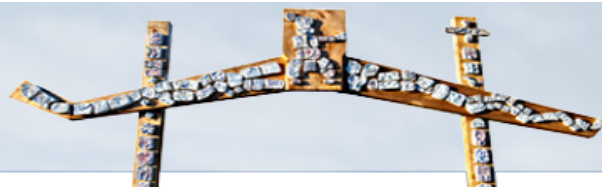




**CLYDE QUAY SCHOOL**  
Te Kura O Matairangi



## Strategy 2021 Initiatives Overview: Seeking feedback



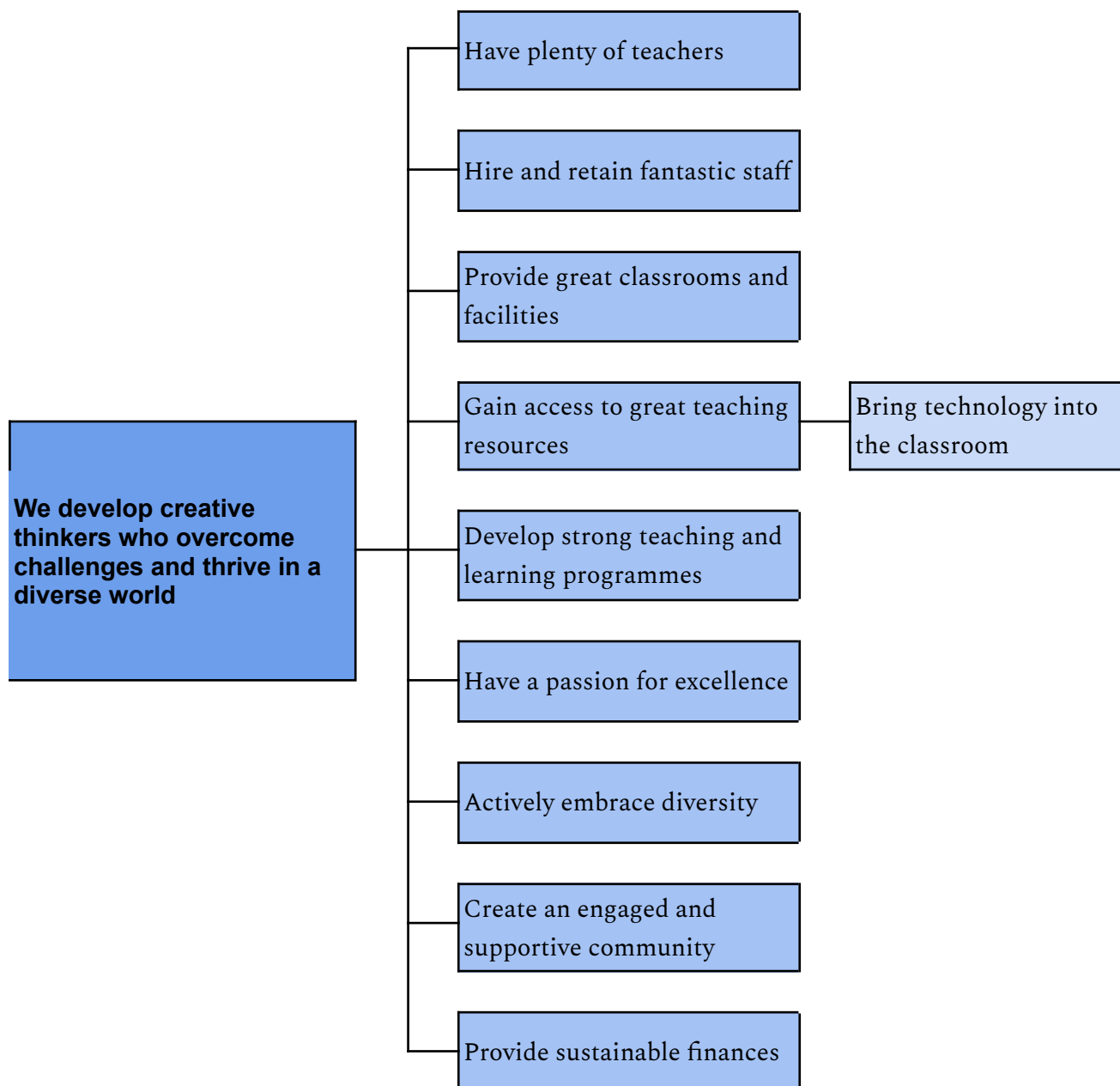
<b>Key dates:</b>	
In-person whānau session 1, in Rimu	3-4pm, 5 May 2021
In person whānau session 2, in Rimu	8-9pm, 6 May 2021
Feedback due	5pm, 10 May 2021

