



Strategic Plan 2024-2025

Our Vision

Cornwall Park District School is a child focused school that welcomes and respects everyone while engaging in flexible learning options so all learners/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.

Focus Area 2025

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 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.

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

The Y0-2 teachers have completed one year of Structured Literacy while the Y3-6 teachers have also completed one year of Maths PD.

Community Input

Communication between home and school
Surveys
Focus Groups

Iwi Connection(s)

Te Aakitai Waiohua

Documents underpinning this plan

NELPS

Ka Hikitia

Tapasā



Annual Plan 2025

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
<p>1. School Maths Sequence embedded across the school with a focus on explicit teaching within a framework of Understand, Know and Do</p>	<p>1a Quality PD provided to all teachers in Mathematics through Teacher Only Days and regular PD sessions throughout the year 1b. Realign assessment expectations on HERO to reflect refreshed curriculum 1c Develop school support material to assist teachers in making consistent judgements 1d Refresh school curriculum document to reflect changes in the Maths curriculum and to set school expectations 1e Mathematics 'In-School' leader works with the 'What Success Looks Like' initiative in the Kāhui Ako to forge cross school networking and alignment in assessing within and across phases 1f Provide extra small group time for identified children targeted for acceleration support</p>	<p>1. Principal, Maths leader, and teachers 'Learner First' Facilitator</p>	<p>1. Effective delivery strategies evident in classroom programmes Student outcomes improve</p>	<p>1. Feedback from facilitator from observations by Lead Teachers Teacher goals set as part of Professional Growth Cycle and feedback provided by peers during critiquing of videos Teacher reflection and setting of next goal(s)</p>
<p>2. School Structured Literacy Scope and Sequence is embedded across the school with a focus on explicit teaching within a framework of Understand, Know and Do</p>	<p>2a Quality PD provided to all teachers in Structured Literacy through Teacher Only Days for Y0-2 and regular PD sessions throughout the year 2b Realign assessment expectations on HERO to reflect refreshed curriculum 2c Develop school support material to assist teachers in making consistent judgements 2d Refresh school curriculum document to reflect changes in the Literacy curriculum and to set school expectations 2e Literacy 'In-School' leader works within the 'What Success Looks Like' initiative in the Kāhui Ako to forge cross school networking and alignment in assessing within and across phases 2f Provide extra small group-time for identified children targeted for acceleration support</p>	<p>2. Deputy Principal, Y0-2 teachers and Facilitator from Liz Kane</p>	<p>2a-f. Effective delivery strategies evident in Structured Literacy Programmes being delivered 2a-f Planning and programmes reflect the new curriculum and common practice model once they are introduced.</p>	<p>2. Feedback from facilitator from observations by Facilitator Teacher goals set as part of Professional Growth Cycle and feedback provided by peers during critiquing of videos Teacher reflection and setting of next goal(s)</p>
<p>3. Establish baseline data for where students are in relation to refreshed Maths and English curriculum</p>	<p>3a. Once assessment expectations are set against new curricula in Maths and Literacy, teachers enter data to create baseline data for the school aligned against these new curriculum areas 3b. Release teachers throughout year to unpack curricula and to realign assessment goals on HERO</p>	<p>3. Senior Leadership and teaching staff with support from external facilitators</p>	<p>3. Goals, expectations/milestones updated on HERO against new curricula</p>	<p>3. Overall teacher judgements and results from required government testing</p>





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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.

communicate directly with parents of children who are raising concern

Strategic Focus	Strategic Actions	Personnel	Outcomes	Measures
<ol style="list-style-type: none"> To understand better how students at CPDS view their engagement and learning 	<ol style="list-style-type: none"> Y4-6 students complete the NZCER 'Me and My School' survey to gather data how CPDS students perceive their own engagement and learning. 1b. Analysis and review results against teacher beliefs on student learning and engagement at CPDS 	<ol style="list-style-type: none"> Students Teachers Staff 	<ol style="list-style-type: none"> All students see their culture reflected in some of their learning during the year All learners see themselves as successful and accepted by staff 	<ol style="list-style-type: none"> Data collected from Wellbeing @ School Survey Y3-6 in Term 4 and class questions for Y0-2
<ol style="list-style-type: none"> To improve each term's attendance level that was achieved in 2024 i.e. T1-75%, T2-66%, T3-72%, T4-76% To decrease the number of children arriving late to school that was achieved in 2024 i.e T1-66%, T2-64%, T3-66% and T4-68% 	<ol style="list-style-type: none"> To communicate regularly to parents regarding expectations of attendance and publish regular updates of our data 2a To track individual attendance and then communicate directly with parents of children who are raising concern 3 To track individual lateness and then communicate directly with parents of children who are raising concern 	<ol style="list-style-type: none"> Principal Deputy Principal Teachers Office Staff Parents Students 	<ol style="list-style-type: none"> Attendance rate increases and lateness decreases 	<ol style="list-style-type: none"> Class Surveys throughout the year Student voice collected





