



Listening and Acting: Our Response to Your 2025 Survey

Tēnā koutou e te whānau,

Earlier this year, 67 whānau took the time to share their views across 20 questions and five areas of school life. We are grateful for your honesty and the care you bring to our school. This update explains what we heard, and how our **2026 Annual Plan** responds to your feedback.

The survey confirmed a lot of real strength at Clyde Quay School - particularly in the areas of Whanaungatanga (children feeling safe, welcome and connected, our highest score of 4.52), te ao Māori learning, and the social and emotional development of our students. We are proud of these results and will continue to nurture them.

Below we address each area where you told us there was room to grow.

1. Learning, Differentiation and Academic Progress

You told us: Academic knowledge scored 3.86, with feedback asking for more visible differentiation, maths support and extension across year levels, and more transparent reporting on progress.

What we are doing in 2026:

- We are continuing to roll out the Better Start Literacy Approach (BSLA) across all year levels, with a focus on upskilling newer staff and Years 5–8.
- A whole-school maths knowledge programme has been introduced to build fluency and recall across all year levels - including both support and extension.
- Clyde Quay School has opted in to the Government's new SMART Tool - a digital, bilingual assessment tool introduced to measure student progress in reading, writing, and mathematics for Years 3–10. Its purpose is to provide consistent, twice-yearly insights, identifying student strengths and learning gaps to guide teaching and report progress. These are completed in Terms 2 and 4 with reporting usually available after the assessment. For the Term 2 assessment, reporting will have a 6-8 week delay, as the Ministry checks validity and establishes norms from the first batch of assessments. Once we know more about what reporting will look like, we will give more information about how this is best shared.
- PAT assessments in Reading, Maths, and Science continue alongside the SMART Tool, providing additional data with established norms.
- Our target remains that 80% of all students perform at or above their year level in Reading, Writing and Maths.

2. Diverse Learning Needs and Neurodiverse Learners

You told us: Diverse learning needs scored 3.71, with requests for quiet and low-distraction spaces, and clearer communication about how teaching is differentiated.

What we are doing in 2026:

- Our teachers are actively engaged in professional development to deepen their understanding of neurodiverse learners and effective classroom practice.
- As teachers build their knowledge and practice in this area, consideration will be given to classroom adaptations and environmental supports that reflect what the evidence and their experience shows works best for our students.
- We will continue to work with RTLB support and our SENCO to ensure learners with additional needs have individual programmes in place.

3. Playgrounds, Facilities and the School Environment

You told us: Recreational facilities and playgrounds received our lowest score (3.40), with requests for hazard repairs, a drinking fountain in the lower block, and regular communication about the Playground Masterplan. Most feedback included acknowledgement of the disruption that major works had to our grounds last year - acknowledging these as important upgrade works.

What we are doing in 2026:

- The Board and Property Working Group are committed to the continuation of the Clyde Quay School Playground Masterplan. This year's focus is planning out of the lower and upper playground developments, fundraising, and the development of social spaces and rolling landscape upgrades.
- Outstanding property projects from the Five-Year Agreement (5YA), including roofing and school-wide painting, are being completed.
- We will communicate regularly with whānau about progress on property improvements, including the Masterplan timeline.
- The WAF (Whānau and Friends) will continue their incredible work to support fundraising to enhance our learning environment, supported by the Board.

4. Sports, Physical Education and Recreation

You told us: Sports, recreation and physical activity scored 3.47, with requests for a review of the junior PE programme, more proactive communications, and more equitable outdoor space access.

What we are doing in 2026:

- Physical development and fitness are an important part of life at Clyde Quay School and the school curriculum. PE is embedded across the school with a variety of age-appropriate activities throughout the year.
- In 2025, physical activities were restricted by playground development and the hall relocation, students showed incredible adaptability and resilience during this time. In 2026, all students

are enjoying the enhanced recreation environment that those improvements have made possible.

- The school organises cross country, swimming sports, and selected students go on to represent CQS at interschool and inter-regional events.
- Term time afterschool and weekend team sports - including netball, mini-ball/basketball, water polo and futsal are played at various facilities in Kilbirnie. These sports are all coordinated through year group parent networks, with details and registrations published regularly in the weekly newsletter. Football, rugby and cricket at primary school age is played through community clubs.
- We are committed to communicating sports opportunities early, giving all families enough notice to actively participate - watch the newsletter for updates.

5. Communications and Community Engagement

You told us: School communications scored 4.02, with requests for a forward events calendar published each term, a single source of truth across channels, and more consistency in newsletters. Parents are keen to contribute (4.15) and Whanau & Friends (WAF) work received genuine appreciation. The main ask is simply around notice - more lead time so families can plan ahead and show up.

What we are doing in 2026:

- We are reviewing and revitalising our communication channels, including the website, social media and newsletter, based directly on your feedback.
- A forward events calendar is published each term so families can plan ahead.
- We are working towards greater consistency across channels so families can rely on a single, clear source of information.

6. What Is Going Well - And We Will Keep Doing

Your survey confirmed exceptional strength in several areas, all scoring above 4.2:

- Whanaungatanga - children feeling safe, welcome and connected (4.52, our highest result)
- Manaakitanga - children caring for and respecting others (4.41)
- Mana Tangata - children developing self-awareness and confidence (4.39)
- Te Tiriti o Waitangi - upholding Te Tiriti and providing strong te ao Māori learning (4.38)
- Social and emotional skills development (4.35)

These results reflect the character of our school, and we are committed to sustaining them.

Ngā mihi maioha - thank you.

We are committed to acting on what you have shared and to reporting back on our progress. If you have any questions about this update or the 2026 Annual Plan, please don't hesitate to reach out to us.

The CQS Board and Leadership Team

Clyde Quay School - Te Kura O Matairangi