



Cornwall Park
District School
Te Kura O Maungakiekie

2023 Annual Documentation





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Te Kura O Maungakiekie

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Cornwall Park District School Charter

About Us

Cornwall Park District School is a very well established multi-cultural contributing school catering for Year 0-6 children in central Auckland. We are very proud of our well maintained grounds and high quality facilities we are able to offer our students. Staff work very hard to engage with parents at all levels across the school as we believe strong school/home partnerships improve student outcomes. We are inclusive and work hard to support and accelerate all learners while also developing the skills necessary for our students to be able to be active partners in their learning.

The school has strong traditions it still upholds while being future-focused ensuring we are responsive to the needs of our children and able to provide innovative ways for our children to be equipped to deal with all the challenges today while also preparing them to be able to adapt to the future. In the school, we have developed a culture of always looking to do better than before and this mindset exists from students to teachers and other staff. Staff believe it takes a whole community to help raise a child and because of this the school belongs to the Community of Learning with nine other schools in our area so we can all benefit from our collective experience and expertise.

Cornwall Park District School delivers a holistic education. We are proud of the range of learning opportunities we offer inside and outside of the classroom and the school has been committed for a number of years to providing specialist teachers in addition to classroom teachers. The school is supported well by its community and in return has high expectations of what the school provides.

Principles

At Cornwall Park District School, we believe we can support our students best by promoting the following principles.

High Expectations

At Cornwall Park District School, we support and empower all students to learn and achieve personal excellence regardless of their individual circumstances.

Te Tiriti o Waitangi

At Cornwall Park District School, the principles of the Treaty of Waitangi are an integrated part of classroom culture. These are lived through our school values and dispositions, the use of Te Reo in classroom interactions and the understanding of tikanga.

Cultural Diversity

At Cornwall Park District School we acknowledge, appreciate and celebrate differences.

Coherence

At Cornwall Park District School, we strive to deliver a well balanced curriculum that provides relevant stepping stones in the pathways of learning. Our aim is to ensure that all students are able to make links across the curriculum areas and that students are empowered to take ownership of their own learning.

Future Focus

At Cornwall Park District School, we are actively preparing students for a future that is not easily defined while also ensuring students understand their role and responsibilities towards protecting and respecting the world and the people in it.

Inclusion

Cornwall Park District School is a child centred school that welcomes and respects everyone and engages flexibly with all students, parents and Whānau.

Learning to Learn

Cornwall Park District School children understand what and how they are learning and can articulate this, as well as the next step in their learning journey.

Community Engagement

Our curriculum is responsive and delivered in a way that engages Cornwall Park District School learners. This is achieved through actively encouraging collaboration between learners, families, Whānau and our wider community

The CPDS Dispositions

By the time students leave CPDS at the end of Year 6 we want them to have the capacity to learn, as well as be: -



Our dispositions are important to our students, staff and the community. These dispositions interweave with our existing values to form the essence of our school culture. We strive for children to be healthy, physically vigorous, hard working and happy, and to live their lives fully as young people. We would wish them to be self disciplined and well adjusted, to take personal and collective responsibility and to be able to use common sense. We would want them to have a firm appreciation of who they are, to show integrity and to be sincere, trustworthy people.

The CPDS Values



- C- Compassion/ Aroha
- P- Perseverance/ Manawanui
- D- Diversity/ Kanorau
- S- Show Integrity/ Whakakotahi

These values also allow our CPDS students to concentrate on striving for 'Honour Not Honours' which is the original school motto.

Māori

The school acknowledges the unique position of Māori within our school and in partnership with our Māori Whānau, we are guided by a Māori Success Plan that has been developed together and is reviewed annually. We welcome any opportunity that allows members of the Māori community to share in the activities involving our Māori cultural groups and/or classwork. A specialist teacher leads the development of Te Reo across the school, the embedding of Tikanga in class programmes, as well as ensuring we are culturally responsive in all we do. The school is very proud of its own unique Whakataua to welcome in new families and special guests, each term. We also have a very eager Kapa Haka junior and senior group. This teacher is also a Community of Schools In-School Leader allowing us to connect with other schools culturally as well as allowing us to connect with stories and information that needs to be included in our local curriculum.

