



Chapel Downs
Primary School

ANNUAL REPORT

2024



Chapel Downs
Primary School

Strategic Plan 2024-2025

Our Vision: Achieving Together



Learning Vision

At Chapel Downs students achieve through quality provision, leadership, teaching and learning supported by effective governance

Community Vision

At Chapel Downs students achieve through strong engagement with our community



Chapel Downs School Strategic Plan 2024 - 2025



Chapel Downs
Primary School

He Mapuna te Tamaiti - Achieving Together

Each child is precious and unique

Our Chapel Downs Vision

Chapel Downs' shared vision of our learner is designed to empower students to thrive in the 21st Century, for our children's future. The six learner dispositions are a combination of skills, attitudes, values and knowledge that our learning community have identified as being essential. Our students need an up-to-date curriculum that reflects not only the knowledge and skills needed for the future, but also the best teaching strategies and learning theories. These 21st Century learner dispositions are reflected in the Ministry of Education's NZ curriculum with the five key competencies being integral to the way students learn and teachers teach.

Our School Reflects Cultural Diversity by:

- Respecting and valuing all cultures within our multicultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Working to achieve key goals from 'Action Plan for Pacific Education 2020-2030 (2023 refresh).
- Including bicultural and multicultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning.

Our Dispositions



Communicator



Investigator



Perseverance



Respect



Self-Manager



Teamwork

Chapel Downs School Strategic Plan 2024 - 2025

He Mapuna te Tamaiti - Achieving Together
Each child is precious and unique



**Chapel Downs
Primary School**

Strategic Goals

Wellbeing *Hauora*

Initiatives

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.

Providing a strong welcoming environment where staff and the community all feel welcome and supported.

Accommodate and support an increasing student population while ensuring their wellbeing and success.

We care, nurture and then educate.

Partnership *Kotahitanga*

Initiatives

Including family and whanau as partners central to the learning and achievement of every learner/ākonga.

Ensuring financial and other barriers for learner/ākonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.

Working together with our multicultural community, valuing and respecting all cultures.

Continue to foster partnerships as the community grows.

Student Learning and Achievement *Ako*

Initiatives

Accelerating learning for all by providing a high quality, inclusive and engaging curriculum.

NZC key competencies are delivered through the Chapel Downs Learner Dispositions.

Using an Inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond.

Enhance reading and writing proficiency through structured literacy.

Strengthen student support services to cater to the diverse needs of a growing student population.

Our Dispositions



Chapel Downs School Strategic Goal

1 2024-2025

Wellbeing - *Hauora*



Chapel Downs
Primary School

Initiatives

Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs

Providing a strong welcoming environment where staff and the community all feel welcome and supported

Accommodate and support an increasing student population while ensuring their wellbeing and success

We care, nurture and then educate

Actions

2024

Encourage students to express their opinions, interests, and identities. Create opportunities for student leadership, participation, and decision-making in the learning environment

Promote school vision and dispositions

Form a common understanding of best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

Induction of new staff

Staff PLD

Community Events

Ensure that our physical spaces are inviting and accessible to all, with consideration given to factors such as mobility, sensory needs, and cultural preferences

Roll growth classrooms. Working with the MoE around a significant building project for Chapel Downs

Care, nurture and then educate

2025

Community Survey 2025

Promote school vision and dispositions

Revisit best practice throughout the school focusing on Whanaungatanga, Manaakitanga, Rangatiratanga and Kotahitanga

Induction of new staff

Staff PLD

Community Events

Regularly evaluate and assess our efforts to create a welcoming environment, and be open to making adjustments and improvements based on feedback and evolving needs

Additional roll growth classrooms added. Building project will potentially be underway

Care, nurture and then educate

Outcomes

An environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs

A strong welcoming environment where staff and the community all feel welcome and supported

Accommodating and supporting student wellbeing and success

We care, nurture and then educate

Chapel Downs School

Strategic Goal **2** 2024-2025

Partnership - *Kotahitanga*



Chapel Downs
Primary School

Initiatives

Including family and whānau as partners central to the learning and achievement of every learner/ākonga

Ensuring financial and other barriers for ākonga and their family/whānau do not prevent equitable access to teaching, learning and participation in school life

Working together with our multicultural community, valuing and respecting all cultures

