



Churchill Park  
School

Stand Tall | Aim High

# 2025 Churchill Park School Annual Plan

Churchill Park Learners show



**Responsibility**

for ourselves, others, and the environment



**Respect**



**Resilience**

The school's vision, Stand Tall, Aim High, sets the strategic direction for the school. This vision is underpinned by the three values of Responsibility, Respect, and Resilience  
We give effect to Te Tiriti through:

## Strategic Goal 1: Thriving AKO

### 2024 Baseline Data

Achievement *By Year Level* - Proportion of students 'at' or 'above' expectation at the end of 2024

Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<i>Reading</i>	94%	90%	95%	94%	93%	86%	91%	91%
<i>Writing</i>	92%	95%	95%	87%	77%	91%	83%	85%
<i>Maths</i>	92%	94%	100%	95%	95%	81%	99%	92%

### Strengths

Reading 92% At/Above overall mean achievement  
Writing 88% At/Above overall mean achievement  
Mathematics 93.5% At/Above overall mean achievement  
Years 1 and 4 are strong, particularly in reading and writing. In addition, Year 3 is strong in writing and mathematics. Years 4 and 5 have a strong percentage of learners performing above expectations in reading and mathematics

**Points of note** - 16 % /66 learners come from homes where English is a second language, with approximately half of the 66 students being MoE funded (ELLPs)  
The learners who are below in writing in Years 4, 5, and 7 are identified as students who benefit from learning support

### 2025 School Learning Targets:

#### Mathematics

- **Years 4 - 6:** Use PATs to inform teaching and learning and raise achievement measuring comparison of student scale scores
- **Years 1 - 3:** Collect new baseline data using the new snapshots aligned to the Refreshed Mathematics Curriculum, using a subset of data to show progress

#### Writing

- Identify specific areas from the asTTle writing rubric to inform next teaching steps and improve by one rubric level in the lowest areas identified by teachers
- Raise overall achievement for Years 5,6, & 8 using asTTle scale scores as progress indicators



Initiatives	Actions	who	22025 Success Indicators
Enable and empower high-quality PD	Sourced and scheduled PLD opportunities to support the growth of kaiako	Hautūtanga Arahitanga	<ul style="list-style-type: none"><li>Teachers will have participated in Structured Literacy and Structured Maths PLD</li><li>Employed the services of PLD providers</li><li>Strategically resourced the delivery of new curricula</li><li>Evidence of new approaches being implemented in classroom practice</li><li>ESOL PLD supports our teachers, second language learners and International students</li><li>Work in partnership with CoL and Kahui Ako</li></ul>
Provide an academically rigorous, well-balanced curriculum	Developed and delivered a curriculum overview for 2025	Hautūtanga Arahitanga	2025 Success Indicators
			<ul style="list-style-type: none"><li>School-wide PD supporting the use of maths resources evidenced in practice</li><li>Maths Overviews created in line with phases of learning</li><li>Integrate Numicon mathematics resources to support conceptual understanding</li><li>Implemented Structured Literacy PD for Years 0-3</li><li>Regular assessments aligned with national expectations undertaken</li><li>PAT online introduced for years 4-8</li><li>Reviewed assessment schedule</li><li>PAT assessment undertaken in alignment to Kahui Ako goals</li><li>Have implemented whanau planning days in line with CRT guidelines</li></ul>
Design our Local Curriculum underpinned by NZ curriculum refresh	Developed a “Who are we at CPS”		2025 Success Indicators
			<ul style="list-style-type: none"><li>Have reviewed and written curriculum statements for each curriculum area</li><li>Curated our rationale on assessment and reporting - all in one central location</li><li>Collaboratively developed expectations regarding curriculum planning and delivery, classroom environment, well-being practices</li><li>A one-pager encapsulating the essence of who we are at CPS - Visions/Values/Learner Qualities</li></ul>
Strategic Goal 2: Thriving Tangata			
Initiatives	Actions	who	2025 Success Indicators
Foster stronger partnerships between whānau & wider community	<b>Building learning-focused partnerships with whānau</b> To better understand and meet the needs of CPS learners involving parents to support the learning of their tamariki	SLT	<ul style="list-style-type: none"><li>Regular communications promoting prosocial behaviours, newsletters, Facebook, assemblies, See Saw</li><li>A designated section in each newsletter focussing on pro-social behaviours supporting parents at home, WITS, restorative, etc. (scope and sequence)</li><li>Mihi whakatau / Powhiri for new whānau at the beginning of the year welcoming</li><li>Cultural celebrations, Matarki, school picnic, Whānau Hui, Cultural Day, production</li><li>Shared clarity surrounding reporting to parents and progression of student agency across whanau using new progressions</li></ul>
Initiatives	Actions	who	2025 Success Indicators
Empower all CPS learners to have a strong sense of identity & belonging	Raise the profile and presence of our kapa haka, growing a sense of belonging and pride	WSL Anna	<ul style="list-style-type: none"><li>Visited kapa haka performances at other schools</li><li>Key teachers have been supported to develop a performance schedule that creates opportunities for the kapa haka to perform</li><li>Whare groups have performed waiata and haka at the Whare assembly</li><li>Kapa Haka group has increased in participants and performances</li></ul>
Initiatives	Actions	who	2025 Success Indicators



<b>Embed wellbeing practices into everyday &amp; everything we do</b>	<b>Hauora/Wellbeing (Churchill Park Way)</b> Promotes akonga/ kaiako learning and pro-social behaviours aligned with CPS Values	AB ASL WSL	<ul style="list-style-type: none"> <li>• Embed explicit teaching of PB4L and restorative practices to support akonga and kaiako with pro-social behaviours</li> <li>• Develop CPS scope and sequence aligned to our school values, which support prosocial behaviours and restorative practice/questions</li> <li>• Share with the community “What is restorative practice” and how it supports building positive relationships and behaviours</li> <li>• Evidence in teacher planning, teacher practice, classroom environments</li> <li>• PGC indicators focus on well-being practices, eg, walkthroughs, student voice</li> <li>• Staff and student well-being survey NZCER/ T4 on prosocial behaviour</li> <li>• Termly Attendance updates to community and continued followup of chronic absences and lateness.</li> </ul>
Strategic Goal 3: Thriving Place/ Rohe			
<b>Initiatives</b>	<b>Actions</b>	<b>who</b>	<b>22025 Success Indicators</b>
<b>As a school community, we understand &amp; build strong connections with our rohe</b>	Engage with the local community to enhance learning opportunities	Principal ASL WSL	<ul style="list-style-type: none"> <li>• Local experts used to enhance themes of learning in rohe</li> <li>• Collaborated with Kahui Ako on shared achievement challenges</li> </ul>
<b>Strengthen our commitment to environmentally sustainable outcomes</b>	Enhance environmentally sustainable practices through integration	SLT	<b>2025 Success Indicators</b>
			<ul style="list-style-type: none"> <li>• A sustainable lens is applied to themes of learning</li> <li>• Our local environment is intentionally utilised in teaching and learning, e.g. school garden, farm, stream, Karaka Bay...</li> </ul>
<b>Enhance the functionality &amp; aesthetics of the buildings &amp; outdoor environment</b>	Continue to identify projects further to enhance the functionality and aesthetics of the school	SLT	<b>2025 Success Indicators</b>
			<ul style="list-style-type: none"> <li>• Signage related to learning, values, and well-being</li> <li>• Upgraded facilities to enhance functionality</li> <li>• Explore opportunities to increase shade areas</li> </ul>

