

## B. EDUCATIONAL PLAN

### 1. Proposed Student Population and Educational Need

Describe the proposed student population and their educational needs.

Clayton Park draws increasing numbers of students from out of zone across Manurewa. Maori and Pasifika Parents chose Clayton Park because they understand that their children will achieve in literacy and numeracy at higher levels than they would otherwise. Most of these parents understand the expectation of increased parental commitment to supporting the school and their children's learning. Over 70% of all families and whanau attended termly Home School meetings in 2012, and worked with their children to complete homework programmes in literacy and numeracy during every holiday in 2012.

We expect to continue to give priority to those living within zone, but also to accept enrolments from the wider area through a ballot system. We expect that the school will continue to attract families who are determined that their children will achieve in line with or above the national average for all students, irrespective of culture, gender or ethnicity. We also wish to offer parents the choice for students to continue with their children at Clayton Park into years 9 & 10.

Clayton Park has a Kindy attached, and supports a pre-school on site established in 2008. This is because the school identifies early years experiences as critical, particularly for 'at risk' students. This should be a continuous and scaffolded pathway. Over time the school would accept students onto the roll at 4 years old.

#### Special Needs

Clayton Park already has a strong reputation for supporting students with a wide range of special needs.

As the host school for an very effective RTLB cluster, and a host school for a Strengthening Families worker, the school developed a 'hub' approach to at risk families and students. Together with the school counsellor and the pre-school playgroup, this was of particular benefit to a number of whanau and families with high levels of ongoing need but relatively low immediate risk, and often with related or consequential special needs. In 2012 both the RTLB and the Strengthening Families were reassigned to other host institutions.

Response to referrals for support with Educational Psychology and other Special Education services to the Ministry have declined significantly both in quality and response time. As a Partnership School Clayton Park would redeploy its share of centralised resources to improve and rebuild this provision.



**Describe any challenges to learning that the proposed student population may face.**

We do not consider that the proposed student population would face any extra or new challenges to learning, provided only that the school delivers on commitments. We are confident that we have the skills, experience, and determination to do that.

## **2. Learning Environment, Teaching and Curriculum**

**Provide an overview of the essential elements of the education programme of the proposed school, including key teaching practices and evaluation and assessment strategies.**

This is substantially addressed in the Charter document for 2012, and the attached NZCER Article. This excerpt from the Charter gives an overview. However we will be pleased to provide further information as required.

### ***Assessment and Data Gathering for 2011 – 2012***

*This explains how we make decisions about student achievement*

*Assessment decisions against National Standards are made towards the end of the learning year, after the learning has largely taken place, whilst assessment for learning is most helpful when it takes place before the learning happens, earlier in the year. This explains why we have evoked parallel forms of achievement monitoring; the ongoing tracking of 'variance', which is formative, and helpful for planning the next stages of learning, and the end-of-year assessment of achievement against external standards (National Standards), which is summative, and presents a snapshot of achievement to date*

*Whilst the school has highly evolved assessment and data gathering systems in place, these are on the whole formative, designed to inform and increase the effectiveness of teaching. They are not primarily designed to compare whole-school performance with other institutions. There is now an external imperative to provide standardised summary data to be used for external and comparative purposes.*

*Therefore school has taken on board the requirement to report against National Standards, incorporating an extra battery of standardized testing using the PAT texts from the NZCER, as identified in the strategic plan for 2011. These tests were carried out in October and November 2011, and the resulting data was helpful in making overall teacher judgments.*

*In 2012 we will evaluate this process and continue to refine it, beginning with an analysis of the relationship between PAT stanine outcomes for October 2011 and the ensuing OTJs. At this stage the data analysis for 2011 presented in this statement of variance in numeracy and in literacy, suggests that teachers tend towards understating student achievement*



through the current OTJ process, in relation to the attainment levels indicated by the PAT tests.

Reasons for this may include a lack of confidence, and particularly the teacher impulse to assess students at the 'mastery level', or the level students can consistently attain without support or scaffolding of any kind. This is a 'safety first' decision making process, below the level at which students are being challenged in their learning and may not accurately represent the level they can actually achieve or are in fact capable of. Where there is a significant variation between OTJ outcomes and PAT scores, then these will be moderated in order to improve the quality of the process.

This needs further work, as it suggests that teachers may plan for student learning activity at the level that can be safely achieved without support, and which may not challenge students in their learning. Trish Holster's 2011 Woolf Fisher research provides us with evidence of this in Numeracy, and PAT outcomes suggest something similar in writing. We have already established a programme of increasing teacher capacity for writing and for Numeracy. A key point will be to support teachers to assess in the classroom 'at the point of learning' and to integrate this assessment into the planning for the next stage of the learning process. The framework for this has already been established, with the development of focus sheets and systems for gathering data 'at the point of learning'. However we know from the longitudinal, iterative analysis of the Home School partnership that it takes a sustained strategic focus over years to slowly develop this increased capacity.

We will continue to work on developing teacher expectations and knowledge through the refinement of the OTJ process, ongoing moderation, and professional development and Quality Assurance feedback, which are integral to school performance management.

At the end of 2010 we identified a need to provide nationally-standardised, norm-referenced 'summary' data to be used for various purposes. The following assessment regime was included in the existing assessment regime in 2011.

P.A.T. Test	Purpose
Reading Comprehension including Vocabulary	Reading comprehension and reading vocabulary are combined in one booklet. Test scores allow for formative as well as summative reporting. Scale scores enable a student's level of achievement to be tracked from year to year. Diagnostic reports are provided in the teacher manual.
Listening	Assesses a student's comprehension of texts read to them. Because the student is listening rather than reading, their response provides information about meaning making that is independent of their ability to decode text. The test includes content which assesses a student's ability to understand that more than one meaning can be made of a piece of text. It also tests their understanding of the patterns of stress and intonation in language, known as prosodic features.
Mathematics	number knowledge number strategies algebra geometry and measurement



statistics
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*The standardised PAT<sup>1</sup> Tests described above were to assess achievement for all students in Years 3 and above in September 2011 and will be used again in September 2012 and beyond, at which point the regime will be evaluated.*

*This enables teachers to use the nationally standardised PAT test outcomes as one of the sources of information to inform the process of Overall Teacher Judgement about achievement against National Standards.*

*Although this timescale will give the best current picture of achievement for reporting, it will make it difficult to take full advantage of the diagnostic information arising from the PAT tests, so the normal school assessment regime will continue. The STAR testing carried out in March continues to be helpful in providing diagnostic information for teaching.*

**Describe the curriculum that your school will use. If this is not the New Zealand Curriculum (NZC) or Te Marautanga o Aotearoa (TmoA) please describe how this aligns with the key elements of one of these documents.**

We would continue to deliver the New Zealand Curriculum (NZC) and to further implement Te Marautanga o Aotearoa (TmoA).

**Explain why you believe the education programme you are proposing will be successful in improving achievement for the proposed student population.**

Clayton Park school is already able to provide substantial evidence of ongoing improvement in achievement over time for all students at the school, and in particular for Maori students, who now comprise 52% of school roll. Much of this can be linked to innovative practice, high quality PD, strong performance management and high expectations of teachers and of students. The school has a highly-evolved strategy base, an excellent level of professional expertise, excellent resources, innovative and resourceful leadership, and a widely shared sense of moral purpose. Partnership School status would enable further development.

**Explain how the key teaching practices and evaluation and assessment strategies described above will enable your school to meet its stated goals.**

This is fully described in the Charter Document for 2012.

**How will the learning environment look through the eyes of a learner in your school?**

Much as now, although Clayton Park actively pursues 'continuous improvement'. We would work