



**CLYDE QUAY SCHOOL**  
Te Kura O Matairangi

# **Board of Trustees Meeting**

**12 February 2024**

**6:30 pm**

## CQS Board of Trustees Agenda: 12<sup>th</sup> February 2024

<p>1. ADMINISTRATION</p> <p>1.1 Opening Karakia  1.2 Present  1.3 Apologies  1.4 Elect 2024 Chai  1.5 Selection of Board Vacancies  1.6 Allocation of Portfolios  1.7 Declaration of interest  1.8 Confirmation of Previous Minutes and in-committee minutes</p>	<p>Michelle Chair</p>	<p>6.30</p>
<p>2. MONITORING</p> <p>2.1 Review of Action Items</p> <ul style="list-style-type: none"> <li>○ Liz to work out the true share of the cost of the increase of Afterschool Care cost</li> <li>○ Liz to check that she is receiving the Board reviewed notifications via her email</li> <li>○ Board members to look at should tapping potential board member</li> <li>○ Michelle to ask Mark Scrimshaw to provide emails in all correspondence</li> <li>○ Notice to go in newsletter to advertise for a chair for WAF</li> <li>○ Strategy Survey – Cameron to have a look at final report being sent out</li> <li>○ Strategy Survey – survey to be sent out</li> <li>○ Woodpile at McKeefry’s house – cone off unsafe area and check pile has diminished</li> <li>○ Board wrap up for 2023 for newsletter</li> </ul>	<p>Liz  Liz  Board  Michelle  Community Engagement  Cameron  Community Engagement Liz &amp; Cameron  Community Engagement</p>	<p>6.35</p> <p>Complete Complete</p>
<ul style="list-style-type: none"> <li>○ Website link – Cameron to Share again before going live</li> </ul>	<p>Cameron</p>	
<p>2.2 Principal’s Report</p> <p>2.3 Discussion Points</p> <ul style="list-style-type: none"> <li>● Hall Move</li> <li>● Camp</li> </ul>	<p>Principal Chair Rona</p>	
<p>3. SUB-COMMITTEES</p>	<p>Sub-committees</p>	<p>7.15</p>

3.1 Personnel 3.2 Finance 3.3 Grants 3.4 Governance & Information Technology 3.5 Property 3.6 Community Engagement - Strategy - Presentation of results & discussion of work needed	Sarah	7.40
4. BOARD STRATEGY 4.1 Strategy Initiatives 2024 4.2 Board Development	Chair	8.00
5. COMMUNICATIONS 5.1 Correspondence 5.2 Up-coming newsletter items 5.3 Planned Events	Chair	8.15
6. MEETING CLOSURE 6.1 Next Meeting Date 6.2 Review of action items 6.3 Closing Karakia	Chair  Michelle	8.25

# Administration

# Monitoring

**Clyde Quay School  
Principal's Report  
9 February 2024**

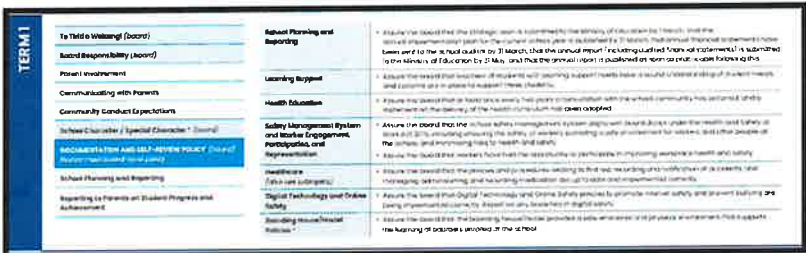
**CLYDE QUAY SCHOOL**

Action Taken										Ongoing Action
Current Roll										
2023	Feb 2023	Feb 2024								
	207	205								
2022										
<p><b>Recommendations</b>  <b>The CQS Board notes:</b>            There are 205 students, last year the February count was 207.</p> <p><a href="#">Student roll 1999-2024</a></p>										

**CURRICULUM REQUIREMENTS AND STUDENT ACHIEVEMENT**

Action Taken	Ongoing Action
<p><b><u>CLYDE QUAY SCHOOL CURRICULUM</u></b></p> <p>Education Policy</p> <p>You will be aware of the changes a foot in Education, government:</p> <p>Requires all primary and intermediate schools to teach an hour of reading, an hour of writing and an hour of maths, on average, every day; starting immediately in 2024.</p> <p>Re-writes the curriculum so it says what must be taught each year in reading, writing, maths and science to every year group in primary and intermediate schools.</p> <p>Requires standardised, robust assessment of student progress in reading, writing and maths at least twice a year every year from Year 3 to Year 8, with clear reporting to parents.</p> <p>The Ministry of Education has a number of suggestions to achieve the time allocation that said instruction time is 4 hours and 10 minutes daily and there are 8 essential learning areas: English, the arts, mathematics and statistics, health and physical education, science, social science, languages, and technology. The ideal is a balanced curriculum.</p> <p>In terms of content, schools are advised to carry on with the 'Revised Curriculum' until changes and the resources are ready for implementation.</p> <p><i>Assessment</i></p> <p>1. Teachers in Y3-8 are assessing their students on a structured literacy programme 'The Code'. This programme complements the <i>Better Start Literacy Approach</i> undertaken by Y1-2 children.</p>	

<p>2. Kath Sutcliffe and Sophie Ayr (Resource Teachers Learning Behaviour) are facilitating the programme. They will be scheduled in to guide teachers and assist with student assessment.</p> <p>3. <a href="#">Annual Reading Recovery Report 2023</a> for your information.</p> <p>4. The Board will receive the <i>CQS Expectations 2023 Report</i> at its next meeting.</p> <p><b>The CQS Board notes:</b></p> <p>1. Education policy changes which will be challenging to implement. The assessing of Y3-8s twice a year will impact significantly in a number of ways.</p> <p>2. Teachers in Y3-8 are assessing their students on the structured literacy programme 'The Code'.</p> <p>3. Kath Sutcliffe and Sophie Ayr (Resource Teachers Learning Behaviour) are facilitating the programme.</p> <p>4.. <a href="#">Annual Reading Recovery Report 2023</a> for the Board's information.</p> <p>5. The Board will receive the <i>CQS Expectations 2023 Report</i> at its next meeting.</p>	
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DOCUMENTATION AND SELF REVIEW		
Action Taken	Ongoing Action	
<p><b>STRATEGIC PLAN</b> <b>SCHOOL SELF REVIEW</b></p> <p><b>POLICY REVIEW &amp; BOARD ASSURANCE</b> <a href="#">2024 Review Schedule and Board Assurances</a></p> <p>Please check each term the policies and assurances Board members must review.</p> <p><b>Term 1</b></p> 		<p><b>Recommendations</b> <b>The CQS Board:</b></p> <p><b>1. Notes</b> the term 1 policies and assurances.</p> <p><b>2. Confirm</b> each member has reviewed both.</p>
<p><b>PERSONNEL</b></p> <p>The appointment panel interviewed six applicants for the position of Officer Manager on February 7 &amp; 8. Further referee reports are being sought at the time of writing.</p>		<p><b>Recommendation</b></p> <p><b>The CQS Board notes</b> interviews for the Office Manager were held February 7 &amp; 8</p>
<p><b>HOME AND SCHOOL PARTNERSHIP</b></p>		
Action Taken	Ongoing Action	
<p><b>Information Evenings</b></p> <p>Each whānau (Harakeke [Y1], Pohutukawa [Y2], Karaka [Y3-4], Ngaio [Y5-6], Rimu [Y7-8]) is holding information evenings Wednesday February 14 and Thursday February 15.</p>		<p><b>Recommendation</b></p> <p><b>The CQS Board notes</b> each whānau Y1-8 will hold information evenings February 14 and 15.</p>

