



Strategic Plan 2024-2026

Our Vision

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

EFFECTIVE TEACHING

Focus Area 2026

Teachers effectively use 'Explicit Direct Instruction' (EDI) to deliver the Year Level curriculum content to all children, and provide targeted teaching for Tier Two Students.

WELLBEING

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

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.

STUDENT LEARNING

All learners/ākonga are focused and engaged in their learning.

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





Strategic Goal

Teachers across the school are supported to effectively implement the refreshed Mathematics and English curriculum, with expectations to deliver explicit teaching across the two curriculum areas

Starting Point

All Y3-6 teachers have completed Structured Literacy PD in 2025. Y0-2 teachers have completed one year of Maths PD and Y3-6 teachers have completed 2 years of Maths PD. This all forms a good basis for work undertaken in 2026

Community Input

Communication between home and school
Surveys

Iwi Connection(s)

Te Aakitai Waiohua

Documents underpinning this plan

Ka Hikitia

Tapasā



Annual Plan 2026

Effective Teaching

Teachers effectively use 'Explicit Direct Instruction' (EDI) to deliver the Year Level curriculum content to all children, and provide targeted teaching for Tier 2 Students.

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
Introduce consistent and quality 'Explicit Direct Instruction' in Reading and Writing throughout the school	1a Prepare quality Reading and Writing materials for teachers to access based on 'Ochre' materials, that aligns to 2025 NZ Curriculum 1b. Each teacher contributes to moderation of materials when unit is taught to ensure the rigour of materials. 1c. Provide multiple Professional Development opportunities for teachers to refine their delivery of "EDI" practices in lessons 1d Provide coaching support in development of these skills 1e Ensure quality targeted teaching is delivered to all students 1f. Provide targeted support for Tier 2 students 1g Provide in class support as much as is feasible for Tier 3 and ESOL students.	Leadership and Teachers	Every child accesses all of the curriculum and there is a consistent quality of 'EDI' teaching across the school with a focus on ensuring quality review processes of work covered.	-Observations of teaching by Senior Leadership, Curriculum Leaders and Whānau Leaders. - Feedback provided to teachers - Focus for Professional Growth Cycle -Any identified trends will be addressed through PD.
Introduce consistent and quality 'Explicit Direct Instruction' in Mathematics throughout the school	2a Quality PD provided to all teachers in Maths throughout the year (one day a term for YO-2 teachers and one full day, twice a year, for Y3-6 teachers). 2b. Provide support in accessing and effectively delivering online Oxford materials using 'Explicit Direct Instruction', as well as ensuring effective planning that underpins this work. 2c Ensure quality targeted teaching is delivered to all students 2d. Provide targeted support for Tier 2 students 2e Provide in class support as much as is feasible for Tier 3 and ESOL students.	Leadership, Teachers and Facilitator from Learning First	Every child accesses all of the curriculum and there is a consistent quality of 'EDI' teaching across the school with a focus on ensuring quality review processes of work covered.	-Observations of teaching by Senior Leadership, Curriculum Leaders and Whānau Leaders. - Feedback provided to teachers - Focus for Professional Growth Cycle - Any identified trends will be addressed through PD.
Align assessment and reporting with curriculum and MOE expectations	3. Professional development sessions on use of SMART Tools (Y3-6)and Phonics testing (YO-2) 3b Utilise quality assessment resources to triangulate data in order to ensure high quality 'Overall teacher judgement' (OTJs) 3c Staff sessions on applying new criteria for reporting to parents using new dimensions 3d. Checks to ensure consistency of reporting across levels and against expectations 3e. Teachers utilise MOE video tutorials for PD	Senior Leadership and teaching staff with support from external facilitators	Goals, expectations/milestones updated on HERO against new curricula	Overall teacher judgement and results from required government testing

Links to Ka Hikitia:
Te Kanorautanga
Te Whānau
Te Tangata
Te Tuakiritanga

Links to Tapasā- Turu 2 and 3





Annual Plan 2026

Student Learning

All learners/ākonga are focused and engaged in their learning

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
<p>To children to apply engagement norms in their learning of the core subjects</p>	<p>Children are confident implementing student engagement norms 1-8 as per the EDI manual.</p>	<p>Students Teachers Senior Leadership</p>	<p>Learning time is focused and learning outcomes improve in the core subjects</p> <p>All children are active participants in class learning</p>	<p>-Observations conducted by Senior leadership school throughout the school in Term 2, 3 and 4.</p> <p>-Feedback from teachers</p> <p>-Student Voice collected</p>
<p>Disruptions to learning are minimised in classes due to children understanding and enacting the school-wide behaviour norms</p>	<p>-Children use supports provided through charts and teacher directions to implement routines to effectively apply behaviours that meet expectations.</p> <p>-Children sit so engagement is promoted during learning</p>			

