

Annual Plan 2024



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.

Introduction

The Clyde Quay School (CQS) Annual Plan is a key planning document that sets out the school's objectives and targets for the year.

Our Annual Plan for 2024 provides our intended focus areas and work programme for the year, in line with our strategic priorities and vision and mission. The plan is set out in a way to ensure the board, staff and management can manage and execute on expectations outlined within.

The plan also provides transparency for our community and an opportunity for them to hold us accountable for our management. Underpinning this annual plan are the values that guide CQS decision making across our community being our students, families, staff, management, parent groups and board.

Clear themes arising from our community consultation included; clarity on student progress and performance, increasing sporting & recreation opportunities, improved school facilities and classrooms, clearer communications, the huge level of respect for our teachers and leaders, and the high esteem our school holds in our community.

This year the CQS board and management have produced an annual plan that seeks to progress and deliver a number of interventions that meet our community priorities;

- We are in the second year of a five year plan (2023-2027) to refresh the national curriculum, and with the new government taking a clear focus on academic achievements, management will continue to prepare staff and students for the roll out of English and Mathematics in 2025.
- Clearer academic performance, student progress reports and two way communication between parents and teachers will be supported
- We will continue to recruit, maintain and grow our excellent teachers, and we benefit from the stable leadership and long tenure of many staff
- On the property front, the Board has worked hard behind the scenes to progress remediation projects with the Ministry of Education. We have negotiated and agreed a plan of works for the next significant tranche of property improvements for CQS classrooms, this includes weathertightness work to Karaka blocks and the Hall, along with roofing and window replacement in the main block, and reconfiguration of Rimu classroom.
- In addition to this, the Board continues to support the parent-led, multi-year school funded master plan programme of works to improve our external recreation and play environment continues with planned relocation and upgrade of the hall, and the development of a specialist sports turf commencing in term 4.
- Like many other schools, following the pandemic CQS has seen a significant decline in the number of parents available to support the school through their time (to school outings, EOTC, in school learning and school events) and this has meant teaching staff have had to adapt Education Outside the Classroom (EOTC) events to ensure planning and controls are in place to support safe and successful learning. We are hoping with better communications, event planning and awareness of opportunities, parents, whanau and the community support for the school will return.
- CQS's classification means it receives the lowest level of Government funding and assistance. There is an expectation that schools located in high socio-economic areas will substantially subsidise their operation by community fundraising and parent donations [financial and expertise]. The willingness of parents (and community) to be involved and support the school to such an extent are key factors in the school's on-going success.

This new way of planning together has helped CQS board and management to improve its planning and reporting practices, and to deliver equitable outcomes for all learners. We are very grateful for our community's commitment to support our strategic plan and annual plan.

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 yet achievable plan to continue to strive towards our vision;