EMPLOYER RESPONSIBILITIES	
Nothing further to report	Ongoing Action

PROPERTY MANAGEMENT	
Action Taken	Ongoing Action
Refer Property minutes 7.2.2024	

HEATH AND SAFETY															
Action Taken	Ongoing Action														
<p><b>REGISTERS</b></p> <p>Register since November 20 2023 - 1 February 2024</p> <table border="1"> <tbody> <tr> <td>Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?</td> <td>Yes</td> </tr> <tr> <td>How many hazards are overdue for remediation?</td> <td>Dion Smith erected gate free of charge; fences still unfinished</td> </tr> <tr> <td>How many notifiable incidents have taken place this month (since the last Board report)</td> <td>0</td> </tr> <tr> <td>How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?</td> <td>0</td> </tr> <tr> <td>How many incidents have been notified to parents this month (since the last BOT report)?</td> <td>Head incidents 11, Illness/injury 10</td> </tr> <tr> <td>How many times did physical restraint have to be used this month (since the last Board report)</td> <td>0</td> </tr> <tr> <td>Are there any unusual events worth noting with regard to incidents and/or hazards?</td> <td>0</td> </tr> </tbody> </table>	Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes	How many hazards are overdue for remediation?	Dion Smith erected gate free of charge; fences still unfinished	How many notifiable incidents have taken place this month (since the last Board report)	0	How many notifiable incidents are still due for reporting to Worksafe (since the last BOT Report)?	0	How many incidents have been notified to parents this month (since the last BOT report)?	Head incidents 11, Illness/injury 10	How many times did physical restraint have to be used this month (since the last Board report)	0	Are there any unusual events worth noting with regard to incidents and/or hazards?	0	<p>Dion Smith yet to complete fences (he was rained off October 14) but installed a gate free of charge to make up for delays.</p>
Has a collective staff review of the registers taken place, to ensure that they are up to date and complete?	Yes														
How many hazards are overdue for remediation?	Dion Smith erected gate free of charge; fences still unfinished														
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How many times did physical restraint have to be used this month (since the last Board report)	0														
Are there any unusual events worth noting with regard to incidents and/or hazards?	0														

**Recommendations**

The CQS Board notes the recorded hazards and any property updates.

COMMUNICATION	
Board Update to Community	

STRATEGIC DISCUSSION	
<a href="#">Board Work Schedule 2023</a> Board Work Schedule 2024 to be drafted	Co-chairs completed update 2023

Principal Liz Patara 9.2.2024



# Personnel

## Personnel Subcommittee Minutes

Date: 7.2.2024	Present: Liz Patara, Cameron Ross, Michelle Little	<a href="#">Personnel Report 1.2.2024</a>
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### Summarized Matters for the Attention of the Board

Context	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person
Personnel Update	<p>1. Debra Weston (Office Manage) has handed in her resignation effective February 16. Debra has accepted a position in property management.</p> <p>1.1 An office manager position was advertised on SEEK January 23. The office is in the process of shortlisting. At the time of writing 70 applications were received.</p> <p>2. Elyse Hemara is the new teacher in Rimu (Y7-8); all indications are it will be a smooth transition.</p> <p>2.1 Elyse acted as kaikaranga for manuhiri at pōwhiri and did a great job; likewise Leon Davidson, Cameron Ross, and Anya MacDonald.</p> <p>2.2 Teachers returned: Xandra Boswell (AP), Janessa Naran, Anne Gordon, Jayne Ruiter, Cameron Ross (DP), Anya MacDonald, Joseph McAuley, Leon Davidson (ST) and new comer Elyse Hemara.</p> <p>2.3 Part time teachers Melpo Yiappos, Kura Firth, Keith Hutton returned. Part time teacher Sanja Mandinic, has sought another position as the school did not have enough part time hours for Sanja.</p> <p>3.0 Teacher aides returning: Tanya Barrett, Hana Bright, Matthew Harding, Jinna Zwanikken and Nikki Mongaghan was successful in gaining a BLENZ (Hearing &amp; Visual Impaired students) position.</p>	<p><b>Recommendations:</b> The CQS notes or endorses Personnel Update</p>	

	4.0 Catherine Dunn (office) and Robert Stewart (caretaker) have returned.		
Professional Learning & Development	<ol style="list-style-type: none"> <li>1. Kath Sutcliffe and Sophie Arps (Resource Teachers Learning Behaviour) conducted a workshop on the Code: Structured Literacy. The Code (Y3-4) supports the Better Start Literacy Approach (Y1-2).             <ol style="list-style-type: none"> <li>1.1 The Code will be a major whole School focus.</li> </ol> </li> <li>2. Anne Gordon, Jayne Rüter, Anya MacDonald continue with te reo Māori study this year.</li> <li>3. Liz Patara will continue with PLG (Mark Sweeney [Impact Education]) working alongside principals Sue Clement (Te Aro), Adrienne McAllister (Mt. Cook), Bernadette Murfitt (Sacred Hearts) and Aroha Hohepa (Thorndon).</li> <li>4. As a reminder, at its November 27 2023 meeting, the Board endorsed the principal accessing ministry funding to attend the <i>Council for Exceptional Children CEC 2024 Special Education Convention &amp; Expo San Antonio TX March 13-16 2024</i>. The second component is <i>Well-being</i> which the principal funds March 17-25</li> </ol>	<p><b>Recommendation:</b>  <b>The CQS Board notes PL&amp;D</b></p>	

Health & Safety	1. Register recorded Notification to parents: 11 head incidents and 10 accidents or illness. 2. Hazards: Fences still to be repaired (Dion Smith)	<b>Recommendations</b> The CQS Board notes records in the accident register and hazard register.	
<a href="#">2024 Review Schedule and Board Assurances</a>	Personnel noted that each term: 1. There had to be a system to confirm/ or sign off that each Board member had reviewed each 'Policy' for the term; likewise 'Assurances'. 2. If respective subcommittees were responsible for 'Assurances' that also had to be signed off as actioned.	<b>Recommendations</b> The CQS Board: 1. Notes the term 1 policies and assurances. 2. Confirms all members have read/ or endorse the term 1 policies as well as the respective 'Assurances'.	<b>Action:</b> Board members 1. Note the term 1 policies and assurances. 2. Confirm all members have read/ or endorse the term 1 policies as well as the respective 'Assurances'.
Mid term Elections	<b>Mid Term Elections</b> Michelle will provide an update		
Student Matters	Attendance Issue		
Fundraising	Nothing to report		

*Discussion of agenda items*

Item	Discussion / Outcome	Action for Board	Action Required - Timeframe - Person

*Parking Lot.*

Discussion Initiator	Item

# Finance

## Draft Budget Working Papers 2024

31 January 2024

### DRAFT RECOMMENDATION

*The CQS Board notes a draft budget 2024 shows a deficit **-\$15654** note there maybe more savings to make once reviewed against final credits and debits.*

#### Background

Last year a *Marketing Working Group* was set up. The aim was to attract more students to CQS. Ideally 238 (FTE) students meant adequate teaching staff and funding to achieve a quality of education commensurate with whānau aspirations.

Last year, on 17 February the school started with 207 students, currently it is 203 students.

#### Section A

The draft budget 2024 takes into account:

1. Although the school has employed some marketing strategies student numbers are still low compared to pre-Covid.
2. Attracting parents to join Whānau and Friends to assist with fundraising continues to be a challenge for us.

#### Income

Family donations has been set at **\$57,000** as that was actually realised in 2023 and with a similar student roll.

#### Fundraising

A minimal fundraising amount of **\$15000** has been budgeted. It consists of passive income and events that do not incur expenses:

Passive Income	\$1800
Book BBQ Stall,	\$2000
Book BBQ purchases	\$2700
Spellathon & Runathon	\$8500

#### Section B

##### Operations Grant

The MoE has funded the school on 211 students resulting in **\$331011** of operations grant. The school will reach 211 FTEs (as currently it sits at 203).

#### *Additional Ministry Funding:*

1. ESOL funding (second language learners) is set at **\$48,592** and learning support will probably receive \$4000.<sup>1</sup>
2. The school has received .2 staffing for reading recovery (it means two children can access the programme) and if the Board approves another space for a child it will cost **\$8289**.

#### Income

1. It is realistic the school roll will reach 211 FTEs achieving ministry funding of **\$331011**.
2. ESOL funding is set at **\$48,592**; and learning support funding **\$4000**.
3. 2024 fundraising is set at **\$15000 net**:

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<sup>1</sup> Learning support funding is case-by-case and short term; at the end of each period, you reapply.