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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	1. Actively encourage parent help Promote 'Friends and Family' events Schedule regular academic, cultural, and sporting events each term where parents are invited to attend Host a Meet and Greet event at the start of the year	1-2. Parents Staff Leadership Team Friends and Family	1. Parents feel they are welcome in the school and levels of parent participation has increased	1. Feedback from parents
2. Provide opportunities for parents/ caregivers to learn more about the curriculum and subject delivery	2. Regular information shared in weekly updates during the year information evening for Y3-6 (The Code) parent sharing of the learning afternoon	2-3. All Staff Parents	2. Parents feel they understand more about what and how their children are learning at school	2. Numbers attending events
3. Provide parenting support for parents	3. Embed School TV Send out new topics of interest throughout the year. Promote cluster talks throughout the year		3. Parents feel supported by the school	3. Analytics from 'SchoolTV' site Community survey Focus groups
4. Provide opportunity for parents to feedback about programmes	4. Carry out bi-annual Health consultation in the school and arrange focus group to meet Board members to increase their profile by wearing pins and being present during drop off and pick up times.	4. Leadership Team and Parents	4. Parents feel they have a voice in the direction of the school	4. Feedback from parents through surveys and focus groups





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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
1. Embed Te Ao Māori and Te Reo Māori across the school	1a. Continue to provide dedicated Te Reo Māori teacher for weekly lessons 1b. 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	1 Te Ao Māori In-School Leader Te Ao Māori Support Teacher Teaching staff Leadership Local iwi	1-4. Te Ao Māori is seen as an integral part of who we are at CPDS	1-2. Feedback from each Whānau Hui
2. Make connections to Te Ao Māori within the school facilities	2a. Create Mahi Toi (artwork) for the Whare 2b. Develop further the cultural section of the school garden with kumara and herbs for Rongōa Māori	2-3. Te Ao Māori In School Leader Te Ao Māori Support Teachers Leadership Māori Whānau		
3. Continue to build on Te Ao Māori connections across Kāhui Ako and with iwi	3a. Host the 'Kapa Kāhui' Festival for the Kāhui Ako in April 3b. Continue to have a Te Ao Māori In-School leader and support teacher involved in embedding tikanga within CPDS through the Kāhui Ako 3c. Write the CPDS Puka Puka (story) with local iwi			3. Feedback from 'Across-School leader
4. Continue Y2 with Mac Māori Achievement Collaborative	4. Principal and Te Ao Māori teacher to work with facilitator George Ihimaera regularly throughout the year	4. Principal Deputy Principal Facilitator		4. Feedback from facilitator on progress and next steps

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

NELPS * 2, 5 6





Annual Plan 2025

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		Measures
<p>1. Increase resilience of students when dealing with social and learning challenges</p>	<p>1. Wellbeing leader to facilitate drop-in sessions, visit classes and provide support for 'Bounce Back' as required to ensure programme is happening in all classes as expected Behaviour posts made for unacceptable behaviour and behaviour addressed.</p>	<p>1. Wellbeing/ Teacher in charge of Houses Teachers</p>	<p>1. More respect shown towards each other in the classrooms and playground Growing student's ability to impact positively on others</p>	<p>1-2. Student voice Data from behaviour posts</p>
<p>2. Identify any issues with student and teacher wellbeing and plan to address as appropriate</p>	<p>2a. Review Wellbeing at School data 2b. Parents invited to complete 'Wellbeing Barometer' to identify trends 2c. Teachers to complete 'Teacher Workplace Survey' from NCER 2d. Analyse results and identify any issues raised 2e. Research and devise solutions to address any concerning trend or area 2f. Incorporate into 2025-2030 Strategic Plan at strategic level if required 2g. Address any issues at a Management level as necessary 2h. Support staff raise issues at 1-1 meetings with Principal</p>	<p>2. All teaching staff Principal Board of Trustees</p>	<p>2. Evidence in 2026 Strategic Plan as required</p>	<p>2b. Survey results</p>
<p>3. Provide to all staff strategies so they can take steps to improve personal well-being</p>	<p>3a. Provide a Teacher-Only Day session on wellbeing facilitated by Brad Norris from Propel 3b. Revisit how teachers are ensuring their needs are met</p>	<p>3. Principal Teachers</p>	<p>3. Teachers taking some ownership of their wellbeing</p>	

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

Links to Tapasā- Turu 1,2,3

NELPS *1, 2