Incorporating Tikanga Māori into the School's Curriculum

The school incorporates Tikanga Māori (Māori culture and protocol) into the school's curriculum, with many opportunities provided during the year to expose students to Māori culture and protocol. Te Reo and Tikanga Māori are integrated into unit plans.

Providing Instruction in Te Reo Māori (Māori language)

Any requests for instruction in Te Reo Māori will be considered at the time of the request and the Board of Trustees will look into all options and available resourcing including current staff's competency in Te Reo. The school provides Professional Development for teachers to develop more understanding of Tikanga Māori, as well as assisting them in developing their competency in Te Reo.

Pasifika

We acknowledge our Pasifika community by regularly consulting with our Pasifika parents in order to better understand their expectations in regards to Pasifika education as well as encouraging them to share their skills within our school. We actively look for meaningful ways in which we can promote the Pasifika culture in our classroom programmes as well as through wider school activities.

Other Groups Within the School

As our school is culturally diverse, we work hard to connect with the different groups and actively consult with all groups regularly. We encourage different groups within our school to share their culture and language and we utilise the skills parents have to assist us in delivering programmes that reflect these accurately and with respect. The school is inclusive to all needs and are focused on:

- advancing the school's Inclusive policies and pedagogy for all
- valuing participation and nurturing relationships a child has with their peers, teachers and school
- facilitating learning that is accessible and challenging for all students.

Analysis of Variance for the Year Ending 2022

2022 Principal's Report

Unfortunately 2022 started with COVID restrictions in place and even though we were pleased to be able to have all children back every day the school organisation was far from normal. The Admin and Leadership staff operated as two separate groups, working one day on site and one day off to ensure we could continue leading and operating the school safely, if we had issues with infection. The school was also organised into three separate schools with three defined areas of play and three staffrooms. All meetings were virtual. Even though all children were able to be at school we still had a number of parents who did not wish their children to attend. We operated a staggered finish to the day and no parents were onsite during this period. These steps were eased once some of the restrictions were lifted, and continued to evolve throughout the year. We had excellent support from our parents throughout the year as this evolved also. We managed to weather all staff absences without being forced to send children home.

Staffing

The school staffing started the 2022 school year with 25 classroom teachers and this increased to 29 by the end of the school year. During the year the school was structured as follows:

- Principal
- 2 Associate Principals
- 6 Whānau Leaders
- Class teachers aligned to a Whānau group. This was organised virtually across the levels.
- 1 Music Specialist- on Study Leave for the Year
- 1 PE Specialist
- 1 Part Time Reading Recovery Teacher
- 2 Part time ESOL teachers
- 1 Part time GATE teacher

In 2022, there were no personnel changes in the Senior Leadership Team. Two more teachers were also appointed in Term 1, to the New Entrant level in fixed term positions, to cover the new classes as the New Entrant numbers grew. In addition to this in Term 4, our Literacy Support/ Reading Recovery teacher job-shared with one of the Associate Principals in a new class and the Music teacher started the final New Entrant class late in Term 4, when she returned from study leave. One teacher resigned after the 2021 school year finished and we were grateful to a regular reliever who stepped in until that position could be filled in Term 2. We did have one other class that needed long term cover of approximately 6 weeks at the end of Term 1, and other than that staffing was stable. This resulted in some reorganisation of the specialist positions listed above and also some fixed term appointments needing to be

made to cover classes. At the end of the year we had an Associate Principal secure a Principal's position and a Team Leader resign, as well as a teacher in her fourth year, who also resigned in order to travel. None of these impacted the staffing in 2022.

There were 36 management units that were allocated to staff members who assumed responsibility/leadership throughout the school. In 2022 this included Senior Leadership, Specialist Leadership, e-Learning Leadership, ESOL Leadership, Language Support and Learning Support, as well as some curriculum leadership roles.

In 2022, the school board continued to fund a number of teacher aides well above the Special Education Grant in order to cater for the increased number of students with high health and/or learning needs. The school had 3 ORS students throughout the year. We had one Teacher Aide leave in Term 1 and they were not replaced.