Passive Income	\$1800
Book BBQ Stall,	\$2000
Book BBQ purchases	\$2700
Spellathon & Runathon	\$8500
<b>Total</b>	<b>\$15000</b>

4. Interest will reach **\$10000 note this is conservative.** 2023 interest reached \$19000.

5. Family donations has been set at **\$57000**, as it reached that level in 2023, with similar student numbers.

6. Pikopiko Kindergarten income of **\$2,598** will be achieved.

7. After School Care income of **\$2673** will be achieved.

#### Section D

##### Expenditure

1. Personnel is a significant cost. Savings this year have been made

<b>64275</b>	\$19,065	Reduced time 15.5hrs per week based on average teacher aide rate \$30 per hour
<b>\$41,589</b>	\$41,589	Reduced time 20 hours per week [a result of a resignation and no replacement]
<b>\$12,615.00</b>	\$2,260	Substitute Te reo Māori for French

Non Teaching Staff						
1	41.01	30	43	0.08	0.03	58722
2	35.85	21.5	42	0.08	0.03	32956
3	24.66	25	48	0.08	0.03	32847
4	33.23	6	41	0.08	0.03	9073
5	38.77	4	20	0.08	0.03	3542
6	32.47	16	41	0.08	0.03	23643
7	31.72	12	41	0.08	0.03	17323
8	32.72	11.6	41	0.08	0.03	17273

	28.85	9.2	41	0.08	0.03	12079
9	32.47	7.6	41	0.08	0.03	11230
						<b>218688</b>

						<b>218688</b>
Area1		91678				
Area 2		64275				
Area 3		17273				
Area 4		32847				
Area 5		12615				
	Total	<b>218688</b>				

2.0 Personnel expenditure is for teacher aides, office staff, library staff, language tutors and caretaker.

2.1 The total salaries identified \$218688 represents 66% of operational funding.

2.2 When there is a reduction in ESOL/Special needs funding, it means a reduction in teacher aide hours. Teacher aides are notified in accordance with their collective agreement or the Board may approve extra costs.

3. The priority for staff is the human resource (support staff, teachers, tutors, caretaker) as opposed to material resources.

4. Increased Costs

If applicable any increased costs for salaries, heat, light and water; phone rental, postage, rates, financial services, audits, insurances, technology etc have been taken into account.

5. Working Funds

Working funds at 31 December 2023 was \$491,220 and at the start of 2023 \$289,307.

6. Depreciation is \$40,700 with capital expenditure at \$3,000.

**Liz Patara**  
Principal



# Property

## Property Subcommittee meeting

Date: 7/2/24 via google meet

Present: Michelle, Sarah, Liz and Cameron

Minutes: Sarah / Michelle

Next meeting: Prior to next board meeting

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### Projects

#### Hall Move

- Design starting into Developed design stage, with details being readied for QS pricing. Small amount of design work to complete this for QS
- Out of \$20k previous quote - \$2.5k still to be invoiced and this will cover the remained of the design work up to QS stage
- \$2000 is the quote received for CQS portion of QS work (costs being shared with MoE).
- \$500 required for Electrical design work to get to QS stage
- This additional \$2.5k will come out of the already approved budget for
- Quote received from S&T to complete the work significantly above what was expected. ML & ST to work with Tim to understand and descope
- S&T will be asked to hold the rest of the quote until we are passed QS report
- ML/ST will work on the budget update once QS is received.

#### Cultural Engagement

- Pokau Te Ahuru has been engaged with the school hall project
- ST has briefed him and is currently working on a terms of reference/contract agreement
- His engagement will be in three parts;
  - Design workshop with S&T and SPA regarding cultural concepts (4-6hrs)
  - Research consultancy to produce information relating to Mana Whenua and the school's site, develop narrative to support and uphold school identity. (20hrs)
  - Artwork design, manufacture and install (tbc later date once we have more project details and timings locked down)

#### Admin Block Leaks

- The last big storm showed that the admin block is still leaking, and the patch repair has failed. It is now crucial to push through the roofing works for the Admin block
- Liz/Michelle to contact Mark and push this work.
- Meeting booked with Mark

#### SIP Projects

- Liz/Michelle to follow up with Mark on current status
- Meeting booked with Mark

#### Action Points

- Michelle/Sarah to work with Tim to understand quote and potentially descope
- Michelle/Sarah to work on budget update once QS is received
- Liz/Michelle to work with Mark on outstanding projects

# Community Communication

## **CQS Board Paper – Strategic Planning 2023 and beyond**

**To:** Clyde Quay School Board  
**From:** Community & Engagement Sub Committee  
Sarah Todd, Andrew Neal, Sue Bibby

**Meeting date:** FEB 2024  
**Subject:** Strategic Plan 24-25 finalisation

**Attachments:** 1. CQS Community Survey Results  
2. Drafted Strategic Plan 2024-25 and Annual Plan

### **Recommendations:**

- Review CQS Community Survey Results (community consultation) and discuss the key themes of community feedback outlined in presentation and analysis.
- Reflect on the drafted Strategic Plan and Annual Plan, and agree on any adaptation/change needed to reflect key themes from community consultation
- Agree to establish a board working group to finalise drafted Strategic Plan (2024-25) and Annual Plan (2024) in February, ahead of the deadlines.

### **Overview:**

Under the Education and Training Act 2020, a new planning and reporting framework came into effect on 1 January 2023. Te Whakangārahu Ngātahi | Planning Together requires school boards to develop:

- A 3-year strategic plan developed in consultation with their school community, that sets out how the board will meet their primary objectives (set out in the Education and Training Act 2020)
- An annual implementation plan that sets annual targets and actions for working towards their strategic goals
- An annual report that reports on the school's progress and finances.

Our board's first strategic plan under this new framework will be for a timeframe of 2 years (1 January 2024-31 December 2025) to align the strategic planning cycle with board triennial elections.

The CQS strategic plan was developed during terms 3 and 4 2023, with community consultation taking place via a survey in December. The new plan has drawn from the previous strategic plan (we have retained our vision, mission and values), but we have also needed to restructure it to meet new Ministry of Education guidelines.

## Community Consultation & Finalising the Strategic Plan

Community consultation is an important part of the requirements of new way of planning and reporting. School boards must ensure that they have provided the opportunity for their community to provide their feedback.

In November 2023, the subcommittee considered options for consultation, and decided that a digital survey would be the best way to gather feedback from our school community, which has typically seen low engagement on strategic planning in the past. We designed a 'Survey Monkey' survey that was socialised and released in December, and closed in January.

We received comprehensive feedback from consultation with 70 families contributing feedback to 21 questions, along with many written comments.

The community engagement subcommittee, who have been leading the strategy development until now, have completed a review of results of and compiled a presentation and analysis (attached) for board review.

With survey results now back, the board needs to progress with finalising, submitting and publishing the CQS Strategic Plan for 2024-25 and the Annual Plan for 2024.

In order to ensure the strategic plan and annual plan are well communicated and understood by the community, a simplified, visual A3 will be developed to present our key focus areas and priorities for the next two years. This will be published on our website along with the other two documents.

### Legislation and Regulatory Requirements:

Further information regarding the board's objectives relating to strategic planning, and regulatory requirements can be found here;

Legislation: [Objectives of boards in governing schools – NZ Legislation](#)(external  
Regulation: [Education \(School Planning and Reporting\) Regulations 2023 – NZ Legislation](#)

### Key upcoming dates

See Ministry of Education deadlines below;

Due Date	Action
By 1 MAR 24	Publish and submit CQS strategic plan (in effect from 1 Jan 24–31 Dec 25)
By 31 MAR 24	Publish CQS annual implementation plan for the current school year (2024).

	Send CQS annual financial statements to auditor.
By 31 MAY 24	Submit CQS annual report to MoE and publish on website.

### Action required

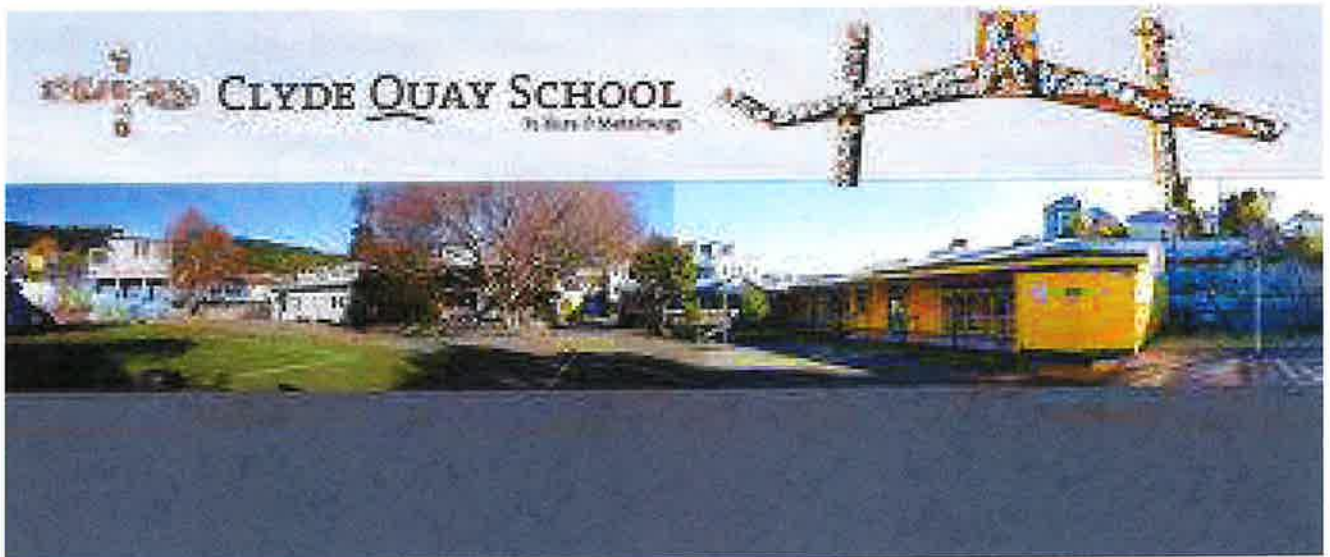
Please review the information included in this pack and be prepared to discuss and act as per the above recommendations during our February board meeting;

