

CLYDE QUAY SCHOOL

Te Kura O Matairangi



Annual Implementation Plan 2026

“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 tipu i tēnei ao hurihuri

CQS Strategic Priorities 2024-26

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1: Thriving Students		2: Operational Excellence		3: Community Engagement	4: Honouring Te Tiriti o Waitangi	5: Living Our Values
Strategic Priority Goals 2024-26	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 for each other and our community, and our passion for learning
NELP ¹ Alignment	NELP: 2, 3, 4, 6	NELP: 1, 6		NELP 2, 3	NELP: 3, 5, 6	NELP: 1, 3, 6
Key themes of feedback from Community Consultation (2023)	<ul style="list-style-type: none"> Positive feedback on reading support, some wanted more support for below-average achievement groups Desire for maths extension opportunities Highly positive feedback on social and emotional skills development Onsite sports and recreational options need improvement Improved understanding and more frequent access to academic progress 	<ul style="list-style-type: none"> Limited visibility of the Board Largely pleased with staff leadership they see. Positive about enthusiastic & hard working staff Desire for more facilities and classroom resources improved Playground redevelopment needs to be communicated 		<ul style="list-style-type: none"> Very positive about teachers and feeling welcomed at school events. Lack of visibility or connection to Board, and for some volunteering or community aspects 	<ul style="list-style-type: none"> Predominantly positive, particularly around the opportunity to learn te reo and the new curriculum. Most parents see commitment here as a strength, something we do really well 	<ul style="list-style-type: none"> Strongly positive, feedback from families was very enthusiastic Continue to ensure our focus on values stays prominent
Summary Annual Plan 2025 Goals	<p>Curriculum / Te Marautanga</p> <p>Implementation of Te Mātaiaho: The New Zealand Curriculum and other Government priorities.</p> <ul style="list-style-type: none"> - Structured Literacy - Structured Maths - 1 hour a day of Maths, Reading & Writing - Attendance goals <p>Raise Ākonga achievement: 80% of all students to achieve at or above their year level in Reading, Writing and Maths</p> <p>Ensure that Clyde Quay School is an inclusive environment that allows all learners to thrive in all areas</p>		<p>Connection / Pāhekoheko</p> <p>Build participation and engagement from our community in school and wider events</p> <p>Develop new and strengthen existing communication channels with our whānau</p> <p>Develop a genuine working relationship with Mana Whenua</p>		<p>Environment / Taiao</p> <p>Clyde Quay School is a place that prioritises the wellbeing of our ākonga</p> <p>Modernisation and remediation of school environment</p> <p>Optimise classroom resources, environment and technology to ensure it is fit for purpose</p>	

Curriculum / Te Marautanga

Strategic Priorities:

Thriving Students: We take a holistic approach to learner's needs and pursue excellence in learning and wellbeing outcome

Operational Excellence: Teaching and learning are fully enabled through strong, capable leadership, strong finances, and enhanced property.

1a) We strive for academic excellence and building strong confident learners

1d) Provide an inclusive education to ensure every child benefits from a quality learning environment

2d) Attract, retain, and develop high-calibre teaching staff to promote the best learning outcomes for students, teachers and whanau.

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Continued development of Literacy and Numeracy programmes to reflect explicit, structured programmes that prioritise learning	<ol style="list-style-type: none"> Continue to support the rollout of the Better Start Literacy Programme, with particular focus on upskilling new staff and the implementation in Years 5-8. Implement a whole school knowledge programme in maths designed to build ākonga maths fluency (recall of maths knowledge) throughout the school. Use achievement data to monitor the programmes and adjust teaching and learning programmes as/if required. 	Staff & SMT	<p>BSLA and Maths No Problem! will be evident in teacher planning, classroom resources and student work.</p> <p>Basic facts programme implemented</p> <p>Assessment data from PAT, SMART and programme assessment will inform success</p>	<p>Term 1-4</p> <p>Te Mātaiaho: The New Zealand Curriculum</p>
Ākonga achievement will see 80% of all students performing at or above their year level in reading, writing and maths.	<ol style="list-style-type: none"> Identify students who require support and put programmes in place to support them, including IEPs for those working with Ministry of Education intervention. Professional development, including moderation, for teachers in new assessment practices and benchmarks of the new Curriculum. E.g. SMART tool, Year 2 maths test. Ensure curriculum timing (1 hour a day including integration) and progress indicators are being covered in reading, writing and maths. 	<p>Staff & SMT</p> <p>SENCO / ELL Coordinator</p>	<p>PAT test data in Maths, Reading and Science</p> <p>Professional Development completed and assessments completed</p> <p>Planning reflects 1 hour a day for each subject</p>	Term 1-4
Ensure that Clyde Quay School is an inclusive environment that allows all learners to thrive in all areas	<ol style="list-style-type: none"> Monitor attendance data according to our Attendance Management Plan and ensure that we are working with and supporting whānau to remove any barriers to ensure their children are attending school. Develop staff knowledge and understanding of different neurodivergent learners including effective classroom practice to support their wellbeing and learning. Support English Language Learners with teaching strategies to support understanding of learning in the classroom. 	Staff, SMT & MoE	<p>STAR Attendance data above 80% for each term</p> <p>Staff Meetings completed re: neurodiversity and ELL learning</p> <p>Strategies evident through classroom observations</p>	<p>Term 1-4</p> <p>Funding for Support Staff</p>

Thriving Students: NELP 2, 3, 4, 6

Operational Excellence: NELP 1, 6

Connection / Pāhekoheko

Strategic Priorities:

Community Engagement: We strive for strong communication and relations between schools, whānau and communities.

