardens. • To upgrade and develop the senior playground while maintaining what we already have. • To continue the work of the Treemendous garden and to maintain this area as an outdoor classroom.
	2020 - To work towards becoming an Enviro school.
	2021 - Ongoing development and enhancement of previous years work



Clifton School's Annual Plan 2019



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2019 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"> Learning will be based around our school values and mission statements with a focus on Cultural pedagogy and responsiveness. 	<p>Across all classes learning programmes are to be set in conjunction with our values at the forefront.</p>	<p>Class teachers and Principal</p>	<p>All year</p>	<p>Values will become ingrained in all we do and become part of the everyday language and behaviour of the school.</p>	
<ul style="list-style-type: none"> TAI is continued with the facilitation of EdLead. This will have a strong focus around the Kahui Ako work. 	<p>Teachers will work in pairs around the cultural responsiveness for their TAI</p>	<p>Teaching staff and Principal, Carol Lynch</p>	<p>All year</p>	<p>There will be a lift and more of an awareness of cultural responsiveness across the school and within the classrooms.</p>	
<ul style="list-style-type: none"> Teachers will continue spelling PD with Liz Kane Literacy. 	<p>To work with Liz Kane around spelling and 'The Code'</p>	<p>Literacy leader, Liz Kane and Principal</p>	<p>All year</p>	<p>Students will be able to recognise patterns in the English language and be able to decode words with more ease and understanding.</p>	
<ul style="list-style-type: none"> Introduction of the Ministry funded PB4L programme. (Behaviour Management) 	<p>To introduce PB4L across the school as part of our behaviour management programme.</p>	<p>Principal and PB4L team</p>	<p>All year</p>	<p>The behaviour management programme will be consistent across the school with a focus on the positive rewards of behaviour in a rewarding way as opposed to a punishing format.</p>	
<ul style="list-style-type: none"> Goals will be ingrained for the students as well as the ability to talk about next steps with students as well as teachers. 	<p>Children will continue to build upon their goal setting and be able to talk across the core curriculum areas</p>	<p>Teaching staff and Principal</p>	<p>All year</p>	<p>Children will be able to talk to and about their learning and the goals that have been set around their learning</p>	

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2019 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"> To develop and begin to embed teaching and learning programmes that connect with the histories, whenus and tikanga of the Rangitikei with regards to the Kahui Ako work. 	To continue to link to and build with our local community.	Principal and teaching staff	All year	Links will continue to be fostered between the school and the community as well as local Iwis and maraes.	
<ul style="list-style-type: none"> To investigate different ways of engaging with whanau in school life. 	Parents are regularly called upon for ideas and feedback about what is happening here at Clifton	Principal	All year	A Variety of formats are used in the engagement of parents in school life and communication.	
<ul style="list-style-type: none"> 					

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2019 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"> Under the work of our values to respect and celebrate the diversity we have here at Clifton 	Through our values diversity will be celebrated and recognised.	Teaching staff and Principal	All year	Diversity here will continue to be accepted and encouraged.	
<ul style="list-style-type: none"> Apply Rongohia Te Hau summative tool annually to provide each school and our Kahui Ako with evidence about next steps to build cultural capabilities of the staff. 	To implement the observation tool here at Clifton as part of our critical friend system	Lead Principal and kahui Ako leadership group and Principal	All year	Recognition of what is occurring in the class in relation to cultural responsiveness and regular feedback about what is seen and heard.	
<ul style="list-style-type: none"> To continue to develop the bi cultural partnerships through Whanau Hui 	To hold a regular annual Whanau Hui at Clifton School	Principal	Term 2	There will be an annual Whanau Hui held for feedback about Maori students to be discussed.	
<ul style="list-style-type: none"> Embrace cultural diversity with specific emphasis on the mutli-cultural nature of our community. 	To investigate ways to build relationships with other large cultural groups here at Clifton	Principal	All year	Understanding of needs and desires from other cultures other than Maori and NZ European.	

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2019 Environment Goal: To provide a safe, stimulating and well-resourced school environment that enhances learning.