- Drafted Strategy and Annual Plan
- Community Consultation - Survey Response & Analysis presentation
- Further information to guide your understanding of Board responsibilities for planning and reporting can be found here:  
<https://www.education.govt.nz/school/schools-planning-and-reporting/>

### Next Steps for consideration and discussion:

Delivery	Start	Finish	Who
Drafted plans and survey results presented to board, working group formed	<i>Feb 24</i>	<i>Feb 24</i>	<i>Subcommittee</i>
Working group finalises strategic plan 24-25 and develops A3 for school community	<i>Feb 24</i>	<i>Feb 28 2024</i>	<i>Management and Board</i>
Reviewed and signed out by board (note this will need to be out of cycle)	<i>Feb 24</i>	<i>end Feb 24</i>	<i>Working Group, Subcommittee and Board</i>
Strategic plan 2024-25 submitted to MoE.	Mar 1 2024	Note this is the last date permissible under new MoE guidelines	<i>Chair, CE Subcommittee</i>
Annual plan and A3 finalised, signed out by board and published on CQS website along with the strategic plan	Mar 31 2024	Note this is the last date permissible under new MoE guidelines	<i>Chair, working group, CE Subcommittee</i>

## Clyde Quay School – Strategic Plan 2024-2025 - Draft



## Introduction

The CQS Strategic Plan is a key planning document that sets out the school's objectives and targets for the year.

Our refreshed strategic framework provides a line of sight between our vision, our mission, our strategic priorities and our key focus areas for the 2024-2025 year period, in a that best drive us to achieve our vision. Underpinning this are our values that guide our actions, across our community - students, families, staff, management, parent groups and board.

The past few years have presented our school and our community with significant disruption, change and uncertainty. We anticipate this is likely to continue. A key feature of strong strategy is that it enables us to prioritise resources to adapt to a changing environment. The Ministry of Education has reviewed strategic planning and adjusted its requirements for the years ahead. They've signalled that schools must come together as a community – families, students, staff, and the board, to develop and produce strategic plans that guide us to deliver the things that are most important to us.

In December we undertook community consultation by way of a survey and had input from 70 whanau, it is this input and feedback that has helped the board to shape the strategic plan.

Also included, from pages x-y is our Annual Plan for 2024. Like any good strategy, if you can't measure it you can't manage it so we've developed specific outcome goals and measures that will allow the board and the community to track progress towards each of these focus areas.

Our new strategic plan and annual plan for 2024 reflects hundreds of hours of input from teachers, management, the board and our community. We feel it is a strong, ambitious plan to continue to strive towards our vision;

*We develop creative thinkers who overcome challenges and thrive in a diverse world*

*Ka whakawhanakehia e mātou ngā kaiwhakaaro auaha e puta ai i ngā wero me te tipu i roto i tēnei ao hurihuri.*

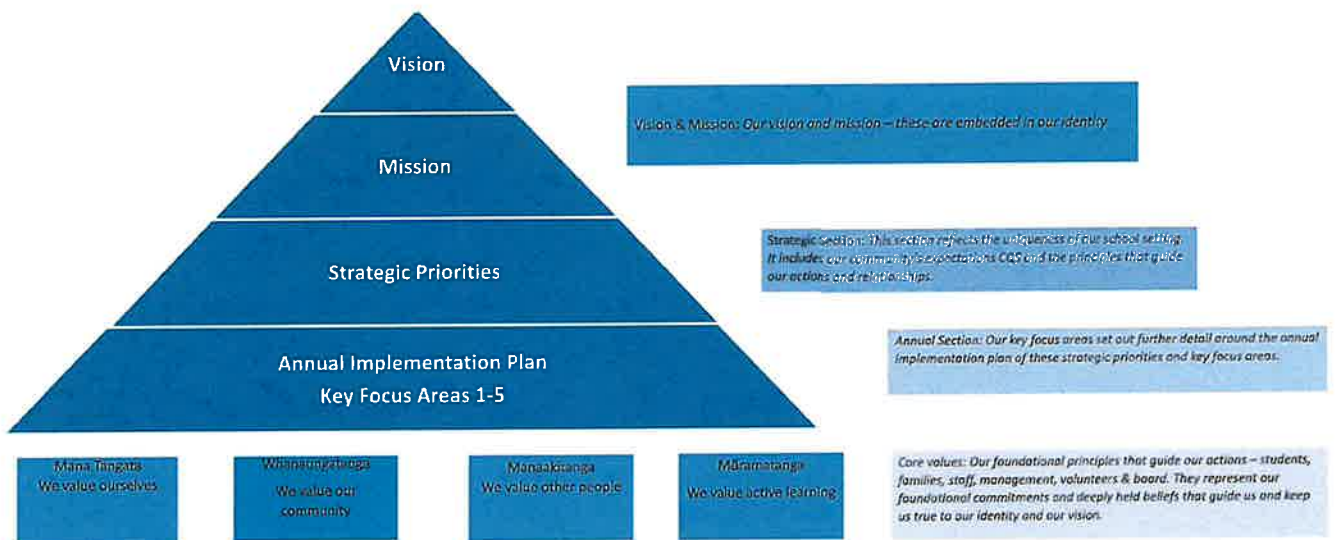
Ngā mihi

Liz Patara - Principal, Michelle Little - Chair, and the Clyde Quay School Board



## Section One: Our Strategic Framework

Our strategic framework sets out our vision, purpose, strategic priorities, and our focus areas for 2024



## Section 1: Introduction – About Us

Clyde Quay School is a co-educational full primary school. Our student role reflects the unique social, cultural and economic heart of our community – Mount Victoria, Wellington, along with intake from surrounding inner city suburbs. Our school is in an area with a decile rating of 10. CQS serves a diverse, well-educated community where many families own their own homes or have secure tenure. Our community is interested in our school and has high expectations of the school's performance.

CQS has benefitted from a long history of engaged parents, an effective board and strong, stable leadership. We continue our unrelenting focus on enabling achievement of equity and excellence, with well-considered processes and practices that support our vision 'to develop creative thinkers who overcome challenges and thrive in a diverse world'.

We are extremely fortunate to have Liz Patara as our principal. Under her guidance Te reo Māori me ngā Tikanga Māori is well integrated in the curriculum. As a result, our Māori students are actively engaged in their learning and well supported to succeed as Māori, along with enriching and informing wider learning outcomes.

Our current school community echoes our rich, multicultural history, which is reflected in the cultural diversity of our students and families. 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 Vision – Moemoeā

- ☑ *We develop creative thinkers who overcome challenges and thrive in a diverse world.*
- ☑ *Ka whakawhanakehia e mātou ngā kaiwhakaaro auaha e puta ai i ngā wero me te tipu i roto i tēnei ao hurihuri.*

### Our Values - Ngā Uara

- ☑ Mana Tangata - We value ourselves
- ☑ Whanaungatanga - We value our community
- ☑ Manaakitanga - We value other people
- ☑ Māramatanga - We value active learning

### Our Strategic Priorities for 2024-25

1. Thriving Students: Thriving students are at the centre of all we do, we take a holistic approach to learners needs and pursue excellence
2. Operational Excellence: Teaching and learning are fully enabled through strong, capable leadership, strong finances and enhanced property
3. Building Strong Community: We strive for strong communication and relations between schools, whānau and communities.
4. Honoring Te Tiriti o Waitangi: We honour Te Tiriti o Waitangi, we are committed to the achievements of our Māori students and to strengthening our Tikanga and Māori
5. Living our Values: We live our school values, they are reflected in our self-belief, our care of each other and our community, and our passion for learning

### Our Focus Areas for 2024

Outline/summary of the objectives of the five key focus areas for 2024 (see below)

**Section 2: Our Strategic Priorities – Long-term (3-5 year) strategic planning section**

**National Education Learning Priorities (NELP)**

The NELP were established in 2020. Boards of schools must have regard to the NELP when developing their charter and strategic plans. The NELP replaces the NEP and NAP which previously guided school governance and management