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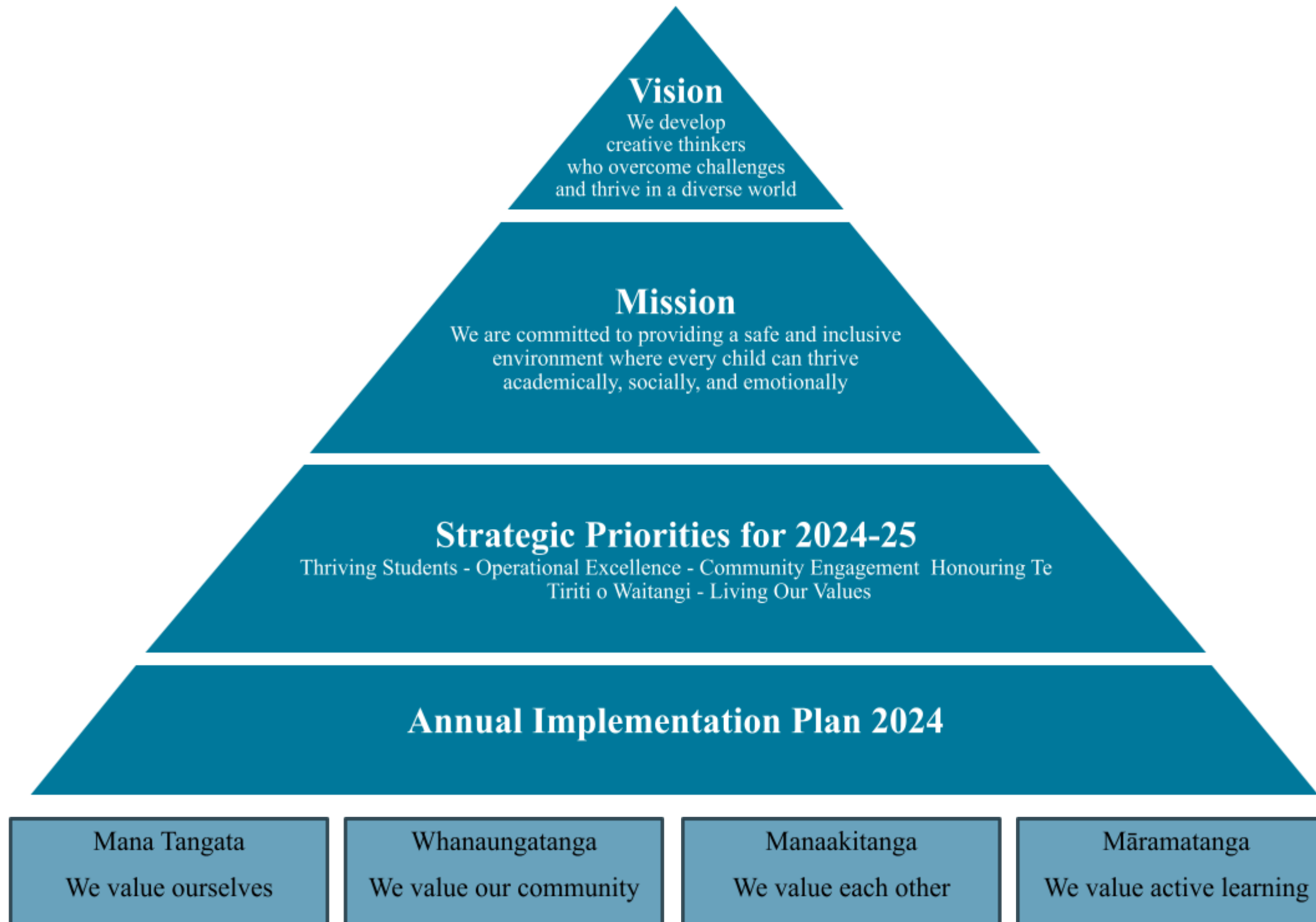
Ngā mihi nui ki a koutou

Clyde Quay School Board, 2024

Section One: Our Strategic Framework

Clyde Quay School (CQS) is a co-educational full primary school. Our student role reflects the unique social, cultural and economic heart of our community in Mount Victoria, Wellington, along with intake from surrounding inner city suburbs. CQS serves a diverse, well-educated community, from a broad range of backgrounds. Our community takes an active interest in the school and has high expectations of the school's performance. 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.

CQS has benefitted from a long history of engaged parents, an effective board and strong, stable leadership. In this strategic plan, we continue our focus on enabling the achievement of equity and excellence, with well-considered processes and practices that support our vision. Our strategic framework sets out our vision, mission and values – these are our constant long-term focus, our strategic priorities – these are our priorities for the next few years, and our Annual Plan for 2024 which details the ways in which we are planning to deliver towards our vision.



Section 3: Our Strategic Priorities – 2024-25

CQS Strategic Priorities 2024-25					
	1: Thriving Students	2: Operational Excellence	3: Community Engagement	4: Honouring Te Tiriti o Waitangi	5: Living Our Values
Strategic Priority Goals 2024-25	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 24 Goals	1a) We strive for academic excellence and building strong confident learners 1b) Promote positive emotional, physical and social wellbeing outcomes for all students which are reflective of our diversity 1c) Provide an inclusive education to ensure every child benefits from a quality learning environment 1d) Provide enriching extracurricular and EOTC opportunities 1e) Strengthen parent access to students' progress and performance	2a) Maintain strong, sustainable financial planning to meet short-medium term financial stability 2b) Continue modernisation and remediation of property and grounds to reflect our diverse community, modern & innovative learning environment 2c) Actively maintain a strategic planning, monitoring, and reviewing cycle to support strong management and governance performance 2d) Attract, retain and develop high-calibre teaching staff and leaders 2e) Optimise classroom resources & technology	3a) Provide excellent communication channels and two-way communication between school and home 3b) Regular school events that reflect our community, provide social and fundraising opportunities, and build connection 3c) Our school community engages in creating a thriving learning environment 3c) The school board listens, understands and responds to our students, staff and community	4a) Provide a culturally safe space for Māori students to succeed 4b) All learners have confidence and participation in Te Ao Māori 4c) Build a meaningful, long-term relationship with mana whenua 4d) Strengthen and develop staff and management te reo competency	5a) Demonstrate Mana Tangata – We value ourselves 5b) Demonstrate Whanaungatanga - We value our community 5c) Demonstrate Manaakitanga – We value other people 5d) Demonstrate Māramatanga - We value active learning