Continue to foster partnerships as our community grows

Actions

2024

Ensure parents continue to feel informed and part of student learning

Focus on student attendance to enhance student achievement and engagement

Focus on early interventions to support attendance

Provide strong supportive school transitions

Continued participation in the MoE Donations Scheme

Provide funding for the new entrant stationery pack and keep reviewing barriers for school entry

Participate in the Ka Ora, Ka Ako Healthy School Lunches Programme

Review information from 2023 community survey

Increase the level of understanding and knowledge of Tikanga and Te Reo Maori through professional learning for staff

Foster a sense of belonging

Review information from 2023 community survey

Value and respect all cultures to build trust and positive relationships among diverse community members

2025

Continue to promote consistency in expectations, reinforce learning outside the classroom, and encourage open dialogue about learners' progress and needs

Continue to focus on student attendance

Strong supportive school transitions

All students, regardless of their economic background, have access to the same educational opportunities

Collaborate with our multicultural community to foster opportunities for individuals to learn about different cultures, traditions, languages, and customs

Enrich the learning experience for students by exposing them to different worldviews and perspectives

Community Survey 2025

Continue to provide inclusive environments where individuals feel accepted and valued for who they are

Community Survey 2025

Outcomes

Family and whānau are included as partners central to the learning and achievement of every learner/ākonga

Ākonga and their family/whānau have equitable access to teaching, learning and participate in school life

Working together with our multicultural community, valuing and respecting all cultures

Partnerships with our community

Chapel Downs School

Strategic Goal **3** 2024-2025

Student Learning and Achievement - Ako



Chapel Downs
Primary School

Initiatives

Accelerating learning for all by providing a high quality, inclusive and engaging curriculum

NZC key competencies are delivered through the Chapel Downs Learner Dispositions

Using an inquiry based approach to learning enables learner/ākonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond



Enhance reading and writing proficiency through structured literacy

Strengthen student support services to cater to the diverse needs of a growing population

Actions

2024

Achievement in reading across all year levels so that students are working at or above expected levels

Accelerated progress in reading

Staff ESOL PLD with a focus on writing

Trial of PR1ME Maths in Y1, Y3 & Y5

Chapel Downs Dispositions embedded throughout the school

Use the Chapel Downs Inquiry model throughout the school

Use of the structured literacy approach for students who are learning to read and write

Foster a culture of inclusivity, empathy, and respect within the school environment to ensure that all students feel safe, supported, and valued

2025

Continue to focus on improving academic achievement in reading

Ongoing focus of supporting ESOL students

Review and evaluate PR1ME Maths trial

Review use of the Chapel Downs Dispositions rubric

Revisit and review the Chapel Downs Inquiry model

Structured literacy approach embedded throughout the school for students who are learning to read and write

Review factors such as demographic diversity, academic challenges, social and emotional needs, cultural backgrounds, language proficiency, and any barriers to learning

Outcomes

Accelerated learning for all

Chapel Downs Learner Dispositions are embedded throughout the school

Chapel Downs Learner Dispositions are embedded throughout the school

Enhanced reading and writing proficiency throughout the school

Student support services that cater to the diverse needs of our students

Cultural Diversity - How we have given effect to Te Tiriti o Waitangi



Chapel Downs
Primary School

Our School reflects Cultural Diversity by:-

- Respecting and valuing all cultures within our multicultural community.
- Providing learning support for our students with Non-English Speaking Backgrounds.
- Working to achieve key goals 'Action Plan for Pacific Education' 2030 Vision and Improving Education outcomes for Pacific
- Including bicultural and multicultural aspects within the curriculum.
- Acknowledging and utilising local human resources within lesson planning.

Our school reflects the unique position of the Maori culture by:-

- Acknowledging the status of the Treaty of Waitangi.
- Planning curriculum delivery around key frame work from Macfarlane's Educultural Wheel (2004)- **Whanaungatanga** (relationship), **Rangatiratanga** (self determination), **Manaakitanga** (ethos of care), **Kotahitanga** (unity of bonding).
- Adhering to Kahikitia June 2020 –Accelerating Success (MoE).
- Acknowledging that New Zealand is a bi-cultural nation.
- Including aspects of Tikanga Maori in formal school occasions.
- Involving designated kaumatua and kuia attached to our school.
- Singing the National Anthem in both Maori and English at formal occasions.
- Using correct pronunciation of Maori names, place names, etc.
- Reflecting the value of Maori culture within our school environment.

