



## Clifton School's Charter 2020



# 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 approximately 180. 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 air force 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.

# Strategic Information

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 New Zealand 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 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 of trustee 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

## 2020–2022

**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
- Courage
- Responsibility
- 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 safe, nurturing environment.

# Values

Through community consultation and in line with PB4L-SW our school values are:

1. Respect
2. Responsibility
3. Courage
4. Diversity

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

# Cultural Practices

At Clifton School we pride ourselves in who we are as individuals. We recognise 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.

Important aspects of our cultural practices are as follows.

- Pronunciation, akonga names, places and iwi.
- We ensure our akonga are achieving success 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 recognising 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 recognising the cultural and social diversity and its importance for us at Clifton School.

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

# Clifton School Strategic Plan 2020–2022

<p><b>Learning goal</b></p> <p><b>(KA AC 1 : Building Teacher and Learner Efficacy)</b></p>	<p><b>To provide opportunities for akonga to reach their full potential in their learning.</b></p> <p>All students will be able to set and achieve learning goals across the curriculum. All staff use a consistent assessment programme that promotes learning which will enable them to gather, analyse and use data to promote learning. Staff will continually develop good teaching practices to promote student achievement and will regularly review practices across the school. As part of the Kāhui 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.</p>
	<p><b>2020- 2022</b></p> <ul style="list-style-type: none"> <li>• PaCT (Ministry's Progress and Consistency Tool) continues to be introduced and developed across the school with a main focus on maths and writing.</li> <li>• Work with Resource Teacher of Learning and Behaviour (RTLB) around Incredible Years training for staff.</li> <li>• Develop our work within PB4L-Schoolwide. Implementation of new values and matrixes.</li> <li>• To introduce cultural responsiveness into critical friends through working with Poutama Pounamu (A team working out of Waikato University).</li> <li>• To work towards the implementation of the digital curriculum across all levels.</li> </ul>

<p><b>Community goal</b></p> <p><b>(KA AC 3 : Developing our localised curriculum through place based learning)</b></p>	<p><b>To continue to grow our strong engagement between home and school in order to aid all akonga reaching their full potential.</b></p> <p>We will recognise the important part that whanau and iwi play in our school and the education of all children. We will continue to develop our local identities (physical, cultural and ecological) in order for our young people to relate positively with their local environment and critically reflect on notions of 'identity', 'belonging' and 'citizenship'.</p> <p><b>2020 - 2022</b></p> <ul style="list-style-type: none"> <li>• To develop our school curriculum taking into account our place in Rangitikei and the wider community.</li> <li>• Introduction of work with Poutama Pounamu on development of our localised curriculum.</li> <li>• To develop a network within groups of our community to promote positive engagement with the school.</li> </ul>
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Maori ākonga  
Pasifika learners  
School values

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

<p><b>People goal</b></p> <p><b>(KA AC 2 : Developing and strengthening cultural revitalisation)</b></p>	<p><b>To understand all akonga as learners and to recognise the differences between each other, in a way that promotes learning.</b></p> <p>We recognise the importance of our cultural and social 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 centre, 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><b>2020-22</b></p> <ul style="list-style-type: none"> <li>• To develop our values into an acronym and see them displayed across the school through deliberate and explicit teaching.</li> <li>• To introduce aiga with our Pasifika community while maintaining whanau hui.</li> <li>• To introduce and work with our whanau about the needs of the staff – pronunciation.</li> </ul>
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Maori ākonga  
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Environmental Goal	<b>To provide a safe, stimulating and well-resourced school environment that enhances learning and a sense of belonging.</b>
	To recognise the importance of our environment on an individual, class, school, community, national and global basis.
	<b>2020-2022</b> <ul style="list-style-type: none"><li>• To continue our progress in becoming an Enviro School.</li><li>• To continue to develop our sustainability through the school gardens, and improving eco-practices</li><li>• To upgrade and develop the senior playground while maintaining what we already have.</li><li>• For the entire school to take responsibility for care of the school environment and utilise outdoor areas as teaching spaces.</li></ul>