The school still continued to employ an office administrator, one full-time office assistant and two part time office assistants; one of which also provides much needed Mandarin translation for families. In addition to this the school also employs a Property Manager and a part time groundsman. In addition to these positions the school also employed a number of part time Music Tutors overseen by a Music Coordinator, as well as a Mandarin Language Tutor. The school employed an in-house person to do the monthly accounts.

EEO (Equal Employment Opportunities) information was sought from each staff member, and the school makes accommodations for dietary requirements.

The school roll started the year at 593 domestic students, and 5 International Students. The school roll finished with approximately 659 which included 9 International Students. The Board of Trustees and school management continued to manage the roll very carefully.

ERO

The school continued to work alongside ERO in 2022 under the new approach. The area of focus was assessing how well children can understand and apply higher order questioning in their inquiry work using SOLO tools. This will be ongoing in 2023.

Pandemic

There is no doubt the pandemic continued to have an impact on our roll, with a number of families shifting due to financial and other issues related to this ongoing event. We had fewer International Students due to the pandemic affecting borders for a third year. Fortunately we managed to operate two school camps during the year to accommodate all our Year 5 and 6 students. APPA was cancelled again, however children managed to visit more outside venues later in the year including the Art Gallery, the Zoo and the Museum. The school also organised indoor ice skating for each class (an event that had

to be cancelled the year before.) We only managed to hold a couple of Whakatau in 2022 once traffic light levels changed and instead of whole school assemblies we ran Whanau assemblies and live streamed these to our community. However, one big celebration was being able to hold our normal Flag Day Ceremony that recognised and celebrated our Year 6 leavers, with all the school community invited.

Wellbeing continued to be a challenge in 2022, especially when staff and children were operating in separate areas in Term 1, and with managing staff absences. Later in the Year, the school introduced a school wide programme 'Bounce Back' in classes to help build resilience. This will be further embedded in 2023.

The focus academically was to minimise the impact COVID interruptions had on student achievement in Reading, Writing and Mathematics, with the strongest focus on Writing as this was a subject we knew suffered during different lockdowns. The results of this focus will be reported later in this report. In 2022 the school further embedded HERO as its student management system. Learning goals, Achievement levels and evidence provided in real time to parents throughout the year.

The Board of Trustees continued to invest in the Reading Recovery Programme which continued to show accelerated improvement for the majority of students involved. The school continues to review the programmes long term effectiveness for participants as well as all looking for other effective programmes that may be available that may provide even better outcomes for our students.

The school continued to be a member of the 'Auckland Central Community of Schools' (ACCoS) Kahui Ako. The year started slowly due to the Traffic light restrictions in place in Term 1, however, Principals met virtually and in Term 2 the teaching staff participated in a successful online COL Teacher Only Day. From Term 2 more work was done on our focus areas and good progress was made in all three areas of Ensuring Student Agency through Digital Fluency and SOLO Inquiry as well as developing Te Ao Māori.

Community Engagement

The school did its best to engage this with the limitations we had to work under. The initial 'Getting to Know Your Child' sessions as well as the first parent discussions were held virtually. We were, however, lucky enough to celebrate Matariki onsite this year and we also celebrated Te whakāturanga mō te wiki o Te Reo Māori virtually along with Diwali. The school also completed a second round of virtual fundraising and with some extra support offered by the Friends and Family Group were able to officially open a fitness trail on the field at an end of Year Family Picnic.

Property

The Board has a property vision that is now published on the school website, allowing parents to easily track progress of these initiatives. The school focused on maintenance this year, with scheduled painting and cleaning being completed. In addition to this we also completed a sound and lighting upgrade in the hall, installed flood lights under our courts cover, and installed the new Fitness Trail. Good progress was made with the planning and approval of the refurbishment of four classrooms (5YA) with the physical work starting the day after school finished in December.

Kiwisport

In 2022, the school continued to acknowledge the importance of Physical Education and Sports by still being committed to providing a full-time Sports teacher, even though this was impacted greatly by the COVID interruptions in our school during the year. The \$8,913 Kiwisport Grant that the school received contributed to a small portion of this cost as well as supporting some students to be able to access sporting opportunities in Basketball, Flippaball and Netball by overcoming financial barriers. To promote sport throughout the school the Sports Teacher organised 'Playball, and soccer coaches to take demo lessons with students before these sessions continued outside of school. The interest in sports teams outside the school remains strong.