Our school incorporates tikanga Maori into the school's curriculum by:-

- Supporting teacher professional development to promote confidence and skill.
- Making efforts to provide kapa haka opportunities for our students.
- Using Te Reo and promoting Tikanga within the classroom.
- Promoting and participating in Maori Language Week and recognising Matariki.
- Promoting protocol and understanding through visits to our local Marae.
- Integrating across the curriculum whenever possible.
- Teaching Te Reo when expertise is available.

Our school discovers the views and concerns of our Maori community by:-

- Consulting with local iwi.
- Ensuring accessibility of the Principal and Board of Trustees and their willingness to listen.

When a parent of a student requests that their child (ren) be provided with instruction in Te Reo Maori beyond the resources of the school, the Principal will:

- Discuss with the parent the ways the school currently involves Te Reo and Tikanga Maori in our life and programmes.
- Assist parents to gain information on schools in the district that have the capacity for more intensive instruction.

COMPLIANCE WITH EMPLOYMENT POLICY

Chapel Downs Primary School Policies are available at chapeldowns.schooldocs.co.nz

Policies are in place for:

- Employer Responsibility Policy
- Equal Employment Opportunities

LINKS TO NATIONAL EDUCATION AND LEARNING PRIORITIES (NELP) & EDUCATION AND TRAINING ACT 2020

STRATEGIC GOALS	NELPs	EDUCATION AND TRAINING ACT 2020
STRATEGIC GOAL 1 WELLBEING	Objective 1: Learners at the Centre Objective 2: Barrier Free Access Objective 3: Quality Teaching and Leadership	<ul style="list-style-type: none">• Every student is able to attain their highest possible standard in educational achievement• The school give effect to relevant student rights• The school is inclusive of all, caters for students with differing needs• The school gives effect to Te Tiriti o Waitangi• The school is physically and emotionally safe• The school takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school
STRATEGIC GOAL 2 PARTNERSHIP	Objective 1: Learners at the Centre Objective 2: Barrier Free Access Objective 3: Quality Teaching and Leadership	
STRATEGIC GOAL 3 STUDENT LEARNING AND ACHIEVEMENT	Objective 1: Learners at the Centre Objective 2: Barrier Free Access Objective 3: Quality Teaching and Leadership Objective 4: Future of Learning and work	



Wellbeing - Hauora

Initiative	Actions	Owner	Reporting
<i>Providing an environment where every learner/ākonga feels safe (physically and emotionally), appreciated and included for who they are, including their identity, language and culture, and learning needs.</i>	Collate and review data from student wellbeing survey 2024	Leadership Team	Board Report
	Well being survey - Y5/Y6 students Term 3 2024	Leadership Team	Community Feedback, Board Report
	Community survey - 2025	Board of Trustees	Community Feedback, Board Report in 2025
	Awahi meetings to discuss students whose welfare is at risk	Leadership Team	Awahi Register
	Monitor closely Student attendance to help learning	SENCO, Senior Leadership team, Attendance Officer	Attendance Report -Board of Trustees
<i>Providing a strong welcoming environment where staff and the community all feel welcome and supported.</i>	Community Events including whole school assemblies, open mornings, parent teacher interviews, Prize Giving	school wide	Analysis of variance
	Staff PLD & Induction of new staff	school wide	Analysis of variance
	Chapel Downs School Dispositions	school wide	Analysis of variance
	Team meetings & Friday morning meetings	school wide	Analysis of variance
	Welcoming team in the Reception/Office area	Admin Team	Analysis of variance
<i>Accommodate and support an increasing student population while ensuring their wellbeing and success</i>	Physical Spaces that are inviting and accessible to all	MoE, Leadership Team, BoT	MoE Design Process
	Additional Roll Growth Classrooms		MoE
	Enabling works for Junior College building project		MoE
<i>We care, nurture and then educate.</i>	Importance placed on Hauora and wellbeing	school wide	Analysis of variance
	Children at the centre of everything we do	school wide	Analysis of variance
	School Vision - Achieving together	school wide	Analysis of variance