¹ NELP = The [National Education and Learning Priorities](#) set out the Government's priorities for education that will ensure the success and wellbeing of all learners

STRATEGIC GOAL 1 - Thriving Students: We take a holistic approach to learner's needs and pursue excellence in learning and wellbeing outcome

	2024 Expectations Reg 9(1)(d) & (f)	Annual Target 2024 Reg 9(1)(a)	Intended Actions Reg 9(1)(b)	Responsibility Reg 9(1)(c)	Measurement Reg 9(1)(d)	Timeframe & Resources Reg 9(1)(c)
1a	We strive for academic excellence and building strong confident learners	Our students become critical thinkers, creative problem solvers, and active community members. Track and report on academic performance across reading, writing and maths. Provide clear reporting via Expectations report NZCER implementation and review year end results Fully enabled digital learning environment	<ol style="list-style-type: none"> Continue to progress curriculum refresh rollout (mathematics and statistics and English learning areas from the start of 2025) Analyse and evaluate PAT March results for Y3-8 and provide/continue programme optimise all student performance in reading, maths and writing. Targeted interventions for learners falling below national averages, and identify where English Language Learner (ELL) strategies are required. Implement NZCER Science Thinking with Evidence programme and monitor results Deliver a fully enabled Digital Learning environment for all students, at appropriate levels for year group learning Refresh curriculum to reflect new Government priorities throughout year and in time for 2025 	Staff & SMT	Implementation of NZ curriculum will be evidenced in teacher planning, teaching and student outcomes. <ul style="list-style-type: none"> Assessment Planning Curriculum Planning Expectations reporting PAT Academic results NZCER results Digital learning audit 	Timing: Term 1-4 Resources: Curriculum
1b	Promote positive emotional, physical and social wellbeing outcomes for all students which are reflective of our diversity	Continue to hold high expectations for every student, and deliver an education that responds to their needs, and sustains their identities, languages and cultures	<ol style="list-style-type: none"> Our students' identity, knowledge and skills are celebrated and foster a sense of whanaungatanga Strengthen ELL (English Language Learners) framework and ensure processes for communication for whānau for whom English is a second language. Diversity is celebrated and wellbeing outcomes are acknowledge through actively living our values (See strategic goal 5) 	Staff, SMT and Board	Cultural and self identity learning ELL framework updated Student survey, and value based awards/certificates	Timing: Term 1-4 Resources: Curriculum, Ministry of Education funding (where available)
1c	Provide an inclusive education to ensure every child benefits from a quality learning environment	Teachers are supported and resourced to deliver on customised plan of inclusive strategies to support all students learning needs	<ol style="list-style-type: none"> 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. Provide professional development opportunities for teachers and support staff Continue to implement (and improve) SENCO framework that supports regular engagement with whānau to communicate student progress 	Board, SMT, and MoE	Inclusive education report to board (via Principal's report)	Timing: Term 1-4 Resources: Curriculum, Board, Ministry of Education funding (where available)
1d	Provide enriching Education Outside the Classroom (EOTC) opportunities to foster personal growth, enhance social interactions, and promote teamwork	CQS EOTC programme provides rich learning experiences for our students with a range of contexts to develop the key competencies, explore their values and the values of others, and apply learning across the curriculum.	<ol style="list-style-type: none"> Provide EOTC programme in Term 1 to all whanau, via classroom communications and the school website and newsletters EOTC management policy and procedures are robust and effective, and ensure effective learning and teaching practices are in place to maximise learning and safety outcomes for students Promote year group extracurricular and sporting opportunities to improve parent participation and forward commitment Bi-annual senior camp (2025) planned during T4 of the previous year with relevant students and families 	Staff & SMT Community engagement subcommittee Parent groups (sports)	Year groups communicated to directly via class newsletters CQS Website updated with EOTC annual programme and term activity Review of parent engagement and support ahead of 2025 planning	Timing: Term 1-4 Resources: Curriculum, Board and community contribution
1e	Strengthen parent access to students' progress and performance	Parents feel well informed about their child's academic progress throughout the year, and understand the insights and resources provided to them.	<ol style="list-style-type: none"> Promote ways for whānau to access information about the child's progress in learning, and the school's progress via school website Teachers and staff are communicative and open to informing and promoting whānau discussion around children's learning Parent-teacher hui include relevant learning examples of student work 	Staff & SMT, Board Community subcommittee	Provision of T1 and T3 school reports, Parent-Teacher hui Annual community surveys and feedback	Timing: Term 1, 3 Resources: Curriculum

