

# CQS Strategic Plan Initiatives 2021

## Background

Clyde Quay School (CQS) is a small integrated primary school which belongs to a network of 18 schools around the central Wellington region. Being situated in Mt Victoria, we are a Decile 10 school, which means that the Ministry of Education accords us the lowest level of funding available.

This is based on the premise that our community can assist with closing gaps/ or our needs are lower than those of schools in lower Decile areas. The Ministry of Education (MoE) formula provides extra resourcing (financial/ or human) to assist students with moderate need, exceptional need, and second language acquisition. It is however, grossly inadequate, the reality is the MoE barely funds half the number of students requiring intervention programmes. It is left to the Board through the community to resource intervention programmes for these students.

Therefore formulating our strategy is as much about articulating our ambitions, as it is about resource optimization.

Against this context, we have a fantastic and vibrant school and community, which is highly engaged. With around 30 languages and ethnicities represented across our student population, we have become a multicultural melting pot of languages, world-views, religions and philosophies.

Our principal Liz Patara is highly experienced and respected by her peers (e.g. as former President of the Wellington Primary Schools Principals Association) and has helped us steer the school through turbulent waters for many decades.

Under Liz Patara's tutelage and guidance, Te Reo and our culture of inclusion and respect have created an environment that is sought after by both parents and teachers. This is based on:

- **Māramatanga:** We value active learning
- **Mana tangata:** We value ourselves
- **Whanaungatanga:** We value our community
- **Manaakitanga:** We value other people

It is worth noting that a significant portion of our students come from out of zone - i.e. their parents have made a deliberate choice to send their children to us, because they value what our school can offer. We are also surrounded by a bevy of private schools in our immediate neighbourhood. For the more affluent in our community, this provides them with choices and alternatives.

Nonetheless we continue to see strong support from those who do have choices, because they value our culture, our values and the opportunities this creates for children to grow up in a modern, connected world.

Conversely whilst other schools have sometimes not received a single application for their open vacancies (given the nation-wide shortage of teachers) we have always had multiple applicants and have been able to recruit fantastic staff. Our teachers and tutors are the most valuable asset that we can offer up to our learners - and the Board is constantly mindful of placing this 'on top of the list' when it comes to resource prioritisation.

Therefore the devastating impact of 2020 and the COVID crisis has been doubly painful for us: Despite being a Decile 10 neighbourhood, we are a bi-model community when it comes to the economy: We have families who

struggle and small business operators and owners who have been severely impacted by COVID and successive lock-downs.

Obviously our fund-raising has been hampered last year but also our accounts have started to deplete, so that for the first time ever Clyde Quay School had to make budget cut-backs.

When we announced these cut-backs at the end of 2020, our community showed its amazing resilience and responded in kind: We have seen private individuals step up and make incredibly generous philanthropic donations.

In addition we have also seen a fantastic response to the Give-a-Little campaign organized by highly motivated parents. This accords us choices, which we would otherwise not have.

We want to use this opportunity to build on the momentum that has been generated and share our plans and ambitions with the community, so that we can enlist your support.

With your help and continued support, we have an opportunity to make continuous improvements around the way we operate and run as a school in 2021 - and beyond.

Some of the challenges and opportunities that have been 'top of mind' for staff and the Board in developing our strategy include the following:

- Our bottom-block classrooms and the school hall require significant weather tightness remediation. Hopefully we can parley their renovations into improved teaching spaces through better designs.
- Our introduction of BYOD has created resilience around the ability to continue teaching in case of lock-downs, but also opens up an exciting world of collaborative learning, online resources and student learning outside the classroom.
- Our educational achievements have not been as good in 2020 as we would like and we need to ensure that we advance the learning of all students, paying particular attention to identified weaknesses.
- Our kind donors and fundraisers have allowed us to invest in additional teaching resources and tutors, which will help us lift academic achievement and assist struggling learners more effectively, so that we can improve educational achievement.
- Our journey to agree and define a strategy is just the beginning. We want to build on the increased level of interest from our community and parents, to engage more broadly and harness the amazing resources that our community has to offer.
- Our Whanau and Friends (WAF) network of parents has made an amazing contribution over the years. We want to maintain our close collaboration with WAF and strike the right balance between its dual purpose: Namely representation and inclusion, versus fund-raising.
- Our financial situation will continue to be precarious, so we will need to devise ways of funding and planning that are more sustainable and provide us with more certainty around our future.