Partnership - Kotahitanga

Initiative	Actions	Owner	Reporting
<i>Including family and whanau as partners central to the learning and achievement of every akonga.</i>	Community survey - 2025	Board of Trustees	Community Feedback, Board Report 2025
	Written reports twice a year	school wide	Analysis of variance
	Parent teacher interviews twice a year	school wide	Analysis of variance
	Meet the teacher	school wide	Analysis of variance
	Open mornings	school wide	Analysis of variance
	School website	Leadership team	Analysis of variance
	School newsletters	Leadership team	Analysis of variance
	School Facebook page	Leadership team	Analysis of variance
	Community events including athletics day	school wide	Analysis of variance
	Awhi meetings every fortnight to discuss students whose attendance is a concern	Leadership team	Attendance Report Board of Trustees-Nov
School transitions	Leadership team	Analysis of variance	
<i>Ensuring financial and other barriers for akonga and their family/whanau do not prevent equitable access to teaching, learning and participation in school life.</i>	Participate in the MoE school donation scheme	Board of Trustees	Analysis of variance
	Financial assistance for whanau to pay for camp	Leadership team	Analysis of variance
	Providing lunches through Ka Ora, Ka Ako Healthy Lunches Programme	Leadership team	Analysis of variance
	Providing shoes through Kids Can	Leadership team	Analysis of variance
	Providing stationery for all Year 0/Year 1 Learners	Leadership Team	Analysis of variance
<i>Working together with our multicultural community, valuing and respecting all cultures</i>	Review information from 2023 community survey	Board of Trustees	Community Feedback
	Cultural Festival 2025	School wide	Analysis of variance
	Cultural Groups - extra curricular activities	Y3 - Y6 team	Analysis of variance
	Celebrate language weeks	school wide	Analysis of variance
<i>Continue to foster partnerships as our community grows</i>	Review information from 2023 community survey	Leadership Team & BoT	Community Feedback
	New Parent mornings	Leadership Team	Community Feedback