Academic Analysis of Variance 2022

Strategic Goal 1:

To prioritise Writing within programmes across the school while sharing successful practices with colleagues to minimise impact of COVID on Writing outcomes.

Strategic Actions: Throughout 2022, a cycle was followed where Target students were identified and tracked. Whānau Groups regularly analysed and discussed data as well as committing to strategies they would implement to improve the data. These were then reviewed at subsequent meetings and the cycle repeated with new strategies.

Results comparing data from before and during COVID of Percentage of students achieving At or Exceeding Expectations.

Writing	Pre COVID-2019	End 2020	Mid 2021	Mid2022	End 2022
All Students	77.9%	74%	64.2%	72%	75%
Boys	69.4%	69%	49%	63%	66.5%
Girls	86.4%	79.5%	79%	82%	82%

Anaylsis

Even though the gains were much smaller than in Reading, some movement was made with the data showing results are edging towards Pre-Covid levels. The Boys are taking longer to move but considering they dipped to 49% At or Above in Mid 2021 we have definitely minimised the impact from COVID in Writing to a reasonable degree in 2022, even though there is still work to do.

Results comparing data from before and during COVID of Percentage of Māori and Pasifika students achieving At or Exceeding Expectations.

Writing	Pre COVID-2019	End 2020	Mid 2021	Mid2022	End 2022
Māori	82.5%	67.5%	67.5%	65%	64%
Pasifika	52.8%	36%	40%	39%	57%

Please note there are 31 Māori Students in this Data and 23 Pasifika Students.

Analysis of Data

There was pleasing movement in the Pasifika Achievement levels, exceeding pre-COVID results. There was less success with Maori Students. However, it is important to note that 25% of the 36% of Māori students not meeting expectations in 2022 were new to the school in 2022.

Strategic Goal 2:

Embed evaluative inquiry with a focus on higher order questioning

Strategic Actions: Baseline data was collected and analysed. This was shared with teachers. After presenting the data back to the staff and identifying the key areas of improvement, a CPDS Questioning Booklet was designed. There are six SOLO Questioning Frameworks. These frameworks use the SOLO language to underpin the teaching of Questioning and ensure children are scaffolded as they move through the school. Sessions with staff were then facilitated by the In-School Leader to provide resources, planning ideas and cross curricular strategies to support teachers. The In School Leader also reported progress to the Board of Trustees in July. Throughout the year, student voices were collected. The focus of these conversations was to discover how the Frameworks were used in class, unpacking what the purpose of a question was to them and how confident they felt in reflecting on their questions to make them stronger, so they could probe further. The student voice echoed what the In-School Leader had seen being taught in classes.

End of 2022 Results

The data below was collected in Term 4.

Year 2 Data

LEVEL	Understanding the purpose of a Question		Being able to ask a relevant question		Being able to Reflect on a question	
	Beginning of the Year- 90 children	End of the Year- 93 children	Beginning of the Year- 90 children	End of the Year- 93 children	Beginning of the Year- 90 children	End of the Year- 93 children
Prestructural	36%	4%	35%	3%	62%	15%
Unistructural	58%	15%	57%	14%	38%	28%

Multistructural	6%	68%		8%	72%		0%	54%
Relational	0%	12%		0%	10%		0%	3%
Extended Abstract	0%	1%		0%	1%		0%	0%

Year 3 and Year 4 Data

Understanding the purpose of a Question

Being able to ask a relevant question

Being able to Reflect on a question

LEVEL	Beginning of the Year- 178 children	End of the Year- 191 children		Beginning of the Year- 178 children	End of the Year- 191 children		Beginning of the Year- 178 children	End of the Year- 191 children
Prestructural	9%	5%		6%	1%		21%	13%
Unistructural	20%	9%		7%	3%		33%	31%
Multistructural	38%	28%		53%	38%		37%	42%
Relational	25%	39%		31%	44%		8%	12%
Extended Abstract	8%	19%		3%	14%		1%	2%