**NELP Priority 1:** Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying

**NELP Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

**NELP Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

**NELP Priority 4:** Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy

**NELP Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

**NELP Priority 6:** Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce

**NELP Priority 7:** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge, and pathways to succeed in workplaces

**CQS Strategic Priorities**

CQS Strategic Priorities 2023-2026				
1: Thriving Students	2: Operational Excellence	3: Community Engagement	4: Honouring Te Tiriti o Waitangi	5: Living Our Values
Thriving students are at the centre of all we do, we take a holistic approach to learners needs and pursue excellence	Teaching and learning are fully enabled through strong, capable leadership, strong finances and enhanced property	We strive for strong communication and relations between schools, whānau and communities.	We honour Te Tiriti o Waitangi, we are committed to the achievements of our Māori students and to strengthening our Tikanga and Te Reo	We live our school values, they are reflected in our self-bellef, our care of each other and our community, and our passion for learning
NELP: 2, 3, 4, 6	NELP: 1, 6	NELP 2, 3	NELP: 3, 5, 6	NELP: 1, 3, 6

### Section 3: Our Annual Plan – Key Focus Areas for 2024

Our Annual Plan 2024 establishes our board's aims, directions, objectives, priorities, and targets relating to intended student outcomes, our school's performance and use of resources. This includes planning and programmes for curriculum, assessment, staff professional development and an on-going programme of internal evaluation.

The Annual Plan section includes detail on how the strategic plan will be put into operation for the coming school year with clearly defined timeframes in which you expect to achieve actions/activities;

Objective Description	Annual Targets 2024	Intended Actions	Responsibility	Timeframe & Resources	Monitoring	Reference	Values Alignment to core school values	Ministry of Education NELP alignment
<i>Specific objectives to improve student progress and achievement which align closely with the strategic aims;</i>	<i>Challenging but achievable targets based on analysis of data</i>	<i>Appropriate planned actions to meet these targets</i>	<i>Details on who is responsible for the planned actions</i>	<i>When the work will be completed and outline costs involved (where appropriate)</i>	<i>Relevant monitoring framework</i>	<i>Link to full report, strategy or more detail</i>		

	1: Thriving Students	2: Operational Excellence	3: Community Engagement	4: Honouring Te Tiriti o Waitangi	5: Living Our Values
<b>CQS Strategic Priorities 2024</b>	Thriving students are at the centre of all we do, we take a holistic approach to learners needs and pursue excellence	Teaching and learning are fully enabled through strong, capable leadership, strong finances and enhanced property	We strive for strong communication and relations between schools, whānau and communities.	We honour Te Tiriti o Waitangi, we are committed to the achievements of our Māori students and to strengthening our Tikanga and Te Reo	We live our school values, they are reflected In our self-belief, our care of each other and our community, and our passion for learning

**KEY FOCUS 1 - Thriving Students: Place students at the centre and apply a holistic approach to ākongā needs**

Objective Description	Annual Targets 2024	Intended Actions	Responsibility	Timeframe & Resources	Monitoring	Reference	Values	NELP
1a Strong, confident learners	Performance targets PAT data (Yr 3 Maths, Yr 4-8 Maths, Reading Comprehension, Science) Wellbeing@School NZCER Science Thinking With Evidence CQS Expectations CQS Goals	<ol style="list-style-type: none"> <li>Wide range of learning experiences are available to students, and this is communicated to whānau who are aware of what tamariki are learning at school, including learning opportunities outside the classroom.</li> <li>Class descriptions record relevant student achievement information and regular assessment, and examples contribute to a learning picture.</li> <li>Individual Education Plans are developed and revisited on a regular basis for students that are working with RTLB. Students achieving below or beyond cohort expectations experience support/extension through class and group as appropriate and are recorded through our Support and Extension register.</li> <li>Monitor students so we understand learning needs and create next learning steps. By collating and analysing data, we use this data to implement changes to programmes.</li> <li>Encourage students to recognise and prioritise their own mental and physical health (Hauora)</li> </ol>	Staff & Management	End of Term  Yearly Review by SMM for Target Learning Areas  Monitoring throughout year	Assessment Planning Curriculum Planning  Assessment Guideline Booklet		We value active learning	2,3,4,7
1b Well resourced & supported teachers		<ol style="list-style-type: none"> <li>Teachers plan confidently and work collaboratively using their strengths and local experts can be used to enhance the learning and the opportunities at CQS</li> <li>Groupings of students are provided with the available and targeted school resources and these resources are planned and managed effectively.</li> <li>Progressions in curriculum areas and examples of quality work, and clear procedures are used for evaluation and assessment to understand student achievement of students' learning experiences.</li> <li>Individualised Te Ao Maori personal development objectives to progress Te Ao Maori learning outcomes</li> </ol>	Staff & Management	Teacher's Planning Long Term and Weekly Observations by SM	Self-Review Appraisal Planning Staff Professional Development Te Tiriti obligations		We value active learning	
1c Digital Literacy		<ol style="list-style-type: none"> <li>Using critical literacy in the digital space to understand digital citizenship and its community.</li> <li>Using Apps and Tools (E.g. Google Apps for Education) enables students to become more resourceful and reflective as learners.</li> </ol>	Staff & Management		Long and Short Term Planning		We value active learning	

1d	Inclusive & holistic education	<p>12. CQS is welcoming and provides a great inclusive education for disabled people. We have trained teachers and educators who support and believe in progress and achievement of all students.</p> <p>13. Our school is an accessible, high-quality learning environment that provides opportunity for all learners to reach their potential.</p> <p>14. Audit of learning support provision for existing and new students</p> <p>15. Accessibility plan for disabled learners</p>	Board, Management and MoE				
1d	Enriching extra curricular activities :	<p>12. Use teacher strengths to provide expertise with the learning environment, as well as engage experts - specialist kalako and whānau.</p> <p>13. Promote additional opportunities such as, sporting, cultural and leadership opportunities.</p>	All		School-Wide Yearly Planning Opportunities listed at the start of year	We value active learning	

**KEY FOCUS 2: Operational Excellence:** Teaching and learning are fully enabled through strong, capable leadership that enhances our school's social, economic, and environmental wellbeing now, and into the future.

Objective Description	Annual Targets 2024	Intended Actions	Responsibility	Timeframe & Resources	Monitoring	Reference	Values	NELP
2a Finance plan - sustainable financial planning to meet short-medium term financial stability	Sustainable budget and long term plan	<ol style="list-style-type: none"> <li>1. Clear, regular and consistent financial reporting</li> <li>2. Optimise Income and expenditure</li> <li>3. Identify risks, provide mitigations/treatments and manage contingency funds appropriately</li> <li>4. Proactively manage financial impact of roll fluctuations</li> </ol>	Board Management Finance Sub-Com		Audit	<a href="#">CQS Annual Budget (2023)</a> <a href="#">CQS Financial Plan</a> <a href="#">Audited Annual Accounts 2022</a>		
2b Property - Continue modernisation and remediation of property and grounds to reflect our diverse community, modern & innovative learning environment	<p>Continue work with MoE property team and CQS property advisors and managers for property related needs, future funding prioritisation and provision.</p> <p>Continue school led internal QLE review and Outdoor master plan projects</p>	<ol style="list-style-type: none"> <li>5. <a href="#">MoE led Remediation Programme</a>: External remediation works: 2023-24 Karaka and Hall recladding</li> <li>6. <a href="#">MoE led SYP and 10YP projects</a>: Pohutukawa reroofing, other minor projects noted in SYP</li> <li>7. <a href="#">School Led QLE review</a>: Conduct internal review of quality learning environment (QLE) including ongoing monitoring of ventilation, lighting, temperature and acoustics. Audit of accessibility of school buildings, facilities and campus. Purpose is to seek MoE funding for remediation of issues as identified, and improve/optimize internal learning environments.</li> <li>8. <a href="#">School Led Outdoor Masterplan Projects</a>: School Hall Move &amp; Improve Project, Multi-sport turf project, Wharenui modifications to school hall project</li> </ol>	Board Property Sub-Com Property working groups	<ol style="list-style-type: none"> <li>5. T1-3 2024</li> <li>6. 2024 - ongoing</li> <li>7. T2-3 2024</li> <li>8. T1-4 2024</li> </ol>	MoE Property Advisory Team SYP and 10YP Regular progress reports to Board via Property Sub-Comm and Working Groups	<a href="#">SYPP 10YPP</a> <a href="#">School Evaluation of Physical Environment (SEPE)</a> <a href="#">CQS Masterplan</a> <a href="#">CQS Property Plan</a>	<p>Mana Tangata - We value ourselves</p> <p>Whanaungatanga - We value our community</p>	1, 2
2c Strategic planning	Updated Strategy that provides ongoing school priorities and reflects new MoE requirements	<ol style="list-style-type: none"> <li>9. Provide a clear strategy for 2024-2026 to guide board and management direction and prioritisation, clearly linked to our values</li> <li>10. Progress 2025 annual implementation plan to align 3 year strategic plan, providing appropriate targets, actions and measures - develop in consultation with school community</li> </ol>	Board Community Sub-Com	<ol style="list-style-type: none"> <li>9. T1 2024</li> <li>10. T4 2024</li> </ol>				
2d Personnel	Attract, retain and develop high calibre staff to promote best learning outcomes for students, teachers and whanau.	<ol style="list-style-type: none"> <li>11. Attract and Retain Fantastic Staff</li> <li>12. Optimise teacher to student ratios, regular reporting and tracking to board to address opportunities for improvement</li> <li>13. Develop and maintain strong teaching and learning programmes</li> <li>14. Provide access to great teaching resources</li> </ol>	Board Personnel Sub-Com	11. T1-4 and ongoing				