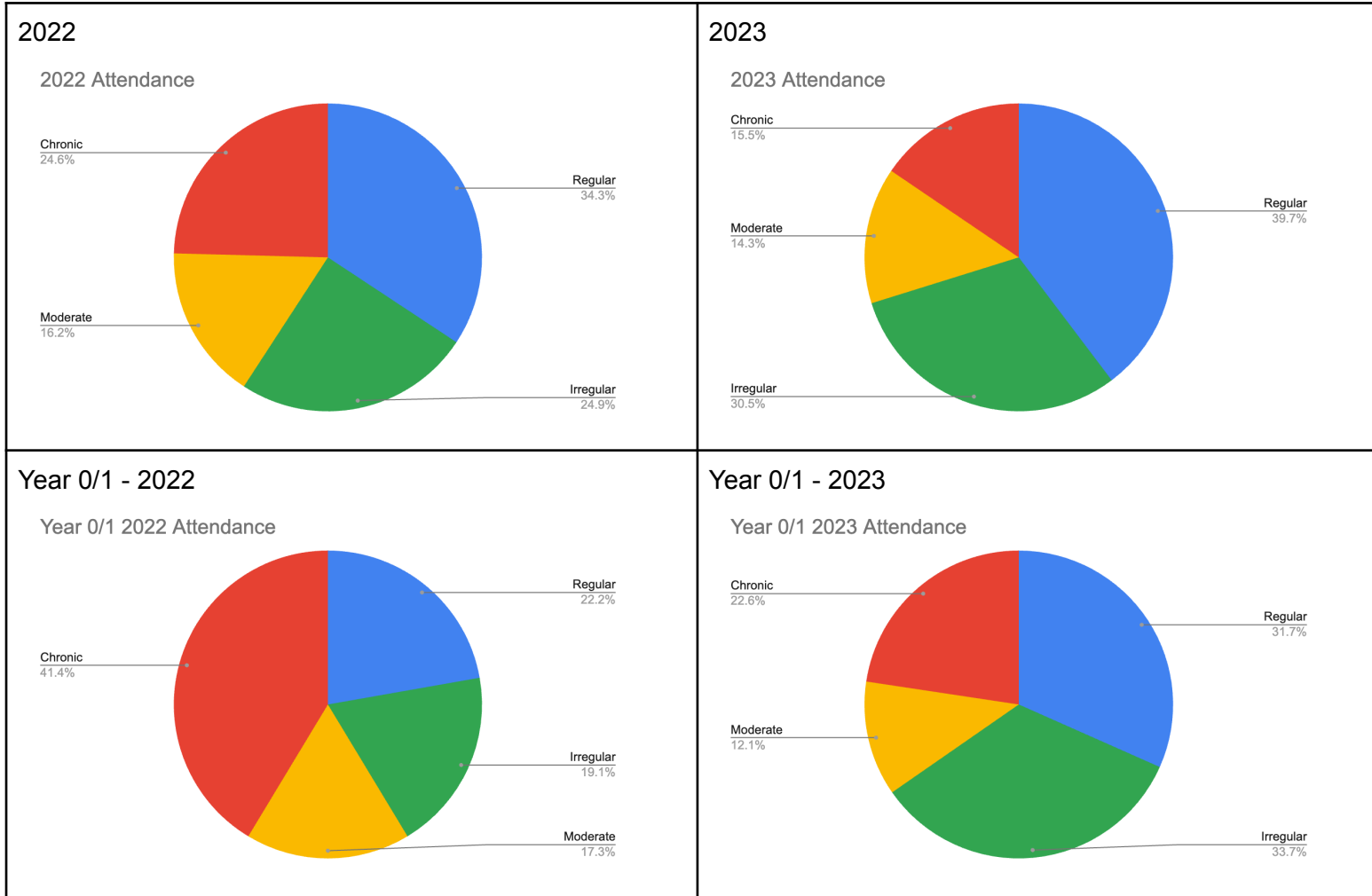


Student Learning and achievement - Ako

Initiative	Actions	Owner	Reporting
<i>Accelerating learning for all by providing a high quality, inclusive and engaging curriculum.</i>	Enhancing teacher knowledge of structured literacy	School Wide	Professional Growth Cycle documents
	Teacher inquiry to accelerate learning in Reading	School wide	Professional Growth Cycle documents
	Staff ESOL PLD with a focus on writing	school wide	Professional Growth Cycle documents MoE- ESOL PLD contract with facilitator
	Trial of PR1ME Maths in Y1, Y3 & Y5	Y1, Y3, Y5	Review meetings
<i>NZC key competencies are delivered through the Chapel Downs Learner Dispositions</i>	<i>Integrate the Chapel Downs Learning Dispositions and Vision as part of the daily classroom programmes.</i>	School wide	Analysis of variance
	Use of the Chapel Downs Disposition Rubric	School wide	Analysis of variance
	Learning Connect Reports to focus on dispositions	Year 0/1 Team	Analysis of variance
	Dispositions are included in all planning	school wide	Appraisal documents
<i>Using an Inquiry based approach to learning enables akonga to demonstrate a high level of proficiency of the Chapel Downs Dispositions across all areas of school life and beyond</i>	School wide themes for inquiry learning	School wide	Analysis of variance
	Collaborative planning to hook children in and motivate inquiry direction	School wide	Analysis of variance
	Collecting student voice for inquiry learning	School wide	Analysis of variance
	Use the Chapel Downs Inquiry model throughout the school	School wide	Analysis of variance
<i>Enhance reading and writing proficiency through structured literacy</i>	Enhancing reading and writing fluency within classroom programmes with a focus on structured literacy and beginning to integrate this school wide.	school wide	Professional Growth Cycle documents
	Staff PLD tailored to individual teacher needs & skills	school wide	Professional Growth Cycle documents
	Staff PLD targeted around student needs & skills	school wide	Professional Growth Cycle documents
<i>Strengthen student support services to cater to the diverse needs of a growing population</i>	Foster a culture of inclusivity, empathy and respect	School wide	
	Well being survey - Y5/Y6 students Term 3 2024	Y5, Y6	