We hope that you find the attached Clyde Quay School Strategy of interest. If you have comments or you believe you can help with the mahi of implementation, then please do not hesitate to contact us on

[cqsboard@clydequay.school.nz](mailto:cqsboard@clydequay.school.nz)

# Strategic Aims

## Our goals for the school

<i>What are we trying to achieve?</i>	<i>How do we get there – What are our levers?</i>
We develop creative thinkers who overcome challenges and thrive in a diverse world	<a href="#">Have plenty of teachers</a>
	<a href="#">Attract and retain fantastic staff</a>
	<a href="#">Provide great classrooms &amp; facilities</a>
	<a href="#">Gain access to great teaching resource</a>
	<a href="#">Develop strong teaching &amp; learning programs</a>
	<a href="#">Bring technology into the classroom</a>
	<a href="#">Have a passion for excellence</a>
	<a href="#">Actively embrace diversity</a>
	<a href="#">Create an engaged &amp; supportive community</a>
	<a href="#">Provide sustainable finances</a>

## Have Plenty of Teachers

... so the children get the attention they need

### Description - What we aim for

- We need enough teachers to meet the diverse needs of all of our students – at all times.
- This means ensuring we have adequate coverage in each classroom and that we proactively seek additional help and resources for students with High Needs as well as students with High Talent.
- To cover off our curriculum, we need to ensure that we have enough diversity across our teachers, so that our chosen subjects can be covered off well.
- In addition we would like to be able to offer a good range of extra-curricular activities. Therefore we need to make sure that our teachers can cover off the diverse skills in demand by our community.

### Any constraints - What we are mindful of

- CQS needs to receive all available funding and allocate the funding for maximum results. We cannot accept High Needs students being left unfunded and not cared for.
- We need to actively work with parents and caregivers to ensure that we apply for and receive such funding. Not receiving the additional resources has a detrimental impact on everybody.
- We also need strong community support through fundraising and donation, to afford the level of staffing that we need in our classrooms.

# Have Plenty of Teachers

Focus Area for 2021

*So that all children thrive and advance in the classroom regardless of their individual needs*

What	How	Who	When
Continue to ensure that <b>sufficient staff with the right skills and experience</b> are employed by the school.	Business as Usual (BAU)	Senior Management Team (SMT)	BAU as new appointments are made
Identify where the highest needs are for <b>additional Tutoring and Teacher Aides / Learning Support</b> and complement staffing when funding becomes available.	As and when funding or resources allow, invest in additional staff based on prioritised needs.	Personnel Sub-Committee to work with SENCO and Principal, to take proposals to the Board.	Based on resource availability and funding availability for the school

## Attract and Retain Fantastic Staff

... so that our children have a great experience

### Description - What we aim for

- CQS must have focused and energetic staff who are fully engaged in the teaching and learning environment, maximising their time with our children.
- Teachers and management are clear about performance expectations and we have a robust process in place to collaborate effectively.
- We expect to work collaboratively to achieve the results that we aspire to – that includes asking for help and being generous in giving it.
- Our children's needs are the main focus for our recruitment for both core curriculum and extra-curricular activities that our community would like to see us provide.
- Staff well-being and engagement is vital to the success of our school and our community, so we need to take care of them.

