

# CLYDE QUAY SCHOOL

Te Kura O Matairangi



## Annual Implementation Plan 2025

“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”.

## 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 for 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
<p style="text-align: center;"><b>Objectives</b></p> <p>1a) We strive for academic excellence and building strong confident learners</p> <p>1b) Our students become critical thinkers, creative problem solvers, and active community members.</p> <p>1c) Build and maintain a highly engaged, well resourced &amp; supported teaching staff</p> <p>1d) Provide an inclusive education to ensure every child benefits from a quality learning environment</p> <p>1e) Provide enriching extracurricular opportunities to foster personal growth, enhance social interactions, and promote teamwork.</p> <p>1f) Strengthen parent access to students' progress and performance</p>	<p style="text-align: center;"><b>Objectives</b></p> <p>2a) Maintain strong, sustainable financial planning to meet short-medium term financial stability</p> <p>2b) Pursue modernisation and remediation of property and grounds to establish a high-quality learning environment</p> <p>2c) Actively maintain a strategic planning, monitoring, and reviewing cycle to support strong management and governance performance</p> <p>2d) Attract, retain, and develop high-calibre teaching staff to promote the best learning outcomes for students, teachers and whanau.</p> <p>2e) Optimise classroom resources &amp; technology</p>	<p style="text-align: center;"><b>Objectives</b></p> <p>3a) Provide excellent communication channels and two-way communication between school and home</p> <p>3b) Deliver excellent EOTC and extracurricular activities through higher community engagement</p> <p>3c) Provide inviting and enjoyable events that build connection and community</p> <p>3c) Build participation in ongoing school community projects</p>	<p style="text-align: center;"><b>Objectives</b></p> <p>4a) Provide a culturally safe space for Māori students to succeed</p> <p>4b) All learners have confidence and participation in Te Ao Māori</p> <p>4c) Build a meaningful, long-term relationship with mana whenua</p> <p>4d) Continue to invest and grow Te reo capability of all staff</p> <p>4e) CQS students graduate as responsible and engaged citizens of Aotearoa New Zealand</p>	<p style="text-align: center;"><b>Objectives</b></p> <p>5a) Demonstrate Mana Tangata – We value ourselves</p> <p>5b) Demonstrate Whanaungatanga - We value our community</p> <p>5c) Demonstrate Manaakitanga – We value other people</p> <p>5d) Demonstrate Māramatanga - We value active learning</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
Implementation of Te Mātaiaho: The New Zealand Curriculum and other Government priorities. - Structured Literacy - Structured Maths - 1 hour a day of Maths, Reading & Writing - Attendance goals	<ol style="list-style-type: none"> <li>Continue the implementation of programmes to support the rollout of the new curriculum focusing on Structured Literacy (Better Start Literacy Approach) and Structured Maths (Maths No Problem!)</li> <li>Monitor student attendance rates. Frequently take proactive steps to minimise absences and inform parents of the benefits to learning when students attend school regularly.</li> <li>Provide staff with professional development opportunities to enable them to understand and implement the new changes including BSLA micro-credential training.</li> </ol>	Staff & SMT	<p>BSLA and Maths No Problem! will be evident in teacher planning, classroom resources and student work.</p> <p>Assessment will be informed and guided by implemented programmes.</p>	<p>Term 1-4</p> <p>Te Mātaiaho: The New Zealand Curriculum</p> <p>Maths Teacher Only Days</p>
Raise Ākongā achievement: 80% of all students to achieve at or above their year level in Reading, Writing and Maths	<ol style="list-style-type: none"> <li>Review current assessment practices and build understanding of new curriculum expectations. Develop new assessment practices if necessary, guided by the Ministry of Education.</li> <li>Identify priority/target learners and use intentional practice e.g. High Impact Teaching Strategies (HITS) in order to raise achievement.</li> <li>Provide support programmes to English language learners in Literacy.</li> </ol>	<p>Staff &amp; SMT</p> <p>SENCO / ELL Coordinator</p>	<p>PAT test data in Maths, Reading and Science</p> <p>Termly “Best Fit” data that triangulates assessment and classroom observation.</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"> <li>Provide opportunities for Year 7/8 students to develop confidence and leadership skills within our school community.</li> <li>Individual Education Plans are developed and revisited on a regular basis for all students working with a RTL. Support programmes in place for students working more than 1 year below their year level.</li> <li>Provide a varied programme with opportunities in all learning areas such as Science and The Arts where children get exposure and chances to shine.</li> </ol>	Staff, SMT & MoE	<p>Leadership opportunities evident within school practices and in planning where applicable.</p> <p>Support and guidance register</p> <p>Evidence in planning and programmes</p>	<p>Term 1-4</p> <p>Funding for Teacher Aide support when available</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
Build participation and engagement from our community in school and wider events	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Communicate opportunities for whānau to engage/help effectively and in a timely manner.</li> <li>3. Refine and continue Te Ao Māori events such as Pōwhiri or Mihi Whakatau</li> </ol>	Staff & Board	Parent involvement and participation at events in and out of school  Events on school calendar and in newsletter	Term 1-4 – particular focus In term 3-4
Develop new and strengthen existing communication channels with our whānau	<ol style="list-style-type: none"> <li>1. Respond to relevant community feedback from sources such as the community survey conducted at the end of 2024.</li> <li>2. Develop reporting that caters to the needs of a diverse community with varied priorities. Pay particular attention to the reporting of achievement and especially with our English language learners.</li> <li>3. Review current communication procedures and revitalise or streamline as necessary based on community feedback.</li> </ol>	Lead by SMT	Community Survey  Appropriate changes implemented in channels such as website, social media and newsletter	Term 1-4
Develop a genuine working relationship with Mana Whenua	<ol style="list-style-type: none"> <li>1. Acknowledge Mana Whenua in the decision making process for our tikanga, practices and korero.</li> <li>2. Meet with Mana Whenua to establish what a genuine, working relationship looks like and how the school can actively contribute to their goals.</li> <li>3. Utilise opportunities for representatives from Mana Whenua to be engaged in our school environment.</li> </ol>	Principal & Board	Meeting with Mana Whenua  Mana Whenua presence and influence in school	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.