## **Purpose**

To share Clyde Quay School's priorities for whānau consideration and feedback

## **Strategic Aim**

The Board has developed a strategy over recent years that contains the following aims



**Each year the Board, in consultation with staff and whānau, identifies the priority activities that best support achievement of these aims**



## Opportunity to comment and input

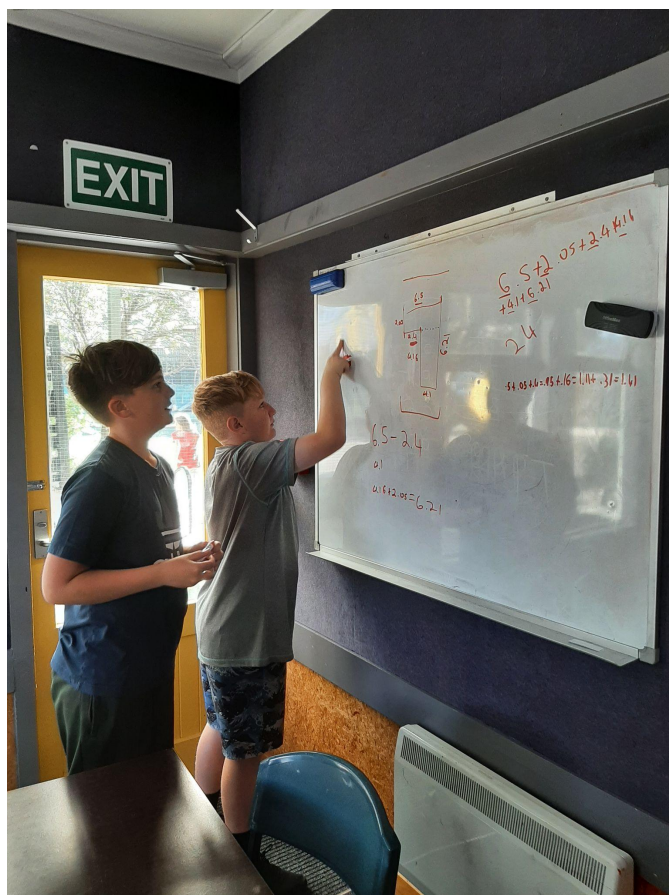
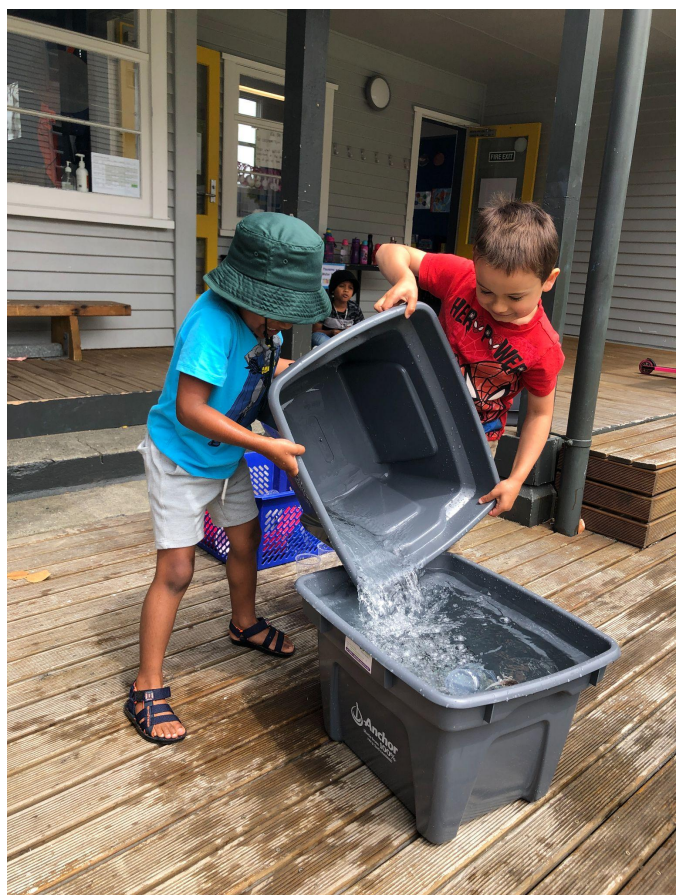
In February, the Board and staff spent a morning considering what's important to the School and what needs focus in 2021, resulting in the strategy summarised in this booklet.