Year 5 and Year 6 Data

LEVEL	Understanding the purpose of a Question		Being able to ask a relevant question		Being able to Reflect on a question	
	Beginning of the Year- 194 children	End of the Year- 194 children	Beginning of the Year- 194 children	End of the Year- 194 children	Beginning of the Year- 194 children	End of the Year- 194 children
Prestructural	5%	3%	3%	3%	42%	15%
Unistructural	19%	5%	7%	2%	26%	15%
Multistructural	42%	20%	40%	24%	25%	31%
Relational	29%	45%	45%	48%	5%	32%
Extended Abstract	5%	27%	5%	23%	2%	7%

Analysis of Data

Year 2

At the beginning of the Year, it was evident from the data collected, that the junior school were unsure what the difference between a statement and a question was and how to ask relevant questions. The teachers focused heavily on rectifying this by setting specific questioning time in their daily routine. They used the 5 W Framework and “ I wonder” questions to help the children understand what a question was and to help focus their questions on a specific topic. The data at the end of the year highlights the shift made towards this achievement. Many of the Year 2 children can confidently ask relevant questions now and use the language from the 5 W framework to start their question. This has meant less statements and more questions.

Year 3 & 4

The data collected at the beginning of the year highlighted that these students could understand why we ask questions and could elaborate on that further. A vast amount of students could ask questions on a specific topic but it was found they were limiting themselves to only one or two. They

couldn't ask multiple questions that would steer their investigations and many of the questions were "closed". The Q Matrix Framework encouraged students to probe further with their questions, by giving them the question starter as a platform and allowed more "open" questions to be created. By the end of the year, there was a positive shift in this area with many children able to formulate multiple questions around a set topic. What was really positive in this age bracket, was the shift in the ability to reflect on their questions to make them stronger. Using the Q Matrix framework, the children were exposed to language that enabled them to use different question starters, which would automatically enhance their questions.

Year 5 & 6

The data at the beginning of the year identified at this level, students could understand the purpose of a question and were able to ask multiple relevant questions. Again many of these tended to be "closed" questions but they were not overly limited in creating questions. The big area for teachers to focus on was reflecting on student's questions to make them stronger. This Year level used the Q matrix framework heavily as it suited what they needed. The question starters combined with exposure to and using the SOLO verbs, forced students to really think about their questions and what it was they wanted to learn about below the surface of their topic. Many students by the end of the year were able to reach this goal and others could do it with prompting from their teachers.

Summary

Overall, as a school we have embraced the SOLO Frameworks and are seeing the benefits of using these to scaffold questioning. The main area of the curriculum questioning has been used through Inquiry. Going forward our focus is to start using these frameworks across curricular so we can see the benefits in Reading and Writing also.

WellBeing Pulse Programme

This programme was introduced to staff from the start of 2022. It required staff to complete a very quick survey rating their well being across the following areas

- Level of achievement and satisfaction at work,
- Regularly giving and receiving feedback with members of team,
- Communicating effectively and openly sharing with members of team and
- Level of satisfaction with work/life and wellbeing.

The school received summary reports of the results for the above on a monthly basis. Leaders of the teams and / or the team members decided on a 10 minute booster activity related to the area with the lowest score. That was then included at the next meeting. The programme has provided some valuable information about how wellbeing ebbs and flows throughout the year, and will provide a good reference for data collected in 2023. When reviewed some staff felt that it created an extra workload, however, this was a very small majority of staff members. The vast majority of staff shared that they found it useful and opened up discussions where more people had a voice.

In 2023 we will be using this programme again with some variance in the way it is implemented.

Strategic Plan 2020-2025

Our Vision

Cornwall Park District School is a child focused school that welcomes and respects everyone while engaging flexible learning options so all students/ākonga and whānau can thrive and reach their potential.

EFFECTIVE TEACHING

Teachers deliver teaching programmes targeted to meet individual needs so that all children can experience success and growth. This is underpinned by having high expectations and a process of continuous improvement of teachers' pedagogical and content knowledge.

WELLBEING

CPDS provides a culture that supports and respects the wellbeing of every individual in a safe and caring learning and working environment.

STUDENT LEARNING

All ākonga are treated with cultural dignity and have agency where their voice is valued and they are active participants in their learning. All children feel they have a strong connection to their learning and benefit from strong student-teacher relationships that are built on trust and respect.