### Any constraints - What we are mindful of

- Staff are carefully selected and given the resources to achieve the CQS Curriculum. Extra resources are made available to help our teachers teach, so that even High Needs students can progress.
- CQS appraisals of teachers' performance should not accept 'average' students (achieving) with potential that was not drawn out, or High Talent students who slip through school unchallenged.
- We are careful of staff burn out when the pressures become beyond an appropriate level.
- We look for great teachers in order to improve and accelerate learning, which means that we have to bring in staff with skills that match our focus areas in the curriculum.

## Attract and Retain Fantastic Staff

### Focus Area for 2021

*Provide sufficient high-calibre tutors and teachers, to enable all children to thrive and advance in the classroom*

What	How	Who	When
<b>Maximize Ministry of Education funding</b> for ESOL, SENCO and any other available sources of funding	Engage with MoE around specific high needs students and make the necessary applications.	Principal SENCO ELL teacher	On-going and BAU
Focus on opportunities for <b>staff professional development</b> in our focus areas such as: <ul style="list-style-type: none"><li>● Written Language</li><li>● Digital Technologies</li><li>● Play-based learning</li></ul> Whilst continuing to maintain <ul style="list-style-type: none"><li>● Reading</li><li>● Mathematics</li><li>● Science</li></ul>	Develop a plan for PD needs and subscriptions, including budgeted costs, so that these proposals can be taken to the Board.	Principal	On-going and BAU

# Provide Great Classroom and Facilities

... so that we have a conducive learning environment

## Description - What we aim for

- Our classrooms must provide an environment conducive to learning. They must be safe, not overcrowded, well heated, well ventilated, have good lighting and have good acoustics.
- Classrooms must have age and size appropriate furniture, adequate storage, reliable WiFi, a big screen or projector with a sound system and a white board.
- We need to provide easy access to clean toilets for all our classrooms and outdoor play areas.
- The school should have suitable outdoor spaces for physical activity and play, that are safe and allow children to move and extend themselves, so that they can develop a full range of motor skills.
- We need to have a School Library with relevant books for all our age groups.
- We would like to have sufficient computers and network infrastructure, so that these can be actively used in children's learning.
- We need appropriate audio visual equipment for whole class/large group instruction, that provides adequate visibility and audio to all learners.
- Given the needs of our students, we need to design our classrooms to include quiet spaces and / or provide an ability to reduce sensory overload.

## Any constraints - What we are mindful of

- CQS footprint has fixed size and numbers of classrooms, limiting the # of children we can accommodate.
- School property budget and Ministry 5 Year Allocation (5YA) limits the funding available for equipment.
- The School has not (yet) developed a 3 year asset plan.
- The Ministry formula for classroom size is fixed, so we may need to trade storage for 'quiet spaces' as we renovate or rebuild classrooms.



# Provide Great Classroom and Facilities

## Focus Area for 2021

*Provide physical environments and spaces conducive to teaching and learning*

What	How	Who	When
<b>Ensure temperature control available</b> in all rooms so students have a suitable working temperature.	Install Heat Pump in Ngaio. Consider heating/cooling options in breakout spaces.	SMT to identify costs and make a recommendation to the Board for the investment.	Board to consider specific investment proposals when they are made.
<b>Revamp of outdoor space</b> and investment in the future including an upgrade to the astroturf, replacement of tired play equipment, repainting and new painting on court areas, visual display of school values.	Proactively seek grant funding to enable revamping.  Budget and fundraise for future investment.	Board / Community Volunteer to proactively seek Grant Funding for larger capital items.  Board / WAF to raise funds for smaller items and working bees.	Board to consider specific investment proposals as and when required.
<b>Invest long term in spaces</b> to support effective learning for <b>students with high needs.</b>	Make classrooms fit for purpose, such as; break out spaces, soundproofing, sensory needs, and line of sight.	SMT & Principal to research good practices and obtain alignment and agreement on what 'good' looks like from a construction perspective.  Board Property Sub-Committee to work with architects and planners to evolve the designs and ascertain costs associated with 5YA plan.	Board to consider specific investment proposals when they are made, targeting Oct / Nov 2021 for approvals around the bottom block refurbishments.
<b>Future proof the use of the hall as a teaching space</b> , with proper heating, cooling, sound proofing, audio/visual and suitable flooring.  <b>Revamp Rainbow Room, Hall Storage and Sports Shed</b> so they can be used as functional teaching spaces; consider doors and windows as part of this.	Proactively seek grant funding to enable revamping.  Budget and fundraise for future investment.	SMT & Principal to research good practices and obtain alignment and agreement on what 'good' looks like from a construction perspective.  Board Property Sub-Committee to work with architects and planners to evolve the designs and ascertain costs associated with 5YA plan.	Board to consider specific investment proposals when they are made, targeting Oct / Nov 2021 for approvals around the school hall recladding / refurbishment.