STRATEGIC GOAL 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

	2024 Expectations Reg 9(1)(d) & (f)	Annual Target 2024 Reg 9(1)(a)	Intended Actions Reg 9(1)(b)	Responsibility Reg 9(1)(c)	Measurement Reg 9(1)(d)	Timeframe & Resources Reg 9(1)(c)
2a	Maintain strong, sustainable financial planning to meet short-medium term financial stability	Sustainable budget and long term plan	<ol style="list-style-type: none"> 1. Clear, regular and consistent financial reporting 2. Optimise income and expenditure 3. Identify risks, provide mitigations/treatments and manage contingency funds appropriately 4. Proactively manage financial impact of roll fluctuations 	Board Management Finance Sub-Com	CQS Annual Budget (2024) CQS Financial Plan Audited Annual Accounts 2023	Timing: Terms 1-4 Resources: Management & Board
2b	Continue modernisation and remediation of property and grounds to reflect our diverse community, modern & innovative learning environment	Progress 5 year and 10 year property improvements based on 2023 Maynard Marks (SEPE) report MoE weathertightness programme agreed and commenced School contribution to property projects (school hall move and improve) integrated with weathertightness programme to maximise outcomes and minimise disruption to learning Continuation of School led playground master plan projects, including fundraising activity	<ol style="list-style-type: none"> 5. MoE led Remediation Programme: External remediation works: 2023-24 Karaka and Hall recladding 6. MoE led 5YP and 10YP projects: Roofing project (mainblock), Rimu modifications and window replacement 7. School Led QLE review: Conduct internal review of quality learning environment (QLE) and accessibility of school buildings, facilities and campus. 8. School Led Outdoor Master plan Projects: Phase 2 (Hall Move and Sports Turf development) progressed and completed early 2025. Phase 3 (Lower & Upper playground development) plans designed 9. Ongoing fundraising activity to support masterplan projects 10. Communicate on project activity and delivery to school community via newsletters and website 	Board & SMT Property Sub Committee Playground and property working groups Whanau & Friends (WAF)	Weathertightness works to School Hall started end 2024 Weathertightness works to Karaka on track to commence 2025 SIP funding projects completed, 5YP projects confirmed Property Projects Timeline kept updated School led QLE and accessibility report	Timing: Ongoing programme of work spanning Terms 3-4 and during term breaks and summer holiday Resources: Ministry of Education funding (SIP, 5YA and Weathertightness programme) Board funding, Grants and Fundraising
2c	Actively maintain a strategic planning, monitoring, and reviewing cycle to support strong management and governance performance	Build on progress made in 2023/24 to strengthen our strategic planning and reporting for 2025	<ol style="list-style-type: none"> 11. Use community feedback to develop action plans and strategies for 2025 that address identified needs, concerns, and areas for improvement 12. Draft 2025 Annual Plan during T4 to more closely reflect curriculum planning period 	Board & SMT Community Sub Committee	Revised Strategic and Annual planning and reporting documents developed and delivered in 2024 for the 2024/25 period	Timing: Terms 1-3 2024 plans and reports Term 4 Drafting 2025 plan Resource: Board and subcommittee time
2d	Attract, retain and develop high-calibre teaching staff and leaders	Foster a positive, supportive and school culture where teachers feel respected, included, and supported to excel in their teaching practice	<ol style="list-style-type: none"> 13. Professional development plan in place for all staff 14. Teacher job satisfaction, confidence in professional discussions, self review and wellbeing reports are conducted and reviewed 15. Individualised teacher personal development objectives to progress Te Ao Maori learning outcomes 16. Initiate and undertake succession planning (Principal recruitment) 	SMT and Board Personnel Sub committee	Staff Professional Development Teacher’s Planning Long Term and Weekly Appraisal Planning, Observations by SMT New Principal recruited	Timing: Term 1-4 Resources: Curriculum and Board funding, Personal subcommittee time
2e	Optimise classroom resourcing & technology	Ensure technology resources are well supported and enable digital literacy goals	<ol style="list-style-type: none"> 17. Ensure school and BYOD policy and devices are fit for purpose 18. Ensure school and BYOD devices are supportable 19. Ensure optimal device-to-student ratio per classroom 20. Ongoing grant application to support school resource provision, along with request to board for funding 	Board Dep Principal WAF	Annual tech audit report Term end considerations	Timing: Terms 1-4 2024 Resources: Curriculum and Board funding, WAF support