TE AO MĀORI

CPDS Tikanga (protocols) are understood and therefore respected by all and embedded in programmes and there is a focus on strengthening Te Reo Māori and Te Ao Māori across the school.

WHĀNAU / COMMUNITY

Whānau and community experience a welcoming and supportive environment where they are encouraged to contribute and connect with their child(ren)'s education and the wider school community.



Self review underpins all programmes and informs future practice and direction at all levels at Cornwall Park District School. All parties with vested interest are kept informed of progress, achievement and future direction. All parties are also encouraged to be active participants offering suggestions and feedback.

Our Dispositions





Cornwall Park
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Annual Plan 2023

Effective Teaching

Teachers deliver teaching programmes targeted to meet individual needs so that all children can experience success and growth. This is underpinned by having high expectations and a process of continuous improvement of teachers' pedagogical and content knowledge.

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
1. Build shared understanding of specific effective strategies to deliver Mathematics as well as introduce refreshed Mathematics curriculum when released *2-5	1a. Principal, In-School Maths leader and other key Maths teachers participate in a year long Cluster Maths PD group facilitated by Rob Proffitt-White while rest of teaching staff are involved in termly PD delivered through zoom and supported by staff sessions on Maths each Term 1b. In-school Maths leader will also introduce refreshed curriculum once finalised	1. Principal, In-School Maths Leader, Maths Team, Teachers	1. Effective strategies evident in Maths and Literacy Programmes	1. Informal Observations of Practice. Feedback from In-School Leaders, and Whānau Leaders
2. Plan and deliver programmes using new Aotearoa New Zealand Histories Curriculum *2-5	2a. Staff session taken at Teacher Only Day using new Curriculum and focusing on local history and stories relating to our local Maungakiekie area 2b. Brainstorming sessions on how we can effectively include this curriculum into Inquiry concepts across the year	2. Te Ao Māori Leader, Te Ao Māori Support Teacher and other key staff, Teachers 3. Across School Leader, Literacy In-School Leader, Literacy Support Teacher	1. 2. 3. Planning and programmes reflect the new Curriculums once they are introduced	2, 3) Sessions delivered and level of staff engagement. 2a) Evidence in planning and programmes
3. Introduce refreshed Literacy curriculum (when released) into planning and programmes *2-5	3a. Literacy In-School Leader to formulate an action plan, in order to share effective literacy strategies with staff as well as plan to introduce refreshed curriculum	4. DT Team including Principal, Senior Leadership, and DT Leaders, Using Better Technology (UBT) Facilitators Staff	4. Students are effectively using Digital and SOLO skills to enhance their learning outcomes and presentationq	4, 6) Student Data* Student and Staff voice
4. Embed Digital Fluency and SOLO questioning across the school *2-5	4a. Continue to offer professional support so Digital Fluency and SOLO work continues to be embedded 4b. Offer new ideas and resources to promote continuing growth in these areas	5. Principal, Senior Leadership, Coaches, Teachers who opt in to Impact Coaching	5. Teachers have completed 2-3 cycles of reflection, discussion and implementation that reflects the Impact Cycle	5. Summary of process and confirmation of growth of teachers involved from Coaches
5. Introduce Impact Cycle Approach to Professional Growth Cycle for teachers *6	5. Develop a detailed plan that; -grows coaches skill and confidence -introduces the cycle that promotes videoing and discussing practice and then using instructional coaching to promote professional growth especially in Maths and Literacy	6. Teachers, Learning Support Staff, Specialist Teachers	6. Improved outcomes for priority learners	
6. Improve outcomes for priority learners (Māori, Pasifika and Children with additional needs)*1-4	6. Provide targeted class programmes and intervention programmes/ support for priority learners			



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* (Numbers) - refer to cross reference to and Learning Priorities (NELPs)



Cornwall Park
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Annual Plan 2023

Student Learning

All learners/ākonga are treated with cultural dignity and have agency where their voice is valued and they are active participants in their learning. All children feel they have a strong connection to their learning and benefit from strong student-teacher relationships that are built on trust and respect.