STUDENTS PROGRESS AND ACHIEVEMENT - ATTENDANCE AND ACHIEVEMENT 2023

Whole School Attendance - 2022 vs 2023

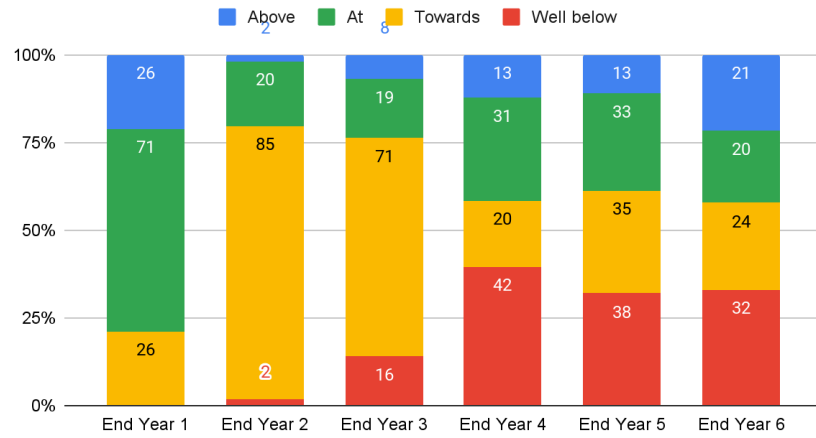


2023 Goals:

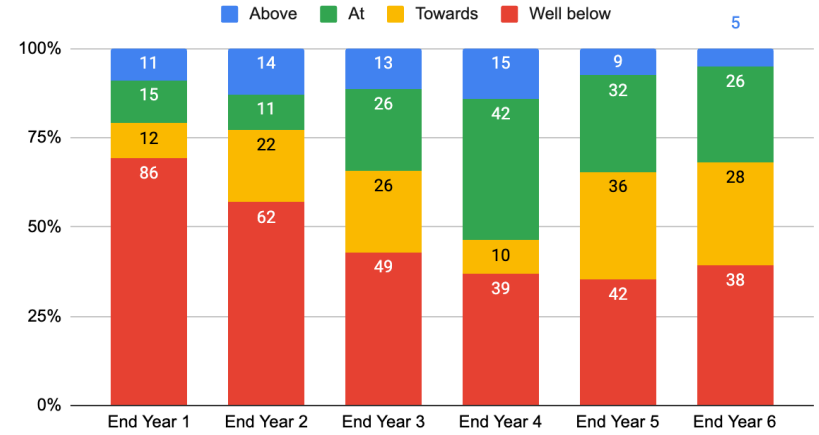
<p>50% of all students attending school regularly (90-100%)</p> <ul style="list-style-type: none"> - 39.7% of students attended school regularly in 2023 	<p>30% of all students attending school irregularly (80-90%)</p> <ul style="list-style-type: none"> - 30.5% of students attended school irregularly 	<p>40% of Year 1 students attending school regularly (90-100%)</p> <ul style="list-style-type: none"> - 31.7% of students attended school regularly
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Whole School Achievement 2023

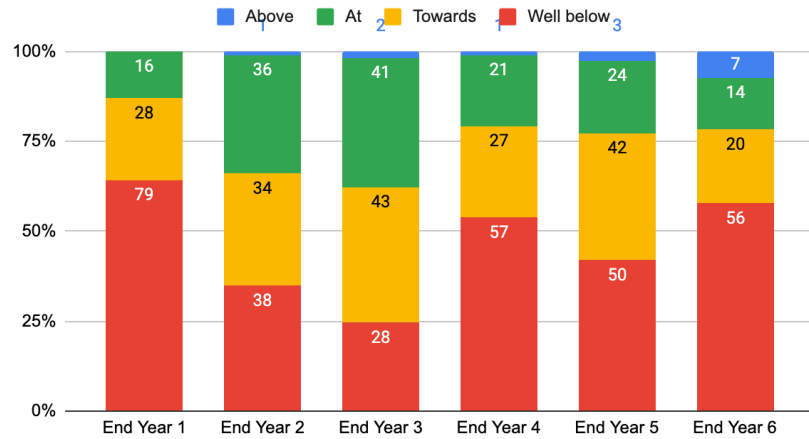
2023 Maths EOY OTJs (whole school)



2023 Reading EOY OTJs (whole school)



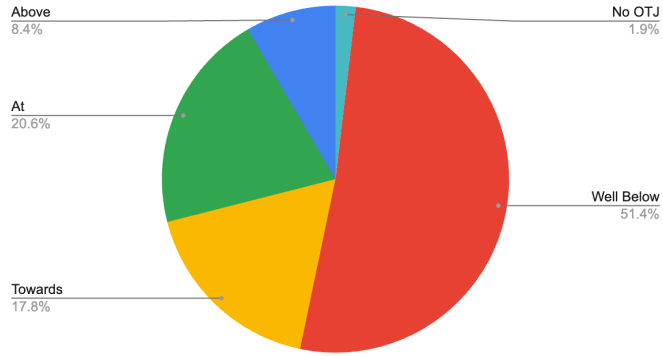
2023 Writing EOY OTJs (whole school)



