Confidentiality requested

**SCHOOL CONTACTS AND PROFILE**

<table>
<thead>
<tr>
<th>Proposed School</th>
<th>Clayton Park Kura Hourua</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td>Te Kaitiaki o Clayton Park Kura Hourua</td>
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<tr>
<td><strong>Proposed Sponsor</strong></td>
<td></td>
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<tr>
<td><strong>Name</strong></td>
<td>Paul-Wright</td>
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**Primary Contact.**

Identify the person who will be the primary point of contact for your team. This individual will serve as the contact for all communications, scheduling, and dates regarding your indication of interest.

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Paul-Wright</th>
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<tr>
<td><strong>Mailing Address</strong></td>
<td>Clayton Park School</td>
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<tr>
<td></td>
<td>137 Coxhead Road, Manurewa, Auckland 2103</td>
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<td><strong>Phone: Day</strong></td>
<td>092676077</td>
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<td><strong>Cell phone</strong></td>
<td>59(2)814a</td>
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<td><strong>Fax</strong></td>
<td>092670077</td>
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**School Profile**

- **School Type (e.g. primary, middle, secondary, bilingual, immersion):** Full Primary
- **Proposed location:** Coxhead Road, Manurewa
- **Year levels in first year of operation:** Y0 - 8
- **Year levels at full enrolment:** Preschool – Y10
A. STATEMENT OF PURPOSE AND GOALS

1. Purpose

Why do you propose to open this school?
Describe the school’s distinctive mission/vision and how will it enable student engagement and achievement.

Clayton Park is already a thriving and effective full primary school with a strong record of lifting achievement for Maori students and for working in partnership with our local community. This is our vision statement:

'Measure a tree by the fruit, not the leaves'

**Academic Expectations** - Each student will achieve their maximum potential. A strong emphasis on literacy and numeracy will be set within a broad and balanced curriculum, underpinned by the competencies, values and skills defined to clearly the New Zealand Curriculum. Over time all students will meet or exceed National Expectations in literacy and numeracy.

The learning needs of each student will be continually assessed, so they may be challenged to perform to the best of their ability. Effective, caring and knowledgeable teachers will be continually challenged and extended within continuous professional environment.

The special nature and cultural makeup of our school will be recognized and valued by all members of the community. The special place of the Treaty of Waitangi and of Maori in New Zealand will be reflected in school pedagogy and culture, whilst valuing and including all the cultural groups that make-up the school population. Wherever possible, Parents and Whanau will be offered the choice of class culture that reflects Tikanga Māori along with opportunities to learn Te Reo and to learn in te reo.

High quality relationships between all members of the school community are essential to both individual welfare and to successful learning. All children will be treated with kindness and respect. School-wide Restorative Justice will support a safe physical and emotional environment within the school for everyone. Each student will come to understand how their choices affect the people and the world around them, fostering a sense of personal responsibility for their actions.

Partnership between the Home and the school will be deliberately nurtured, building on the robust foundations developed through the holiday reading initiatives.

*School leaders will espouse the best current theory and practice in teaching and learning, maintain their understanding of current theory and practice in leadership, in thinking and learning, in assessment and in ICT. School leaders will explore every opportunity to maximize the life chances of students at the school.*

*All children will get the best possible opportunities to learn a second language.*
The Board of Trustees would like to explore the possibility of becoming a Partnership School, in order to guarantee the autonomy and flexibility to continue and further develop the work of the last six years.

The Board has a strong commitment to serving the local community, and to working closely with parents to build academic success. We would like the opportunity to:

- Continue to improve educational outcomes for local students, with a specific focus on literacy and numeracy for local 'at risk' groups, notably Maori and Pasifika students.

- Overcome negative impact of barriers to successful educational outcomes for Maori and Pasifika students at transition into school, and transition to high school. Clayton Park recaptiated in 2007, driven by community concerns about the risks of transition into intermediate school. We would like to further extend the age range at Clayton Park, building a junior high team over time. This would give whānau and families the choice of keeping their children in the same school to year 20 and beyond, to thrive and learn within the same schooling structure, within strong existing relationships, high expectations, carefully managed peer relationships, and reduced impact of transferring schools

- We are currently focusing on lifting the pace of academic gain in years 7 & 8. Our vision is for all students to accelerate their achievement in literacy and numeracy in years 7 – 10.

- We admire the work of the KIPP program in monitoring and supporting students to enter and complete higher education programmes, and would track and mentor our students to go 'to and through university' with the measurable aim of higher engagement and completion rates for tertiary and university education, particularly for Maori and Pasifika Students. Clayton Park would develop tools for mentoring and monitoring of student graduates to help facilitate continued engagement to and through university.

- We would continue to develop and share innovative practice in pedagogy, literacy and numeracy.

Clayton Park already has a strong foundation in the community, with a thriving Home School Partnership and high levels of community participation in the learning process. This is described in the peer-reviewed article published in NZCER SET 2011.

Clayton Park has developed ‘wrap around’ supports for family wherever possible. We work to support the whole family/whānau. We would like the flexibility to develop this further.

- Clayton Park is an inclusive community with a firm basis in Restorative Justice and in Tikanga Maori. We wish to continue to improve the provision of Aukarai and Rumaki Maori, and in time towards a Samoan Bilingual, built on a platform of high expectations and strong pedagogy.

- All staff participate in ongoing professional development in literacy and numeracy at Graduate level. This is leading to higher expectations, deprivatisation of practice and the development of assessment-led pedagogy. This is leading to increased learning outcomes. Clayton Park would like more flexibility in organising this ongoing PD, to minimise the
impact on student learning.

- Clayton Park would like to further develop the use of developmental and experiential preschool and early years programmes with a particular focus on a Vygotskian approach to early learning.

- Clayton Park intends to continue to develop relationships based on sharing existing excellent practice, with an emphasis on learnings from good overseas practice, and in particular the 'Knowledge is Power Programme' in the United States.

- Clayton Park intends to operate as a not-for-profit educational institution.

## 2. Goals

What are the school's performance goals and how will these be measured?
The school has a track record of rigorous performance goals, careful and robust data analysis, and strong self review processes. The School Charter for 2012 describes the methodology for monitoring and evaluating progress towards these goals. This is attached. However an indicative summary of measurable goals might be helpful.

**Literacy and Numeracy**

**In Year 4 and beyond**
To exceed the average performance for Decile 2 schools in Literacy and Numeracy measured against National standards, measured using NZCER PAT tests or AsTle Tests, marked externally, broken down by ethnicity and gender at Years 4, 6, 8 and 10.

**By Year 8 and beyond**
For all students to meet or exceed National Standards for all schools in Literacy and Numeracy measured using NZCER PAT tests or AsTle Tests marked externally, broken down by ethnicity and gender at Years 4, 6, 8 and 10.

**Retention at year 10, 12 and engagement at tertiary**

**In Year 2**
To exceed local retention rates at Year 9 and 10 for Maori and Pasifika Students.

**In Year 4**
To retain all students into Year 9 and 10.
Special Needs
In year 3 and beyond
For all students to meet or exceed National Standards in Literacy and Numeracy

Maori and Pasifika
We will develop appropriate challenging learning goals against the National Curriculum.