<b>Extend hall 30sqm</b>			
<b>Karaka renovations</b>	<p>Seek staff input for practicality for working areas.</p> <p>Visit other schools who have recently deployed “pre-fabs” for their classrooms and identify good design options / principles for adoption in CQS</p> <p>Consider internal access to hall breakout spaces to “increase” foot print of Karaka.</p>	<p>SMT &amp; Principal to research good practices and obtain alignment and agreement on what ‘good’ looks like for any new classrooms in the block C,D,E.</p>	

## Gain Access to Great Teaching Resources

... so that we can cater for our children's learning needs

### Description - What we aim for

- We must have adequate access to physical resources such as consumable materials (pencils, stationary, etc.), computers, teaching aides, development kits, books, posters, musical instruments, sport equipment (balls, rackets, etc.) that support our chosen curriculum.
- We also want to tap into human resources beyond the confines of the school. We want to access the huge wealth of resources we have in our community – such as grandparents, parents or business owners who have something to teach.
- We aim to have enough devices with reliable wireless access to our learning resources.
- We will rent / lease or borrow resources that can enhance learning in our priority areas (e.g. science toolkits) or leverage facilities in other schools where we lack the resources.

### Any constraints - What we are mindful of

- Need to check if there are issues about using external help without appropriate training and or background checks (e.g. policy checks or Ministry of Education vetting).
- Sufficient financial means to purchase equipment and teaching resources.
- Ability to pay for consumables / materials used by any volunteers.
- Need to balance moving equipment around (portable) versus having it permanently installed.

# Gain Access to Great Teaching Resources

## Focus Area for 2021

*Provide assets and resources that enable learning inside and outside the classroom, enabling all children to thrive*

What	How	Who	When
<p><b>Identify and budget for upgrade or purchase resources</b> such as:</p> <ul style="list-style-type: none"> <li>● Instruments and sports gear.</li> <li>● Online subscriptions.</li> <li>● Subscriptions to resources such as Science Kits.</li> </ul>	<p>Staff to identify and prioritise needs and purchase items as board-approved budget allows.</p>	<p>Staff</p>	<p>2021 by June 30 2021</p>
<p><b>Pre-plan activities for each class</b> throughout the year / term so that budgets can be set and parents know what to expect.</p>	<p>Identify the key trips / activities / things that incur additional costs and advise parents of activity fees at the beginning of the year / term.</p>	<p>Staff &amp; Syndicate Leaders to advise budget.</p> <p>Office Staff to include in the invoicing to parents up front.</p>	<p>2021 Term 1 onwards</p>

# Bring Technology into the Classroom

... so that our children learn computational skills and thrive in a modern, digital world

## Description - What we aim for

- Strengthening computational thinking, learning and mindful use of technology in our curriculum for students.
- Ensuring that Internet access and device use is safe, secure and respectful.
- Applying good occupational health disciplines to device use, including furniture, acoustics & posture / stretch management.
- Use technology to improve the efficiency and effectiveness of teaching collaboratively, and the running of the school.
- Providing PD for teachers to be effective teachers of learning programmes that utilise technology.
- BYOD policy for students in Years 5-8, so that access to devices in the classroom becomes sustainable.
- Ensure that every student has access to a device, which means that the school will retain and maintain 'loaner' devices for student use.
- Ensure a suitable device ratio for the juniors school.
  - Y1-3 iPads 1:2
  - Y4 chromebooks 1:1

## Any constraints - What we are mindful of

- Not all parents can afford to purchase a device.
- Some parents have philosophical differences and do not agree with the computational curriculum and use of technology in the classroom.
- Not all parents have stuck to the request to bring only Chromebooks, which may cause operational challenges for us.