2e	Technology	Ensure technology resources are well supported and enable digital literacy goals	15. Ensure school and BYOD policy is fit for purpose 16. Ensure school and BYOD devices are fit for purpose 17. Ensure school and BYOD devices are supportable 18. Ensure optimal device-to-student ratio per classroom	Board Dep Principal	15-18 - Annual tech audit report, term end considerations			
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**KEY FOCUS 3: Community Engagement: Support better and ongoing communication and relations between schools, whānau and communities.**

Objective Description	Targets	Actions	Responsibility	Timeframe & Resources	Monitoring	Reference	Values	NELP
3a School – Student – Whānau Communication	CQS whānau and community build effective partnerships through interaction, invitation and effective communication	<ol style="list-style-type: none"> <li>1. Enable whānau to be able to access information about the child's progress in learning, and the school's progress.</li> <li>2. Teachers and staff are communicative and open to informing and promoting whānau discussion around children's learning, including using Apps and Tools to share student work with whānau</li> <li>3. Ensure processes for communication for whānau for children with different learning needs, for new families, for new immigrant families and for whom English is a second language.</li> <li>4. Blended learning, using digital devices and multiple literacies, increases tamariki and kaiako access to resources and opportunities and enables sharing with whānau</li> </ol>	Staff & Management		Annual community surveys and feedback		We value our community	
3b Whānau engagement Our parents and whānau group have many strengths and can add strength to our learning landscape to enhance our whanaungatanga.	Whanau engagement returns to pre pandemic levels, and reflects the diversity of our learning community	<ol style="list-style-type: none"> <li>5. Map of communications kept updated to reflect existing ways that the staff, management, board and WAF promote and stimulate whānau engagement with the school</li> <li>6. Refreshed website the provides clearer navigation for whanau, reflects the diversity of our community and highlights regular programme of whanau centred activities</li> <li>7. Up to date calendar to highlight upcoming events</li> <li>8. Provide scope and opportunities for contribution and participation in school activities and outcomes.</li> </ol>	Management & Board		Annual report to the Board on ways the school has engaged with our local community		We value our community We value other people	
3c Provide exciting and engagement community events & experiences	CQS connects with our natural environment, with iwi and mana whenua, and with the vibrant city around us	<ol style="list-style-type: none"> <li>9. Enrich learning opportunities that promote a culture of responsibility for our community, our environment and our global future.</li> <li>10. Utilise opportunities to engage with Wellington/capital city attractions and programmes as a resource to support and enhance our learning.</li> <li>11. Build a stronger connection to our immediate physical environment - Matairangi (Mt Victoria) and Te Whanganui-a-Tara (Wellington Harbour)</li> </ol>	Staff & WAF		Regular programme of events for curriculum extension		We value active learning	
3e Clear, constant and consistently good communication	Improved digital, newsletter and in person engagement with new and existing school whanau	<ol style="list-style-type: none"> <li>12. Website and digital channel refresh</li> <li>13. New parent handbook development</li> <li>14. Local preschool outreach programme</li> <li>15. Opportunities for school newsletter</li> </ol>						

**KEY FOCUS 4: Te Tiriti o Waitangi:** We acknowledge Te Tiriti o Waitangi, enable our Māori students to succeed as Māori, and reinforce our commitment to strengthening Tikanga & Te Reo Māori for all students to develop their identity and awareness as New Zealand citizens.

	Objective Description	Targets	Actions	Responsibility	Timeframe & Resources	Monitoring	Reference	Values	NELP
4a	Provide a culturally safe space for Māori students to succeed	Achievement	1. Detail specific areas where this can happen/improve, tikanga acknowledged and integrated			Student & Whānau survey, academic perf			
4b	Mauri Ora	All learners have confidence and participation in Te Ao Māori	2. Tikanga & Te Reo Māori is strengthened for all our students through a robust kapa haka and te reo curriculum 3. Embedded in planning.			Student survey			
4c	Build our relationship with mana whenua -	Build a meaningful, long term relationship with mana whenua	4. Take intentional steps to engage with and learn from mana whenua - from board, management, staff and students perspective 5. Engage mana whenua to support the redevelopment of our school hall as a whareniui, suitable for a range of community events - including consideration of mana whenua needs.	Board, Management, Staff	Ongoing	Board and Management review per term	see community engagement plan		
4d	National & Local History Curriculum	Delivery & Uptake	6. Knowledge of NZ History as it relates to Te Tiriti e.g. <a href="https://wharewakaours.maori.nz/cultural-education/">https://wharewakaours.maori.nz/cultural-education/</a>			Curriculum delivery			
4e	CQS Ako graduate as responsible and engaged citizens of Aotearoa/NZ	Final year students are familiar with Tikanga and Te Reo practices that enable them to comfortably participate in Te Ao Māori and NZ Society	7. Set up an Ako programme for years 7-8 to monitor understanding, knowledge and proficiency in te reo, te ao and tikanga Maori 8. Senior students participate in Noho Marae visit, organise a pūwhiri - Tikanga	Management, Staff					

**KEY FOCUS 5: Living our values:** We live our school values every day, they are reflected in our self-belief, our care of each other and our community and our passion for learning

	Objective Description	Targets	Actions	Responsibility	Timeframe & Resources	Monitoring	Reference	Values	NELP
5a	Mana Tangata – We value ourselves	Cultural activities	<ul style="list-style-type: none"> <li>• <i>Mana Tangata programme – self-understanding, esteem and respect.</i> <i>e.g. Navigating The Journey Health Programme</i></li> <li>• Resilience and Mental Wellbeing</li> <li>• Health &amp; wellbeing programme</li> </ul>			Student & whānau survey			
5b	Whanaungatanga – We value our community	Participation and Confidence	<ul style="list-style-type: none"> <li>• Assembly participation</li> <li>• Family engagement with learning and community events</li> <li>• WAF community events</li> <li>• Peer mentors/Buddy Classes</li> </ul>			Student & whānau survey			
5c	Manaakitanga – We value other people	Increased respect of each other	<ul style="list-style-type: none"> <li>• We value other people – respecting others, anti-bullying, behaviour management</li> <li>• LB4F Behaviour management</li> <li>• Respecting others</li> </ul>			Teacher & student survey			
5d	Māramatanga – We value active learning	Focused learning environments that are adaptive for different styles of learning and ability	<ul style="list-style-type: none"> <li>• Supporting each other (tuakana-teina) buddy system</li> <li>• Range of different learning opportunities/chances to be successful</li> <li>• Acknowledgement of success</li> <li>• Year 8 Leadership / Empowering children as leaders</li> </ul>			Teacher & student survey			

Appendices:

- All annual or long-term plans that our board is required to have or has prepared for its own purposes or contain a summary of each plan or a reference/link to it.
- Plans may include curriculum planning, assessment planning, self-review, appraisal planning, staff professional development planning, property planning and financial planning.