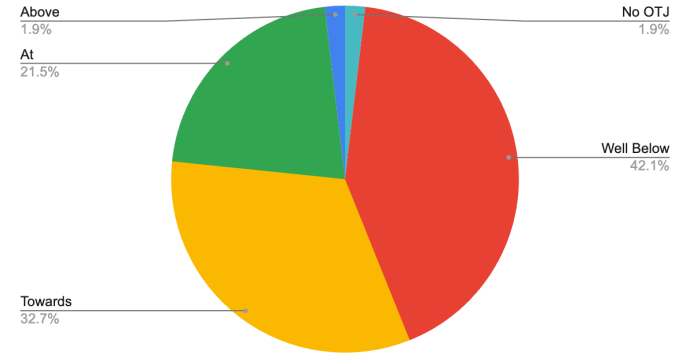
NZ Māori Students

Achievement

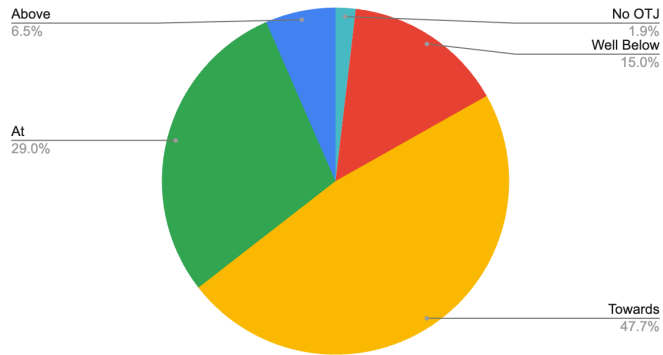
2023 NZ Māori Students - Reading OTJ



2023 NZ Māori Students - Writing OTJ

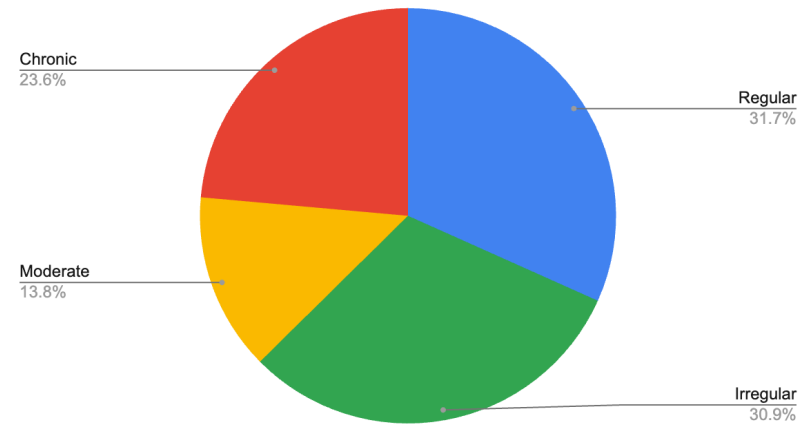


2023 NZ Māori Students - Maths OTJ



Attendance

2023 Attendance of NZ Māori Students



FINANCIAL STATEMENTS

As at 31 May 2024 - these have not been supplied by the auditor

KIWISPORT FUNDING

Kiwisport Report 2023

Target	<ul style="list-style-type: none"> ● Physical Education/Sports ● Kiwi Sports funding delivery
Action	<ul style="list-style-type: none"> ● Run swimming programme for Years 3 to 6 in conjunction with Learn to Swim and Field of Dreams ● Run junior sports programme. ● PALs programme ● Senior Sports programme ● Otara Sports <ul style="list-style-type: none"> - Touch Rugby - Netball - Rugby - Soccer - Cricket
Delegation (Lead in bold)	<p>Leadership Team Ashley du Preez Chelsea Lee Counties Manukau Sports Primary Team</p>
Analysis of Variance	<ul style="list-style-type: none"> ● Throughout the year MoE Kiwi Sport funding \$8,770.43 based on 615 students was used to support junior and senior PE & Sports programme ● Staffing was allocated to sports and PE programmes across the junior and senior teams ● Counties Manukau Sport provided support for touch rugby, rugby, soccer and netball ● The seven week Learn to Swim programme was completed in Term 2 for Y3/Y4/Y5/Y6