Objective	Action	Responsibility	Timeframe	What will be different	Result
<ul style="list-style-type: none"> To complete the renovation of Rooms 3 and 4. 	To renovate rooms 3 and 4	Education Services and Principal	All year	Rooms 3 and 4 will be brought up to standard for the school needs and desires.	
<ul style="list-style-type: none"> To implement our new 10 year Property plan and upgrade the school as required. 	Implementation of this plan	Principal, Board and Education Services	All year	Areas identified in the Plan will be addressed and maintained.	
<ul style="list-style-type: none"> To continue to develop our sustainability through the school gardens. 	To ensure the upkeep of the gardens and the development of this in the learning programmes.	Environment leader	All year	Gardens will continue to be used and upkept with plants and food provided for the school community.	
<ul style="list-style-type: none"> To upgrade and develop the senior playground while maintaining what we already have. 	To continue the work with the development of the senior playground	Board and Principal	All year	The playground will be added to as the year progresses with suitable and relevant equipment.	
<ul style="list-style-type: none"> To continue the development of the Tremendous garden and to maintain this area as an outdoor classroom. 	To ensure regular weeding and tidying of this area	Caretaker and Principal	All year	That this area continues to grow and be used within the learning programmes of the classes as well as by the children in their breaks.	

Target Outcomes

2019 TARGET 1 OUTCOME

1. By the end of 2019 we will accelerate the writing levels of the 12 boys in years 6 and 7 who are BELOW the expected level for their year group.
2. To maintain, track and monitor the progress of all Priority Learners.

2019 TARGET 2 OUTCOME

1. By the end of 2019 we will accelerate the Maths levels of the 9 boys students in years 6 who are BELOW the expected level for their age group.
2. To maintain, track and monitor the progress of all Priority Learners.

2019 TARGET 3 OUTCOME

1. To build the cultural pedagogy and cultural responsiveness of the students, staff and community in conjunction with the work of the Kahui Ako and Poutama Pounamu

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 5 – 8 boys cohort. 	<p>English: Writing</p> <p>Year level 5-8</p> <p>Students targeted: 10 Year 5-8 boys</p>	<p>Writing assessment end of 2018:</p> <ul style="list-style-type: none"> There are nine boys within the year 6-7 cohort that are below the standard 1 of these boys are Māori, 2 are Pasifika and the other 6 are NZ European. Within this group there are, 2 in year 6 and 7 in year 7. 4 of these students are ESOI and so will require extra support in their learning. 	<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 stage 2ii or 3i to 3ii for the 9 Year 6-7 boys who were below at the end of 2018. That all those who were below the expected level in 2018 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 5 – 8 cohort. 	<p>Maths</p> <p>Year Level 6</p> <p>Students targeted: 11 students who are below in the year 6 cohort.</p>	<p>Maths assessment end of 2018</p> <ul style="list-style-type: none"> There are 11 students within the year 6 cohort who are below the expected level in maths. There are 6 males and 5 females, 3 Maori, 3 Pasifika and 5 NZ European. 	<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 curriculum 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 NZ curriculum. 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 2019 we will accelerate the learning of the:</p> <ul style="list-style-type: none"> To accelerate learning from "stage 5" to "stage 6" for the 11 Year 6 students who were below at the end of 2018. That all those below National Standards in 2018 are monitored and tracked throughout the year. 		

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STUDENT ACHIEVEMENT TARGET 3: 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 build the cultural pedagogy and cultural responsiveness of the students, staff and community in conjunction with the work of the Kahui Ako and Poutama Pounamu 	<p>Cross Curriculum</p> <p>Year level 4-8</p>	<p>Kahui Ako work</p> <ul style="list-style-type: none"> Over 2018 the Kahui Ako started on work in relation to cultural responsiveness. This work was linked to work carried out by Poutama Pounamu and Waikato University. We gathered baseline data towards the end of 2018 and have that to compare the end of 2019 data to. This is in the forms of graphs and surveys. 	<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 lift the cultural awareness and responsiveness of the students in relation to the guidelines provided by Poutama Pounamu 		

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