**Management**

- Curriculum Planning
- Assessment Planning
- Self-Review
- Appraisal Planning
- Staff Professional Development

**Board**

- Property Planning
- Financial Planning
- Community Engagement Plan

**Engagement/Whānau & Friends**

- Community Engagement
- WAF planning
- Grants & Fundraising activity
- EOTC / Enrichment activities

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**Appendix 1: Annual CQS Student Achievement Targets for 2023 Appendix 2: Evaluation of Annual Targets & Variance reporting from 2021/2**

- Refers to the statement in which your school provides an analysis of any variance between your school's performance and the relevant aims, objectives, directions, priorities, or targets set out in your school charter. <https://www.education.govt.nz/school/schools-planning-and-reporting/statement-of-variance-overview/>
- Quantifies where are how our efforts are supporting and directing our targets for 2024

**Appendix 2: Community Engagement Plan**

- Proposed plan for communications and community engagement and events (includes school led and WAF led events)

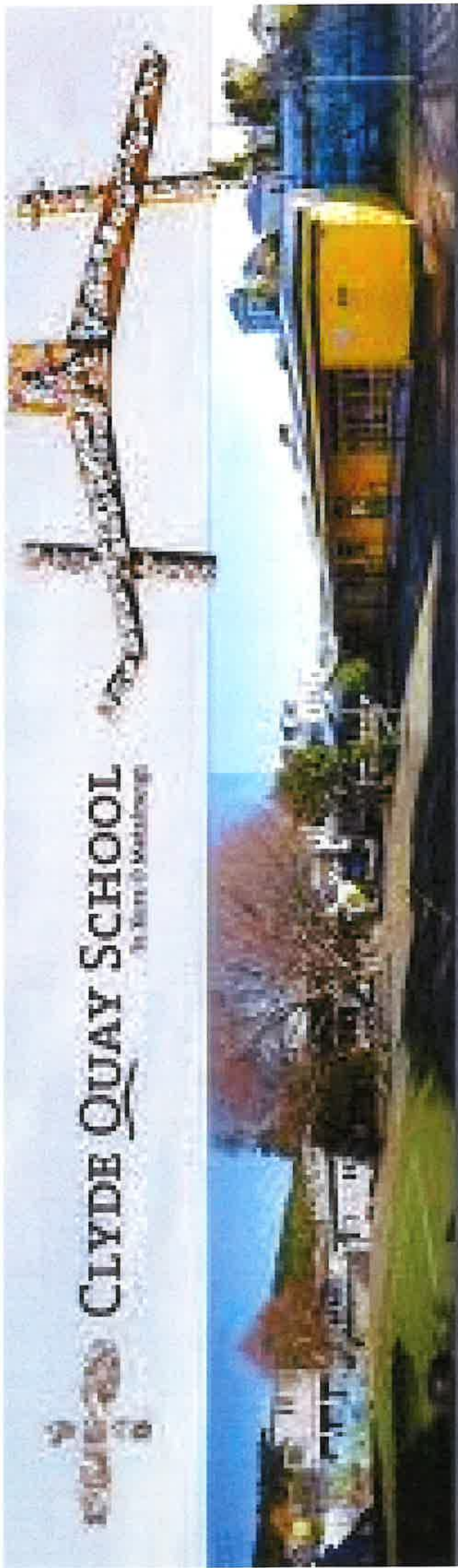
**Appendix 3: Property Plans**

- 10YPP overview, SYPP and CQS Playground Masterplan and 2024 project overview

**Appendix 4: Financial Plan**

- Planned budget for 2023, Annual Audited Accounts

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# Strategy Development – Community Survey Results 2023

Community Engagement Subcommittee  
Board Presentation FEB 2024

# Overview of survey

- Series of 20 questions divided into five groupings that aligned to the drafted strategic focus areas for the 2024-26 period
- Statements and scaled responses enabled respondents to indicate the extent to which they agree or disagree with a given statement
- They were also given the opportunity to comment further on each topic

CQS Strategic Priorities 2024-2026				
Thriving Students	Operational Excellence	Te Tiriti of Waitangi	Our character & values	Communication & Engagement
Place students at the centre and apply a holistic approach to ākonga needs	Enable excellent teaching and learning through strong, capable leadership. Enhance our school's social, economic & environmental wellbeing for decades to come.	Demonstrate our commitment to Te Tiriti o Waitangi through our knowledge of te ao Māori, and the achievement of Māori students	Reflect the local character of whānau and the community, no 'one-size-fits-all' approach	Strengthen communication and relationships with our whānau, community and mana whenua
 Q1-6	 Q7-10	 Q11-12	 Q13-16	 Q17-21

## — Response

- 70 whānau completed the survey. To support open feedback, we did not ask respondents to select age or gender but did offer the option to indicate their ethnic identifier (Q21).
- The survey opened two weeks before the end of term, and the majority of participants responding before the end of term.
- This represents roughly 45% of our total school community (165 whanau).



# — Survey structure

- Areas of concern, potential development based on community feedback
- We utilised the drafted strategic priorities (below) and developed 20 statements to measure current views and community feedback on areas of importance to them in the years ahead.

CQS Strategic Priorities 2024-25				
1: Thriving Students	2: Operational Excellence	3: Community Engagement	4: Honouring Te Tiriti o Waitangi	5: Living Our Values
Thriving students are at the centre of all we do, we take a holistic approach to learners needs and pursue excellence	Teaching and learning are fully enabled through strong, capable leadership, strong finances and enhanced property	We strive for strong communication and relations between schools, whānau and communities.	We honour Te Tiriti o Waitangi, we are committed to the achievements of our Māori students and to strengthening our Tikanga and Te Reo	We live our school values, they are reflected in our self-belief, our care of each other and our community, and our passion for learning

# — 1. Thriving Students

Mixed impressions. Many positive, but area with largest room for improvement in eyes of some whanau.

- Highly positive on social and emotional skills
- Relatively negative on sports and recreational options
- Mixed on the academic learning, somewhat dependent on how individual child progress, with reading support a key area receiving feedback (both positive and negative)
- Maths was mentioned often where extension was needed
- Improved and more frequent access to their child's academic progress requested often

# 1. Thriving Students

- *“Our youngest son was identified with reading issues and CQS went above and beyond to ensure his reading flourished”*
- *“the support my child receives within the constraints of my understanding of MoE funding is fantastic, but their reading and writing skills are significantly below par”*
- *“Sadly I don't think the school has the funding to provide adequate resources for this. Consequently, I think the “children in the middle” get very little attention.”*
- *“School reporting these days is very vague and generalistic.”*
- *“I think there's not enough play based learning, especially in the junior school. Too heavy a focus on academic stuff can be a bit dry and boring.”*
- *“lack of structured homework”*

# — Reflections for Strategy

- ? Is homework style a Board decision?
- ? Is a sports & activities coordinator role somewhere an option?
- ? Reporting review? Reflecting comments on desire to see more of curriculum and student achievement, as well as new MoE intent/requirements.
- ? Are we meeting expectations for students needing extension?
- ? Do we need to better incorporate these two priorities?

## Reference:

**NELP Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

**NELP Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

**Q1**

Thriving Students: My child is developing a excellent base of academic knowledge at CQS

Answered: 70 Skipped: 0

3.9★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	1.43% 1	4.29% 3	20.00% 14	50.00% 35	24.29% 17	70	3.91

[Comments \(18\)](#)

**Q2**

Thriving Students - My child is developing good social and emotional skills at CQS

Answered: 70 Skipped: 0

4.3★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	0.00% 0	5.71% 4	57.14% 40	37.14% 26	70	4.31

[Comments \(14\)](#)

**Q3** Thriving Students - CQS teaching meets the learning needs of my child(ren)

Answered: 70 Skipped: 0

3.9★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	0.00%	7.14%	20.00%	50.00%	22.86%	70	3.89

[Comments \(19\)](#)

**Q4** Thriving Students: CQS caters well to diverse learning needs of students

Answered: 68 Skipped: 2

3.7★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	1.47% 1	2.94% 2	36.76% 25	38.24% 26	20.59% 14	68	3.74

[Comments \(17\)](#)



**Q5**

Thriving Students - I have easy access to reports on my child/ren's learning progress. The reports are high quality, relevant and easy to understand.

Answered: 67 Skipped: 3

3.7★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	1.49% 1	11.94% 8	25.37% 17	40.30% 27	20.90% 14	67	3.67

[Comments \(27\)](#)

**Q6**

Thriving Students - There is plenty of choice for sports, recreation and physical activity at CQS

Answered: 69 Skipped: 1

3.3★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	2.90% 2	23.19% 16	26.09% 18	36.23% 25	11.59% 8	69	3.30

[Comments \(25\)](#)

## — 2. Operational Excellence

Limited visibility of Board.

Largely pleased with staff leadership they see.

Level of desire for more facilities and resources.