# Bring Technology into the Classroom

## Focus Area for 2021

*Ensure safe use of digital resources and make access sustainable.*

What	How	Who	When
Regular audit and review of devices to ensure desired ratios are maintained	Set desired standards for each year group and monitor on a yearly basis.	SMT	Annual
Ensure the school's digital information is protected and secure.	Establish processes/systems to ensure digital safety of all users.  Annual renewal of digital safety standards completed by children and teachers. Teachers and students confirm code of conduct annually.  Principal adds to her reporting incidents of high level breach.  Look at staff entry and exit to ensure it's done properly.  Reset of school devices annually.	Technology Sub-Committee - processes/systems to ensure digital safety of all users  SMT - annual reviews completed, code of conduct.  Principal - reporting incidents to the Board  ICT provider Norrcom (or ICT TIC) to ensure staff and student entry and exits are done properly and timely.  ICT provider to do resets annually	By June 30 2021  Annual  Ongoing  Ongoing  Annual
Ensure that our infrastructure meets our current needs, and ongoing needs.	Review all current hardware (routers, wifi, screens, projectors, etc) to ensure we are future proofed and able to budget for necessary upgrades.  Formulate a 5 yr plan of needs so they can be included into budgets.	Staff to identify gaps (e.g. Karaka Router)  SMT to liaise with Norrcom to complete audit and proposal.	By June 30 2021

<p>Formalise the <b>school's policy and procedures regarding BYOD</b>. Ensure information to the community is current and part of the onboarding pack.</p>	<p>Create and submit to School Doc's our policy and supporting documentation.</p>	<p>Technology Sub-Committee to put to Board</p>	<p>By June 30 2021</p>
<p><b>Streamline and regulate the use of Google Drive for staff</b> to improve collaboration and bring efficiencies.</p>	<p>Have a shared understanding of Shared Drives and their use.  Change ownership of essential resources to management.  Move essential resources to Shared Drive.  Reestablish CQS Central file for ease of location.</p>	<p>Staff</p>	<p>June 30-16 December 2021</p>

# Develop Strong Teaching and Learning Programmes

... so that our children have strong educational outcomes

## Description - What we aim for

- The CQS curriculum meets the requirements of CQS expectations and New Zealand curriculum. It is well rounded and balanced across the 8 areas (Arts, Health & PE, Science, Social Science, Technology, Mathematics, English, Learning Languages).
- All students receive a sound grounding in the eight core learning areas.
- In addition the CQS curriculum needs to reflect the learning needs of the community and include extra-curricular activities that reflect our community needs. (e.g. Enviro-School).
- Though progress is recognised as being non-linear CQS expects to see movement in ALL students EVERY term - based on the student's profile. This covers both academic progress, as well as behavioural traits and inclusion.
- The curriculum is shaped round the students needs and the School's vision, based on regular consultation with parents, the community and feedback from receiving schools.
- CQS provides a curriculum that keeps all the students engaged and with a range of different entry points – we provide opportunities to engage “for every student, every minute”.
- Access to professional development and external providers / resources is provided where relevant.

## Any constraints - What we are mindful of

- The diverse learning and needs of different students require diverse programmes to connect with every student every time. We expect our teachers to identify these differences and tailor their approaches.
- Our ability to take advantage of computational curriculum and good E-learning resources is still evolving.
- We have had to reduce language tuition and library hours due to budget cuts, and will seek to re-introduce these as funding becomes available.
- Currently we lack a good inventory of community volunteers / resources / skills that we can regularly tap into for enhancing our extra-curricular program and / or assisting in classes.