*5a-d) Demonstrate Mana Tangata, Whanaungatanga, Manaakitanga and Māramatanga*

*2b) Pursue modernisation and remediation of property and grounds to establish a high-quality learning environment*

*2a) Maintain strong, sustainable financial planning to meet short-medium term financial stability*

Key Initiative / Targets	Intended Actions	Responsibility	Measurement	Timeframe/ Resources
Clyde Quay School is a place that prioritises the wellbeing of our ākonga	<ol style="list-style-type: none"> <li>Continue to conduct the NZCER Wellbeing @ School survey. Analyse and respond to findings within results.</li> <li>Foster opportunities to celebrate diversity, acknowledge wellbeing outcomes and live our school values.</li> <li>Foster opportunities for student voice. Tamariki have chances to have their voice heard in learning and wider school culture.</li> </ol>	SMT & Staff	Wellbeing @ School Survey Feedback from Tamariki Evidence in programmes	Term 1-4
Modernisation and remediation of school environment	<ol style="list-style-type: none"> <li>Complete Hall move, remediation and improvement project. Ensuring that the community is well informed of plans and progress.</li> <li>Complete wider playground improvement project including sports turf.</li> <li>Careful scheduling of property projects to ensure least disruption to ākonga learning and wellbeing - Continue 5%YA and 10YP projects including roofing on the main block and school painting.</li> </ol>	Board & SMT	School environment works completed 5YA and 10YP Property subcommittee reports	Term 1-4
Optimise classroom resources, environment and technology to ensure it is fit for purpose	<ol style="list-style-type: none"> <li>Deeper analysis of CQS finances and financial position to assess opportunities to fund additional investment</li> <li>Feedback and analysis of classroom resources/environment/tech to prioritise any available investment opportunities</li> <li>Analyse fundraising opportunities to enhance learning environment and support teachers and learners</li> </ol>	SMT, Board & WAF	CQS Annual budget Annual audit report Staff "wish list" / requests	Term 1-4 Funding from Board & WAF

Living our Values: NELP 1, 3, 6

Operational Excellence: NELP 1, 6