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
<ul style="list-style-type: none"> 1. Children know what they are learning and how they are progressing *2,3,4,5 2. Student led learning and flexible grouping in all classes *2,3,4,5 3. Goals and Assessments shared with children *2,3,4,5 4) Learning Dispositions are explicitly promoted within classrooms. *2,3,4,5 	<ul style="list-style-type: none"> 1. Y4-6 Students complete at least 5-6 personal reflections on learning in HERO *1-4 2a. Part of Local Curriculum Rationale and purpose is re-shared with all staff 2b. Planning reviewed regularly for evidence of flexible grouping 2c. Strategies shared by staff with staff across all subjects on how this can be further developed so this is inherent and deliberate in all classes and can be easily identified *6 3. Data and next steps shared in student speak by teachers to students through discussions and rubrics 4a. Review how effective this is currently 4b. Share expectations and strategies to do this effectively with all staff 	<ul style="list-style-type: none"> 1-4. Teachers / Specialists Senior Leadership Team Students 	<ul style="list-style-type: none"> 1. Y4-6 Students understand that they are active partners in their learning and can identify when they are successful 	<ul style="list-style-type: none"> 1. Student voice collected by Whānau Leaders and Specialists (Term 2-4)



*(Numbers) - refer to cross reference to and Learning Priorities (NELPs)



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Annual Plan 2023

Whānau / Community

Whānau and community experience a welcoming and supportive environment where they are encouraged to contribute and connect with their child(ren)'s education and the wider school community.

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
<ul style="list-style-type: none">1. Increase of parental input into student learning journey *2,3,42. Encourage proactive connections with parents where their voice and expertise is valued 2,3,43. Actively encourage more parents and caregivers to be involved with wider school activities, E.g. Friends and Family and a higher attendance numbers at school eventq *2,3,4	<ul style="list-style-type: none">1. Educate parents about the benefits of commenting on student posts in order to increase number of parent comments on children's work e.g Parent evenings, video info bites, online sessions1b. BOT to gather information on best ways parents/ whānau like to engage1-3. Ensure parents understand CPDS 'Open Door Policy'3. Encourage more cultures within our school to have their cultural voice heard3b. Explore different ways in which to engage parents within and beyond the classroom	<ul style="list-style-type: none">1. All staff2. Board of Trustees3. Students and Whānau	<ul style="list-style-type: none">1-2. Parents feel their voice is heard and valued resulting in increased engagementParents feel encouraged to be an active part of the school and their child(ren)s learningStudent's feel their learning is valued by school and home	<ul style="list-style-type: none">1. No of comments by parents on HERO posts1b. Number of parents attending discussions and class/ school events2. BOT Community survey



*(Numbers) - refer to cross reference to and Learning Priorities (NELPs)



Annual Plan 2023

Te Ao Māori

CPDS Tikanga (protocols) are understood therefore respected by all and embedded in programmes and there is a focus on strengthening Te Reo Māori and Te Ao Māori across the school.

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
<p>1. Increase the significance Te Ao Māori has across the school and weave through Local Curriculum development *2,5</p> <p>2. Implement Māori Success Plan *2,5</p> <p>3. Forge Te Ao Māori connections across Kahui Ako *5</p>	<p>1a. Continue to have a Te Ao Maori In-School Leader taking part in shared COL sessions</p> <p>1b. Meet with iwi representatives and then invite them to share local stories with staff</p> <p>2a. Te Ao Maori/ Te Reo teacher to meet regularly with staff to assist with planning especially as new curriculum is introduced</p> <p>2b. Review the Maori student data of Well Being Survey to see what is needed to improve outcomes for them</p> <p>2c. Workshop for staff on Te Whare Tapa Whā and the 4 pillars that make this house</p> <p>2d. Conduct a Teacher Only Day on a local marae so staff can experience Māori protocols first hand</p> <p>3. Participate in COL organised multi school Kapa Haka Festival at Epsom Normal Primary School in March</p>	<p>1-3. Te Ao Māori In-School Leader Te Ao Māori Support Teacher Teachers Senior Leader Team Board of Trustees</p>	<p>1-3. Te Ao Māori has a higher profile and importance within the school and is becoming woven into the fabric of CPDS</p>	<p>1-3. BOT Community Survey Term 3</p> <p>1-3. Feedback from each Whānau Hui</p>



*(Numbers) - refer to cross reference to Learning Priorities (NELPs)





Cornwall Park
District School
Te Kura O Maungakiekie

Annual Plan 2023

Wellbeing

CPDS promotes a culture that supports and respects the wellbeing of every individual in a safe and caring learning and working environment.