## Develop Strong Teaching and Learning Programmes

### Focus Area for 2021

*Provide sufficient high-calibre tutors and teachers, to enable all children to thrive and advance in the classroom*

What	How	Who	When
Staff are supported to undergo <b>relevant PD and implement new initiatives</b> into teaching and learning programmes.	Utilise teacher aide professional learning development (TAPLD) fund to support TA PLD and supporting resources.  Staff to make requests to the Board if needs are outside the current budget.	Staff  Board to review requests for additional funding.	On-going and BAU
<b>Science outreach</b> for senior students.	Work with local colleges to develop a partnership where our seniors are able to make use of their science labs and teachers.	Y7/8 Teachers and DP	As availability arises
<b>Engage with the community around our learning impact</b>	Sign-post when academic results become available throughout the year and share these with the community. Emphasize the need to focus on 'One-Student-at-a-Time' as opposed to broad-brush-stroke interventions.	Principal & SMT: Identify when key learning results and data becomes available throughout the year Ensure SMT and teaching syndicates have identified struggling learners and put action plans in place	Board to publish timetable for academic result reviews, so that parents can attend discussions Principal & Board to write up articles / or updates for the newsletter when results have come in
<b>Communicate effectively to the community how we cover the curriculum</b>	Seesaw, newsletter, open nights are currently the main forums for this. Investigate new initiatives which are	Staff / Community Subcommittee  Board to publish minutes including	ASAP and ongoing

	<b>not</b> burdening staff with extra unnecessary work.	learning reports	
--	---	------------------	--

## Have a Passion for Excellence

... so that our children have a great experiences and ambitions

### Description - What we aim for

- When we choose to do something, then we want to try our best and do it well. Excellence is about doing YOUR best and achieving YOUR potential. Excellence is shown through our School Values - i.e. not 'winning at the expense of others'
- We want our parents, our children and the community to feel good about our school. This means giving our children the confidence to participate in, and compete in a modern world. It also means building up resilience if we do not succeed on our first try – and not giving up.
- We will make our achievements visible and celebrate our successes. It means making sure that we understand what excellence means – and what it takes to get there. To do so, we want to leverage our achievers to become visible role models – irrespective of whether they be staff, students, parents or alumni.
- At all times we will be mindful of our school values.

### Any constraints - What we are mindful of

- Nothing identified, that really stops us.
- Need to create and run the 'competitions' across the 8 curriculum areas to foster a broader range of achievements.
- Need to ensure diverse groups are equally represented in enrichment and extension
- Need to identify alumni / parents / staff and student achievers who can act as role models.

# Have a Passion for Excellence

## Focus Area for 2021

*Create students who are confident about thriving in a collaborative manner*

What	How	Who	When
We want students to be the best they can be.	By recognising individuality, acknowledging success in a range of areas by celebrating the 8 curriculum areas, and our CQS values. Having targets, incentives and rewards to celebrate achievement.	Staff	On-going and BAU
We want students to be proud of CQS and be ambassador's for our school.	Define pride at CQS so the rest can follow: Student voice in communicating pride. Communication of successes. Understanding what areas the students aren't proud of so we can look to make changes	Staff and SMT, through student voice and school engagement survey.	On-going and BAU
Define excellence so that it means the broad definitions and nuances of our diverse community.	Community consultation around understanding excellence, acknowledging excellence and what this looks like in practice.	Staff (supported by Community Sub-Committee)	By June 30 2021

## Actively Embrace Diversity

... so that our children have a great experience

### Description - What we aim for

- We make it easy for migrants to become part of the community. This is not just about assisting children with English as a foreign language, but also helping their parents join the WAF and our community.
- We do not leave students behind. CQS will be emphatic about finding the right resources to support children with special needs. This includes actively engaging with their parents and families, to assist. It also means early engagement with students and parents where we have high needs.
- We celebrate cultural, ethnic and other forms of diversity. We will not tolerate bullying or stereo-typing. We stand up against any deliberate forms of exclusion.
- We respect and teach our New Zealand heritage and cultures. We incorporate Te Reo and Maori Tikanga in all of our activities and actively work with local Iwi to bring them into our school.
- We actively embrace diversity by teaching a variety of subjects that reflect the needs of our community. This will include sports, languages, music, wood working etc. to broaden our children's horizons.