Honouring 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 Te Reo

3a) Provide excellent communication channels and two-way communication between school and home

3c) Provide inviting and enjoyable events that build connection and community

4c) Build a meaningful, long-term relationship with mana whenua

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Host events and activities that bring ākongā and whānau to our school.	<ol style="list-style-type: none"> Provide a range of inviting and enjoyable events with the aim of strengthening relationships between members of our community and connect families and the school. These will be held both in and outside of school hours. Offer a range of extra curricula activities from across the wider curriculum for children to be involved in. E.g., sports and opportunities in the arts. Communicate opportunities effectively and in a timely manner so that whānau are getting the correct information with enough time to actively participate if needed. 	Staff & Board	<p>Host at least 1 school-based event for our community each term</p> <p>Sports and arts opportunities available for children to participate in each term</p> <p>Events communicated to parents and on school calendar</p>	Term 1-4 – particular focus in term 3-4
Communication	<ol style="list-style-type: none"> Develop our school website to be more comprehensive and up to date with information that parents need in areas such as reporting and property projects. School reporting and assessment system is well communicated to give parents a deep understanding of their child’s progress. Review current communication procedures and revitalise or streamline as necessary based on community feedback. 	Lead by SMT, Community Sub Committee	<p>Changes made to website based on feedback from survey</p> <p>Reporting process made clear through communication in newsletter and website</p> <p>Community Survey results</p>	Term 1-4
Te Ao Māori	<ol style="list-style-type: none"> Work with Te Reo lead teacher to create a progression document for Te Reo Māori teaching throughout the school. Continue to upskill teachers understanding of Te Ao Māori including tikanga, Karakia (including meaning) and te reo necessary for their teaching programme. Continue working with Mana Whenua (Te Atiawa) to create a deeper understanding of and connection to our area. 	Principal Te Reo Lead	<p>Progression document created and in action school wide</p> <p>Te Reo focused staff meetings</p> <p>Pokau Te Ahuru research delivered</p>	Term 1-4 – particular focus In term 3-4

Community Engagement: NELP 2, 3

Honouring Te Tiriti o Waitangi: NELP 3, 5, 6

Environment / Taiao

Strategic Priorities:

Living Our Values: We live our school values, they are reflected in our self-belief, our care for each other and our community, and our passion for learning
Operational Excellence: Teaching and learning are fully enabled through strong, capable leadership, strong finances, and enhanced property.

<i>5a-d) Demonstrate Mana Tangata, Whanaungatanga, Manaakitanga and Māramatanga</i>	<i>2b) Pursue modernization and remediation of property and grounds to establish a high-quality learning environment</i>	<i>2a) Maintain strong, sustainable financial planning to meet short-medium term financial stability</i>
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Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Build school culture and student wellbeing through our school values in action.	<ol style="list-style-type: none"> 1. Conduct student wellbeing survey. Analyse and respond to findings within results. 2. Build connection and culture throughout the school by providing opportunities where children are working with groups across year levels. 3. Continue fostering and growing leadership skills in all children to build confidence and self-assurance, with particular focus in our Year 7/8 programme. 	SMT & Staff	<p>Board report re: Student survey and actions taken</p> <p>Provide opportunities for children to work across year levels.</p> <p>Year 7/8 Leadership programme developed and implemented</p>	Term 1-4
Effective management of finances and school improvement projects	<ol style="list-style-type: none"> 1. Complete outstanding property projects from the 5YA including roofing project and school wide painting. 2. Deep analysis of our financial position, coding and funding requirements from the MoE to ensure spending on resources is fiscally responsible. 3. Effective communication with our whānau about the next steps in our property improvement journey. 	Board & SMT	<p>All works on 5YA for 2026 completed</p> <p>Streamlined accounts allowing for easier understanding of budget and financial position</p> <p>Property page on website regularly updated</p>	Term 1-4
Optimise classroom resources, environment and technology to ensure it is fit for purpose	<ol style="list-style-type: none"> 1. Investment in classrooms and resources to ensure learning environments are fit for purpose, with a particular focus on maths resourcing. 2. Continue progress of the Playground Masterplan to improve our school environment. 3. Alongside WAF, complete thoughtful fundraising opportunities to enhance learning environment and support teachers and learners 	SMT, Board & WAF	<p>Classrooms working with resources appropriate to their needs to deliver the Curriculum</p> <p>Phase 4 Masterplan design completed</p> <p>Fundraising events taken place</p>	<p>Term 1-4</p> <p>Funding from Board & WAF</p>

Living our Values: NELP 1, 3, 6

Operational Excellence: NELP 1, 6

