

# 2017 Cornwall Park District School Charter

## Introduction

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 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 our Performing Arts and Sports programmes and the school has been committed for a number of years to providing specialist teachers to provide quality programmes in these areas. The school is supported well by it's 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.

### Treaty of 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

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 whanau.

### Learning to learn

Cornwall Park District School children understand what and how they are learning and can articulate this as well as their 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, whanau and our wider community.

## The CPDS Dispositions

By the time students leave CPDS at the end of Year Six 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.

## Maori

The school acknowledges this unique position of Maori within our school and in partnership with our Maori Whanau we are guided by a Maori Success Plan that has been developed together. We welcome any opportunity that allows members of the Maori community to share in the activities involving our Maori cultural groups and/or classwork. CPDS will encourage the use of Te Reo and Tikanga Maori in class programmes appropriate to the knowledge level of staff and seek assistance in consultation from our teacher leading Maori, parents and the local community to develop these. The school is very proud of its own unique Powhiri that is performed to welcome in new families and special guests. We also have a very large and eager Kapa Haka group.

#### Incorporating Tikanga Maori into the School's Curriculum

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

#### Providing instruction in Te Reo Maori [Maori language]

Any requests for instruction in Te Reo Maori 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 Maori, as well as assisting them in developing their competency in Te Reo.

### Pasifika

We acknowledge our Pasifika community by regular 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.

In 2016 the Board of Trustees co-opted two trustees in order to ensure both Maori and Pasifika groups had direct influence in the governance of the school.

### Other Groups within the School

The school works hard to connect with the different groups within the school and actively consults with all groups regularly. We encourage different groups within our school to share their culture and language and we utilize 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 peer, teachers and school
- Facilitating learning that is accessible and challenging for all students

### Global Awareness with a focus on Asia

At CPDS we encourage our students to be global citizens and as part of this the school recognises the importance Asia has in New Zealand's future, and acknowledge that it is very likely to have a direct impact on many of our students' futures as well. We therefore provide Mandarin as a language within the school alongside Te Reo, as learning more than one language at a young age assists the development of all language acquisition, as well as providing a foundation for future language learning at Intermediate and College. The school has ties with a sister school in Ningbo, China and we host a group of students from that school each year for approximately a week.

# Strategic Plan 2017-2019

## Where we are now

Feedback we have received from our staff, students, and our community indicate that...

- Teacher Inquiry is established as part of the annual appraisal process
- A shared culture has been developed around 'Better than Before'
- A shared understanding of the dispositions has been achieved and what needs to be done to develop them in our students has been identified
- We are welcoming of all cultures and have established regular consultation with all sectors of our community
- We are focused on delivering a holistic approach to education
- Our students are getting more competent and confident in talking about their learning with their teachers and parents.

## What we do well

Feedback we have received from staff, parents and our recent ERO visit show that...

- We provide appropriate resourcing to support Professional Learning and Development (PLD) goals for staff, in particular a focus on strengthening content knowledge, good practice, and school culture.
- We have high expectations of students and staff.
- Effective literacy and numeracy programmes measured against the National Standards
- We have students and staff who are focused on being 'Better than Before'
- The Board effectively scrutinises student achievement information in order to make strategic decisions to improve learner outcomes.
- We have a clear line of sight of sight (focused on achievement) right from the student through to the Board of Trustees
- Leaders and teachers know the children whose learning and achievement need to be accelerated and have a relentless focus on this all year.
- We have started to embed regular communication and collaboration with parents throughout the year ensuring our communication is consistent and proactive.
- Teacher Inquiry is being used well by teachers to gauge their impact of their teaching.
- The school undertakes regular self-review that provides useful data for school development and future direction of the school.

## What we need to develop

- To continue to implement strategies to improve achievement for Boys in Writing.
- To ensure communication processes are consistent at all levels including updating electronic communication (e.g. webpages and apps) to ensure ease of use, effective access to information as well as promoting who we are more effectively.
- To develop the individuality of our teachers while also ensuring the expectations of the school in relation to planning, assessment, and supporting identified needs of children are adhered to by all.
- To entrench the CPDS dispositions within all classrooms so they become 'part of who we are'

- To develop further the competency and confidence of all children to be able to talk about their learning and are actively involved in their learning.
- To continue the community engagement within the school at all levels.
- To continue to build teacher competency and confidence in Te Reo and Tikanga Maori

Cornwall Park District School is a child-centred school that welcomes and respects everyone and engages flexibly with all students, parents and whanau to enable all children to thrive.

## National Standards Areas of Strength

### Reading:

85.4% Maori students achieved At or Above in Reading in 2016 compared to 84.8% in 2015. This shows that Maori students are achieving in Reading at a very similar rate to other students in the school. It is also pleasing to see the high number of students achieving Above Standard.

Maths: 89.2 % of children achieved At or Above compared with 88.2% in 2015.

82.9% of Pasifika students achieved At or Above in Maths which is a great improvement on 78.8% in 2015, especially as there were 8 more Pasifika students in 2016, compared to the previous year. It is also pleasing to see the high number of students achieving Above Standard.

## National Standards Areas for Improvement

Maths: 77.1% of Maori students achieved At or Above in Maths in 2016 compared to 73.9% in 2015. The focus to increase their achievement to reflect other groups.

Writing: There was a slight improvement in 2016 with 79.8% children achieving At or Above compared to 75.9% in 2015. This would have been helped by the 38 children who moved from Below in 2015 to AT in 2016. There has also been an improvement in Boys writing with 75% achieving At or Above in 2016 compared to only 67.8% in 2015. This remains an area of focus in 2017.

## National Standard Targets 2017

### COL Targets

- To have 95% of all Students achieve At or Above in Reading*
- To have 85% of all Pasifika students achieve At or Above in Reading*
- To have 85 % of all Maori and Pasifika students achieve At or Above in Writing*
- To have 85 % of all Boys achieve At or Above in Writing*

### School Targets

- In addition to these targets we also have the following school based targets
- To have 50% of all Students achieving Above in Reading*
  - To have 20% of all Students achieving Above in Writing*
  - To have 30% of all Students achieving Above in Mathematics*