### Any constraints - What we are mindful of

- Lack of data to actually understand our community's diversity and needs, as well as desired adjunct teaching programmes that would be of interest to their children.
- We are short on funding to do all the things we want to do, for our High Needs students and our Gifted students.

# Actively Embrace Diversity

## Focus Area for 2021

*Celebrate our diversity and create students who can collaborate across a broad range of cultures and mind-sets*

What	How	Who	When
<b>School wide focus on celebrating culture.</b>	Community events celebrating cultural festivities, events etc.  Extend cultural lens in learning areas and classrooms.	ELL/Staff/WAF	Ongoing
<b>Making visible the diversity in our community</b>	Recognise cultural, gender, ability, socio-economic, LGBTQ+, whanau units	Staff	Ongoing
<b>Strengthen our knowledge on other cultures.</b>	Connecting with Asia NZ foundation to help our school (PD, in class support, funding for events, translations).	SMT	When AsiaNZ package is available - likely T2 Ongoing
<b>Identifying parent representatives from our respective cultural whanau as a liaison person.</b>	Asking for volunteers setting up a resource of parents with their cultural backgrounds who can help.	Staff	By June 30 2021
<b>Seek and support opportunities to use our school grounds to engage our diverse community</b>	ELL classes Cultural opportunities	Board/Staff	Ongoing
<b>Review our Behaviour Policy and practice</b>	Engaging with MOE staff around good practise for behaviour management (including PB4L resources), and maintaining on-going internal reviews and refinement of our policy.	Staff	By the end of T3 when the behaviour policy is reviewed.

## Create an Engaged and Supportive Community

... so that our children receive the fullest support possible

### Description - What we aim for

- We want an active, informed and engaged school community that reflects our diversity, shares in our successes and helps us tell our story.
- We want our community to support us in a wide variety of new and traditional ways. These include sharing their time, skills and knowledge, and practical resources as well as financial donations and sponsorships.
- This means expanding the definition of 'community' to include not only teachers, children and their parents, but also grandparents, alumni, neighbours, local businesses and other community groups.
- We will develop accessible tools that help us communicate with our community easily and clearly. Our communications and interactions with whanau play a big part in creating this community.
- As in all areas, we will make sure we celebrate the contributions of those who support us in ways that chime with the school's personality.

### Any constraints - What we are mindful of

- Need a decent contacts database / Customer Relationship Management Tool.
- We need to help the WAF find its feet and maintain strong collaboration between WAF and the Board.
- May require training / and or revamp of our Internet Website, so that we can publish and evolve.

# Create an Engaged and Supportive Community

## Focus Area for 2021

### *Strengthen communication and other engagement with our school whanau and community*

What	How	Who	When
<b>Whanau understand the priorities and actions being undertaken at the school</b> – at Board and management level - and have opportunities to express their perspective.	Distribute a summary of the school strategy and accompanying explanation for the decisions within it. Offer opportunities to hear about it and provide feedback.	Board	H1
<b>Review all forms of communication</b> to enable the school to have strong connections with the community.	Review current comms: <ul style="list-style-type: none"> <li>● Who is responsible</li> <li>● What form does it take</li> <li>● Frequency of comms</li> <li>● Links between groups</li> <li>● Content/purpose of communication</li> </ul>	Staff / Community-Sub Committee to do review, present findings and recommendations to the Board.	By June 30 2021 and ongoing
<b>Capitalise on whanau input</b> where appropriate, including supporting school visits and extra-curricular support.	Identify whanau capability and capacity to provide support and use whanau input as appropriate.	Staff	By June 30 2021 and ongoing
<b>Engagement of new whanau.</b>	Finding out the current barriers and create opportunities to meet these needs. Finalise Whanau booklet.	BOT Staff	By June 30 2021
<b>Showcase our learning in action.</b>	Organise a digital visual display (such as screen in Rimu breakout, Pohutukawa) with updated photos of what the school offers our students.	SMT	June 30-December 15 2021