- *“I interact infrequently with school but do see leadership at assemblies”*
- *“Fantastic leadership. Represented at every assembly. It is heartwarming to attend assembly. The school culture is fantastic.”*
- *“Things could be fancier but I think staff work really hard to create interesting environments that reflect current inquiry and student activity.”*
- *“I find the constant fund raising in addition to the initial annual donation, excessive”*
- *“there seems to be a scarcity of resources and classroom furniture is tired.”*
- *“We all know the playground isn't great! But also know there are people working hard on this.”*

# — Reflections for strategy

- ? Is funding just a forever issue?
- ? Comms on playground plans?
- ? Limited knowledge (but also relatively limited interest) in the board's role and finances specifically - unless something goes wrong (e.g. camp or turning students away).
- ? Is there value in additional comms?

**Q7**

Operational Excellence - Leadership in the school is visible and they are doing a good job

Answered: 68 Skipped: 2

4.0★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	1.47% 1	4.41% 3	14.71% 10	50.00% 34	29.41% 20	68	4.01

[Comments \(12\)](#)

**Q8**

Operational Excellence - CQS maintains a strong financial position, and resources are appropriately allocated

Answered: 66 Skipped: 4

3.4★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	9.09% 6	56.06% 37	25.76% 17	9.09% 6	66	3.35

[Comments \(23\)](#)

**Q9** Operational Excellence - Classrooms and learning environments are well maintained and resourced

Answered: 67 Skipped: 3

3.7   
average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	8.96% 6	23.88% 16	52.24% 35	14.93% 10	67	3.73

[Comments \(16\)](#)

**Q10** Operational Excellence - Recreational facilities and playgrounds are well maintained and resourced

Answered: 67 Skipped: 3

3.2★  
average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	4.48% 3	22.39% 15	28.36% 19	35.82% 24	8.96% 6	67	3.22

[Comments \(21\)](#)



## — 4. Te Tiriti of Waitangi

Predominantly positive, particularly around the opportunity to learn te reo and the new curriculum. Some ambivalence (and potentially even parents not seeing or understanding value of).

- *“The emphasis on te reo and tikanga is amazing, and I can already see that this will be a strong focus in the new history curriculum. The treaty inquiry in Karaka last year was fantastic!”*
- *“100% agree, it’s the biggest crisis our country has faced in recent history the current govt discourse regarding te tiriti. Keep doing what you do CQS!!!”*
- *“they do but think there needs to be more emphasis on understanding what the te reo words used by children mean rather than just being able to say them.”*

**Q11** Honouring Te Tiriti o Waitangi - CQS upholds and honours Te Tiriti o Waitangi

Answered: 68 Skipped: 2

4.2   
average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	1.47% 1	11.76% 8	50.00% 34	36.76% 25	68	4.22

[Comments \(11\)](#)

**Q12**

Honouring Te Tiriti o Waitangi - my child(ren) has good opportunity to engage in learning te ao Māori, te reo me ngā tikanga (Māori world view, language, protocols and culture)

Answered: 67 Skipped: 3

4.2★

average rating



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
★	0.00%	1.49%	19.40%	35.82%	43.28%	67	4.21

[Comments \(13\)](#)

# — 5. Living Our Values

Strongly positive. Keep up the good work!

- *“I love the focus on the school values and the way they are recognised when the kids demonstrate them”*
- *“CQS works really hard to foster a sense of community”*
- *“This always astounds me. This one value can create so much positive attitude in a child. I am forever thankful for this being emphasised and embodied by the teachers and leaders at Clyde Quay.”*

**Q13**

Living our Values - My child(ren) is learning self awareness, confidence and well being at CQS (Mana Tangata - We Value Ourselves)

Answered: 70 Skipped: 0

4.4★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	1.43% 1	0.00% 0	4.29% 3	50.00% 35	44.29% 31	70	4.36

[Comments \(7\)](#)

**Q14** Living our Values - My child(ren) is encouraged to care about & respect others (Manaakitanga - we value other people)

Answered: 69 Skipped: 1

4.4★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	0.00% 0	5.80% 4	49.28% 34	44.93% 31	69	4.39

[Comments \(6\)](#)

**Q15**

Living our Values - my child(ren) is developing a growth mindset, and is motivated to learn (Māramatanga - We value active learning)

Answered: 68 Skipped: 2

4.3★

average rating



4.3

weighted average



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00%	1.47%	2.94%	64.71%	30.88%	68	4.25

[Comments \(6\)](#)

**Q16** Living our Values - my child(ren) feels safe and welcome at CQS and enjoys contributing to our school (Whanaungatanga - We value our community)

Answered: 68 Skipped: 2

4.5★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00%	0.00%	2.94%	45.59%	51.47%	68	4.49

[Comments \(8\)](#)



# — 5. Communication & Engagement

Very positive about teachers and feeling welcomed at school events.

Lack of visibility or connection to Board, and for some volunteering or community aspects.

- *Love the weekly newsletters and start of term letters from each class*
- *Teachers are always extremely friendly and welcoming*
- *There should be more communication from the Board to parents. I don't see a lot of evidence of community engagement, but that is not to say that it is not taking place.*

**Q17** Community Engagement - There is a good relationship between CQS staff, management & board, and the school community

Answered: 66 Skipped: 4

3.9★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00%	3.03%	31.82%	42.42%	22.73%	66	3.85

Comments (13)

**Q18** Community Engagement - School communications are regular, informative and convenient, I feel well informed

Answered: 69 Skipped: 1

4.2★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00%	1.45%	11.59%	52.17%	34.78%	69	4.20
	0	1	8	36	24		

[Comments \(12\)](#)

**Q19** Community Engagement - I am aware of opportunities to contribute my skills and time to school events, projects and fundraisers

Answered: 68 Skipped: 2

4.0★  
average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	4.41% 3	17.65% 12	51.47% 35	26.47% 18	68	4.00

[Comments \(12\)](#)

**Q20** Community Engagement - our family feels welcome and part of the school community

Answered: 68 Skipped: 2

4.2★

average rating



	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	2.94% 2	10.29% 7	47.06% 32	39.71% 27	68	4.24

[Comments \(7\)](#)

## Q21 - Ethnicity

The most skipped question -- with just under 50 people responding.

NZ European / Pākehā	European Pākehā
English / kiwi	Vietnamese
European	NZ kiwi
Pākehā	Pākehā/Tangata Titiri
American	Pakeha
Asian-Indian	NZ Euro
NZ	Pākehā
Other European	New Zealand European -
Pakeha	Croatian and Scottish heritage
NZ European / British	Asian
Ashkenazi Jewish	Pakeha/NZ Māori
British	Chinese
NZ European	NZ- European
Pakeha	Indian
Chinese	Pākehā
NZ European	Nz

Is great that a good cross section of our community responded, so our feedback is a good representation of different groups in our community.

# Board Strategy

# Communications



## Correspondence for Board of Trustees' Meeting 12 February 2024

### INWARDS

Date/Date Rec'd	Received From	Media Type	Subject	Action
12 Dec 23	Ministry of Education	Magazine	Education Gazette	For Board FYI
12 Dec 23	S & T Wellington	Xmas Card	Christmas Card	
5 Feb 24	Ministry of Education	Magazine	Education Gazetta	For Board FYI
12 Feb 24	Nick Dravitzki	Email	Resignation from Board	For Board

### OUTWARDS

Date	To		Subject	Sent by



Debra Weston &lt;office@clydequay.school.nz&gt;

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**Fwd: Resignation**

1 message

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**Michelle Little** <michelle@clydequay.school.nz>  
To: Debra Weston <office@clydequay.school.nz>

Mon, Feb 12, 2024 at 12:15 PM

Hi Debra,

Are we able to include the below email in board communication for this board meeting? I will need to table Nick's resignation.

Many thanks,  
Michelle

----- Forwarded message -----

From: **Nick Dravitzki** <nick@clydequay.school.nz>  
Date: Mon, Feb 12, 2024 at 12:05 PM  
Subject: Resignation  
To: Michelle Little <Michelle@clydequay.school.nz>

Hi Michelle

Please accept this email as formal notice of my resignation from the CQS board.

It has been a pleasure to be part of such a dynamic and impressive group of board members - the school is in very safe governance hands.

As discussed I am very happy to help with any transition required and intend to be fully involved in getting the 2024 budget finalised and approved.

Kind regards

Nick

Sent from my iPad

# Tukutuku



# Kōrero

EDUCATION GAZETTE

## Exploring te taiao

Ākonga investigate the natural world,  
and how to care for it

Citizen scientists  
monitor our ocean  
health

Ākonga slide into  
design mode to  
celebrate local fun

Biodiversity  
metamorphosises  
learning

enjoy your  
breaks Tim & Y

*Meri Kirihimete*

**FROM S&T WELLINGTON**

*Happy holidays*  
Del

*Richard*

*Cos*