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
<ol style="list-style-type: none"> 1. Refine and then embed a school programme that proactively measures staff wellbeing and implement team activities to improve team norms and wellbeing across the school *1 2. Embed 'Bounce Back' Programme in all classrooms that provides effective strategies for children to develop a strong sense of belonging and of being valued *1 3. Strengthen Whānau group and House group relationships across Junior / Middle /Senior student to student and and teachers to students *1 4. Review Staff and School Wellbeing *1 	<ol style="list-style-type: none"> 1a. Continue with Pulse Wellbeing programme by: <ul style="list-style-type: none"> -Collecting data and reviewing data -Compare monthly data with last years data -Incorporate Booster sessions into each staff meeting for teachers 1a.Support Staff and Learning Support will continue to do this in smaller groups 2. Provide support to teachers on effective delivery through staff sessions, modelling and/or coaching through 'Impact Cycle' to review delivery and student engagement 3. Devise and implement an annual plan that focuses on specific and deliberate actions that will foster these relationships across the year. 4a. Staff and Students complete Wellbeing at School Survey early in Term 2 4b. Review results and see how aligned staff and students are in their perceptions to Identify key areas of concern and implement actions to improve these areas 	<ol style="list-style-type: none"> 1. All staff 2. All teaching staff and students 3. House Leaders Staff, students 4. All staff 	<ol style="list-style-type: none"> 1. All staff have a voice that is valued and they feel their wellbeing is being prioritised 2. We have data to show the degree to which students have a sense of belonging and feeling safe and see how this aligns to staff perceptions 	<ol style="list-style-type: none"> 1. Staff review of PULSE programme 2 Student and teacher voice and also behaviour post data on HERO 3. Wellbeing at School data analysis and then review of action plan to improve identified areas



*(Numbers) - refer to cross reference to and Learning Priorities (NELPs)



CORNWALL PARK DISTRICT SCHOOL



PROPERTY VISION 2022-2025

We strive to be "Better Than Before" in all areas of the school. Therefore, the staff and students have identified these property initiatives and aspirations for improving spaces around our school through to 2025. As our school community want the best possible learning environment for our students, we always consider all sources of funding including Board of Trustees contribution, grant applications (where available), sponsorships, community fundraising in partnership with Friends and Family in order to make these projects happen.



1 ARTIFICIAL TURF ON THE SCHOOL BANK

A major budget item, by having this facility would greatly enhance our school amenities.

2022/23 - Fixed assets



2 FITNESS TRAIL - INSTALLED

We will be planning and organising a school fitness trail for our learners in 2022.

Funding - Online Cross Country Fundraiser 2021/2022



3 FLOODLIGHTS ON COURTS

2022 - Funding from Fixed Assets



4 BATHROOM UPGRADES

Fire escapes and bathroom facilities are continually upgraded to ensure health and safety standards are met.

2022/23 - Upgrades SYA & Govt Funded, Upgrades Rm 1-4



5 IMPROVE OUTDOOR SPACES

Outdoor art, artificial turf, seating, shade covers and murals will be part of a continuous programme of improvements at CPDS.

Fixed assets-2022-2024



6 JUNIOR PLAYGROUND UPGRADE

Replace/upgrade the existing playground behind Rooms 5-10. Fixed assets/ Fundraising 2023-2025



7 HALL UPGRADE

Sound and lighting improvements are to be considered and completed.

2022 - Fixed assets



8 CULTURAL - RM 30 - WHARE

Conversion of Rm 30 into our school whare and community space

Fixed assets/ Fundraising 2023-2025



9 CLASSROOM UPGRADES

Classroom updated & maximised

2022/23 - U Funded, U



COMPLETED PROJECTS

PLEASE CONSIDER PAYING YOUR CHILD'S SCHOOL DONATION AS DOING SO WILL CONTRIBUTE DIRECTLY TO THESE INITIATIVES. PLEASE CLICK HERE TO MAKE A PAYMENT.

THE NUMBERS NEXT TO THE PROJECTS ARE NOT INDICATIVE OF PRIORITY.