Links to Ka Hikitia:
Learners at the centre
Te Whānau
Te Tangata

Links to Tapasā- Turu 1 and 3





Annual Plan 2026

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
1. Build on parental involvement in school life	<ul style="list-style-type: none"> -Actively encourage parent help in classrooms -Promote Friends and Family Events -Schedule regular academic, cultural, and sporting events each term where parents are invited to attend 	<ul style="list-style-type: none"> 1-2. Parents Staff Leadership Team Friends and Family 	<ul style="list-style-type: none"> 1. Parents feel they are welcome in the school and levels of parent participation has increased 	<ul style="list-style-type: none"> 1. New parents feel included and become active members of the CPDS community. 2. Numbers of parents attending events and feedback they provide.
2. Provide opportunities for parents/caregivers to learn more about the curriculum and subject delivery	<ul style="list-style-type: none"> 2. Provide online links to MOE tutorials so parents can learn about the new approaches being introduced. 3. Inform parents how expectations have increased in Maths at the earlier levels 	<ul style="list-style-type: none"> 2. All staff Parents 	<ul style="list-style-type: none"> 2. Parents feel they understand more about what and how their children are learning at school 	<ul style="list-style-type: none"> 3. Analytics from School TV site and community survey -focus groups
3. Provide parenting support for parents	<ul style="list-style-type: none"> 3a. Embed School TV support for parents by sending out regular posts and links to relevant topics 3.b. Host Cyber-Safety Presentation for parents on 18th May @6.30pm 3c. Provide free online Cyber-Safety parenting course for 12 months for every parent who attends the presentation 	<ul style="list-style-type: none"> 4. Leadership Team and Parents 	<ul style="list-style-type: none"> 3. Parents feel supported by the school 	

Links to Ka Hikitia:
Te Rangatiratanga
Te Whānau
Te Tangata

Links to Tapasā- Turu 2





Annual Plan 2026

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. Embed Te Ao Māori and Te Reo Māori across the school</p>	<p>1a. Continue to provide dedicated Te Reo Māori teacher for weekly lessons 1.b. Provide expertise and resources to ensure Inquiry includes robust Te Ao Māori content included in each context 1c. Provide practical support, regular staff sessions and resources to support staff to build confidence in Te Reo Māori.</p>	<p>1 Te Ao Māori In-School Leader Te Ao Māori Support Teacher Teaching staff Leadership Local iwi</p>	<p>1-5. Te Ao Māori is seen as an integral part of who we are at CPDS</p>	<p>1-2. -Feedback from each Whānau Hui -Māori families feel welcome and parents become active Whānau members -Positive feedback from parents after Matariki and other events such as the Kapa Haka performances etc.</p>
<p>2. Make connections to Te Ao Māori within and beyond the school, ensuring the whānau are a major part of any decisions made.</p>	<p>2a. Organise a noho marae for the Kapa Haka group. b. Participate in the 2026 'Kapa Kāhui' Festival in April being hosted by Mt Eden Normal School. c. Whānau are involved in organising Matariki, noho marae visits and other Te Ao Maori activities for the year</p>	<p>2-3. Te Ao Māori In School Leader Te Ao Māori Support Teachers Leadership Māori Whānau</p>		

Links to Ka Hikitia:
 Te Rangatiratanga
 Te Whānau
 Te Tangata
 Te Kanorautanga
 Te Tuakiritanga





Annual Plan 2026

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
<p>1. Increase resilience and wellbeing of students when dealing with social and learning challenges by ensuring the Bounce Back Programme is effectively taught across the school.</p> <p>2. Be proactive managing staff morale while also Identifying any issues with teacher wellbeing and plan to address as appropriate.</p>	<p>1a. Gather base line data to assess how well children and staff know and understand the Bounce Back concepts and reassess at the end of the year.</p> <p>1.b Informal observations of lessons taught</p> <p>1c. Regular planning checks to see progress of lessons</p> <p>2a.. Touch base with Teachers and Whānau leaders (both formally and informally) to measure the level of well being amongst staff especially at critical points of the year e.g. reporting and parent discussions.</p> <p>2b. Social group to organise regular social events for staff to attend if they wish.</p> <p>2c. Provide tips for wellbeing and provide access to EAP if required.</p> <p>2d. Refer staff to Wellbeing rubric</p> <p>2e. BOT and Principal support wellbeing events like but not limited to Staff Breakfasts</p>	<p>1. Students Teachers Senior Leadership</p> <p>2 All staff Senior Leadership</p>	<p>1. More respect shown towards each other in the classrooms and playground</p> <p>1b. Growing students' ability to impact positively on others</p> <p>2. Staff morale is sustained throughout the year Staff feel valued Staff retention is positive</p>	<p>1. -Student voice -Data from behaviour posts -Comparison of Base line and end of Year data -Whānau leaders minutes</p> <p>2. -Exit Interviews - Self Review comments in Term 4 - Informal comments etc - 1-1 feedback with Janine - Whānau Leaders minutes</p>

Links to Ka Hikitia:
Te Rangatiratanga
Te Whānau
Te Tangata
Te Kanorautanga
Te Tuakiritanga

Links to Tapasā- Turu 1,2, 3