## Provide Sustainable Finances

... so that we can afford to invest in our children

### Description - What we aim for

#### Description:

- It is vital to keep our finances in order and have sufficient funds for unexpected day to day expenses, as well as for contributing towards major projects. It is about allowing ourselves to have choices.
- We will be considerate of the range of means that families actually have and moderate our activities and choices to stay affordable.
- CQS will proactively communicate with parents about how they can financially assist beyond their basic donations. A key aspect to this, is transparency and clear communications on where our finances go and what we achieve with donations and / or contributions.
- We will be generous with saying 'Thank You' to those who espouse your values, buy into the school and demonstrate active support.
- CQS will offer parents and the community a variety of options to contribute and assist – so that each part of the community can assist in a way that works for them.

### Any constraints - What we are mindful of

#### Constraints:

- Based on demographic changes, the future CQS school role may decline with less children in zone.
- There may be push back from parents about additional funding or donations. Hence a really good communications strategy and transparency around our costs and funding, are important.
- There are some constraints around the logistics of utilising assets outside of school times. We need to address these, to take more advantage of community resources and / or access new income.

# Provide Sustainable Finances

## Focus Area for 2021

*Aspire to generate sustainable funds from various sources that allow the school freedom to fund all its reasonable needs and wants*

What	How	Who	When
Align all budget and financial planning with an <b>agreed vision</b> for the school: where does the school want to be in 1, 3,5 and 10 years?	Evolve the vision over the course of the year in consultation with school stakeholders.	Board	2021 June 30-December 15
The school has a <b>sustainable budget</b> of expenditure for the current year and over a specified time horizon.	Develop the budget.	Management	2021 By June 30
The school develops a 'real' and aspirational <b>long term plan</b> (3 to 5 years) of asset investment and enhanced operational investment.	Identify and analyse the long term needs of the school based on the vision for where we want to be.	Board	2021 June 30-December 15
Current and prospective financial performance is <b>regularly reported</b> to the Board, parents and other stakeholders (on a cash and Profit & Loss basis).	Develop a standard format for reporting that's short and simple and easy to absorb. Use management accounts where appropriate.	Board	2021 By June 30
<b>Optimize the number of pupils</b> at the school around 250 (in order to retain MoE funding), balanced with the effects on space, amenity and facility use, and vision for the school.	Ongoing activity - both tactical (i.e. what funding do we need for this year?) and strategic (i.e. what's optimal to achieve the vision?).	Management (tactical) Board (strategic)	2021 By June 30
<b>Maximise the possible income</b> (and/ or goodwill as appropriate) from all sources (e.g. MoE, grants, fund-raising,	Review possible sources and mobilise school whanau to take appropriate action.	Board (with staff, WAF and other parent input)	2021 By June 30

in-kind, using the school real estate).			
<b>Maximising all available partnerships</b> that enhance the school's economics e.g. sharing spaces or teachers.	Review possible partnerships and mobilise appropriate action.	Board (with staff, WAF and other parent input)	2021 By June 30
<b>Identify possible risk events</b> and establish sufficient contingency to cover them to ensure that the school is financially resilient.	Analyse risk events and put a value on exposure. Maintain funding contingency accordingly.	Board	2021 By June 30
Align the Board's interests with the <b>WAF fundraising activities</b> and jointly develop fundraising targets and strategies.	Develop the budget and long term plan and regularly meet with WAF to discuss and explore. Ensure communication between the groups (either through attendance or other measure).	Board	2021 By June 30