STRATEGIC GOAL 3: Community Engagement: Support better and ongoing communication and relations between schools, whānau and communities.

	2024 Expectations Reg 9(1)(d)	Annual Target 2024 Reg 9(1)(a)	Intended Actions Reg 9(1)(b)	Responsibility Reg 9(1)(c)	Measurement Reg 9(1)(d)	Timeframe & Resources Reg 9(1)(c)
3a	Excellent two way communication between school and home	Clear and consistent communication between home and school to rebuild parent engagement in school activities and educational outcomes	<ol style="list-style-type: none"> 1. Website refresh to provide clearer navigation for whanau, and more information for current and prospective whanau. Regular content refresh on social media channels 2. Provide a variety of communication channels to ensure accessibility and inclusivity 	<p>Website working group</p> <p>SMT & Community Sub-Com</p>	Via community sub committee	<p>Timing: Terms 2-3 2024</p> <p>Resources: Board, Comm subcommittee, website working group</p>
3b	Regular school events that reflect our community, provide social and fundraising opportunities, and build connection	Reactivation of Whanau & Friends (WAF) for 2024 and delivery of four community engagement events per year (via school and WAF)	<ol style="list-style-type: none"> 3. Develop, promote and run school community events 4. Promote WAF and secure new president and committee 5. WAF own annual activity and fund raising targets that align with school priorities 6. Increased parent contribution through working groups, individual support of projects, pro bono, donations and fundraisers and other school development activities. 	SMT & staff, WAF	<p>2 x school led community events</p> <p>2 x WAF led fundraising events</p> <p>Grant applications submitted</p>	<p>Timing: Terms 1-4</p> <p>Resources: Staff and time, Comm subcommittee and WAF time, parent donation</p>
3c	Our school community engages in creating a thriving learning environment	Provide clear scope and opportunities for community contribution and participation in school activities and outcomes.	<ol style="list-style-type: none"> 7. Whanau contribution plan - identify and promote structured ways in which whanau can contribute to our school, through volunteer efforts 8. Maintain up to date calendar to highlight upcoming opportunities for contribution 	<p>SMT & Staff</p> <p>WAF and community sub-com</p>	<p>Parent involvement and participation</p> <p>Calendar kept up to date</p>	<p>Timing: Terms 3-4</p> <p>Resources: Community sub committee time</p>
3d	The school board listens, understands and responds to our students, staff and community	Our strategy and planning activity acknowledges and responds to our school community needs	<ol style="list-style-type: none"> 9. End of year community consultation to gain feedback and input from stakeholders to address identified needs, concerns, and areas for improvement 10. Use community feedback to develop action plans and strategies for 2025 that address identified needs, concerns, and areas for improvement 11. Draft 2025 Annual Plan during T4 to more closely reflect curriculum planning period 	<p>Board & Community Sub-Committee</p> <p>Staff and Management</p>	<p>2024 plans and reports delivered Terms 1-3</p> <p>Community consultation (survey) delivered Term 4</p> <p>Draft 2025 Annual Plan landed in Term 4</p>	<p>Timing: Term 4</p> <p>Resources: Board (survey tools)</p>

STRATEGIC GOAL 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.

	2024 Expectations Reg 9(1)(d)	Annual Target 2024 Reg 9(1)(a)	Intended Actions Reg 9(1)(b) Reg 9(1)(g)	Responsibility Reg 9(1)(c)	Measurement Reg 9(1)(d)	Timeframe & Resources Reg 9(1)(c)
4a	Provide a culturally safe space for akonga Māori (Māori students) to succeed	Akongā Māori feel supported, engaged, and empowered to succeed as Māori	<ol style="list-style-type: none"> 1. Te reo Māori and Tikanga Māori is meaningfully embedded within our school 2. Our identity and physical environment reflects our position as Tangata Te Tiriti 3. Akongā Māori learning outcomes are equivalent to or exceeding national expectations 	Board, SMT, Staff	Academic performance Student & whānau surveys	Timing: Ongoing Resource: Curriculum
4b	All learners have confidence and participation in Te Ao Māori	All students feel supported, engaged, and empowered to gain competency and confidence in te reo and tikanga Māori	<ol style="list-style-type: none"> 4. Management continues to oversee school-wide initiatives that build our Te Ao Māori practices including kapa haka, mihi, powhiri and te reo in curriculum settings. 5. Te reo is actively used by teachers and students in everyday speaking instruction in classrooms 	SMT and Staff	Student & Whānau surveys Teacher and SMT observation	Timing: Ongoing Resource: Curriculum
4c	Build a meaningful, long term relationship with mana whenua	We progress a long term relationship with mana whenua through regular, meaningful engagement	<ol style="list-style-type: none"> 6. Acknowledgement of mana whenua through our school values and identity, our tikanga and protocols 7. Continue to build our relationship with mana by strengthening our knowledge through commissioned local research 8. Continue to engage with mana whenua to provide ongoing guidance and support for our master planning activity 	Board, SMT, Staff	Board and Management review per term Mana whenua research delivered Active participation from Mana Whenua in significant school events and powhiri	Timing: Ongoing Resource: Curriculum and Board
4d	Strengthen and develop staff and management te reo competency	Delivery & Uptake Support te reo lessons for teachers	<ol style="list-style-type: none"> 9. Implement personal development plans to access te reo Māori programmes undertaken at Wānanga 	SMT and Staff	Board and Management review per term	Timing: Term 3-4 Resource: Curriculum & Board

STRATEGIC GOAL 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

	2024 Expectations Reg 9(1)(d)	Annual Target 2024 Reg 9(1)(a)	Intended Actions Reg 9(1)(b)	Responsibility Reg 9(1)(c)	Measurement Reg 9(1)(d)	Timeframe & Resources Reg 9(1)(c)
5a	Mana Tangata – We value ourselves	Our teaching curriculum and environment promotes individual and collective emotional, physical, social and cultural wellbeing	<ol style="list-style-type: none"> 1. Mana Tangata is championed in our classrooms, recreation and sporting environments 2. Resilience and Mental Wellbeing programme Mana Tangata programme – self-understanding, esteem and respect. 3. Health & wellbeing programme - Navigating The Journey Health 	Staff and SMT	Student awards and classroom merits Student & whānau surveys	Timing: Terms 1-4 Resource: Curriculum
5b	Whanaungatanga - We value our community	Our school environment is culturally responsive, values diversity, promotes inclusivity, and respects the cultural backgrounds and identities of all students	<ol style="list-style-type: none"> 4. Whanaungatanga is championed in our classrooms, recreation and sporting environments 5. Increased community and whanau engagement with extracurricular, recreation, development and EOTC activities 	Staff and SMT	Student awards and classroom merits Student & whānau surveys	Timing: Terms 1-4 Resource: Curriculum
5c	Manaakitanga – We value other people	Our processes develop an increased respect of others, and improved self management practices amongst all year groups	<ol style="list-style-type: none"> 6. Manaakitanga is championed in our classrooms, recreation and sporting environments 7. Staff and Management follow LB4F behaviour management 8. Our practices promote improved understanding of students taking responsibility for their choices 	Staff and SMT	Student awards and classroom merits Student & whānau surveys	Timing: Terms 1-4 Resource: Curriculum
5d	Māramatanga – We value active learning	Focused learning environments that are adaptive for different styles of learning and ability	<ol style="list-style-type: none"> 9. Maramatanga is championed in our classrooms, recreation and sporting environments 10. An active Tuakana-Teina buddy system is in place throughout year to promote older-younger student progress and learning 11. Teachers set high expectations that motivate and empower students to achieve academic success and personal growth 	Staff and SMT	Student awards and classroom merits Student & whānau surveys	Timing: Terms 1-4 Resource: Curriculum