The Board welcomes feedback on the strategy summarised in this booklet. Two sessions will be held to share this content with whanau in person:

1. Session 1: 3-4pm on 5 May in Rimu
2. Session 2: 8-9pm on 6 May in Rimu

Feedback can be given at the scheduled sessions or direct to [cqsboard@clydequay.school.nz](mailto:cqsboard@clydequay.school.nz)

***Feedback must be provided by no later than 5pm on 10 May***





Clyde Quay school has a special character that we all contribute to and we all have the opportunity to develop further

- Fantastic and vibrant school and community, which is highly engaged
- Highly experienced staff and quality leadership
- Attractive schooling option that's popular in and out of zone
- Around 30 languages and ethnicities represented across our student population
- Diverse staff population
- Values that the school lives and breathes
- Te Reo and our culture of inclusion and respect, have created an environment that is sought after by both parents and teachers



The school faces a number of challenges that need to be managed as they affect achievement of our strategic aims.

1.	Financial	Ministry of Education funding covers core teaching, property and operational costs but not additional investments in teaching resources (such as teacher aides and teacher resources) or enhancements of school assets (including buildings and playground). It is expected that a community like ours is able to fund the extra things the school wants and needs.
2.	Assets and facilities	We have funding from the Ministry of Education for development of Karaka classroom and the hall but we want to do more than the funding allows. Our playground and teacher resources also need investment.
3.	Academic	Our students' academic performance in 2020 was affected by Covid and the interruptions from the Pohutukawa upgrade (albeit less than the national average). A number of our students need extra support. We need to focus on ensuring all our students are developing.
4.	Whanau & Community	Our school's diversity is a strength and is also something we need to adapt to. We need to support the differences of our students and their whanau. We also need to meet whanau expectations around communication while also increasing whānau involvement and connection with community

**Our priorities for 2021 focus on resolving these issues while continuing to focus on the basics.**



## Clyde Quay School Strategy Initiatives 2021

To address the School's challenges and capitalise on opportunities, the Board proposes to focus on the following priorities with the support of management, staff, whanau and community.

### **Have plenty of teachers and Attract and retain fantastic staff**

#### **Teacher Aides to support high needs students**

Employ quality staff as finances allow to assist teachers with students who require extra support with learning and behavioural needs.

#### **Teacher professional development**

Provide staff opportunities for professional development in key areas. Those identified as key for 2021 are Writing, Digital Technologies and Play Based Learning. Continue to support Mathematics, Science and Reading development.



### **Provide great classrooms and facilities**

#### **Ensure temperature control available in all rooms so students have a suitable working temperature.**

Heat pump in Ngaio. Consider heating and cooling options in newly developed spaces and current breakout spaces.

#### **Outdoor space revamp**

Fundraise and seek grants to revamp outdoor spaces such as tired playground equipment, painting on court areas and replacing the astroturf. Budget for future developments.

#### **Develop appropriate spaces for high needs students**

Invest long term in spaces to support effective learning for students with high needs.

#### **Hall renovation**

Future-proof the use of the hall as a teaching space. Ensure appropriate temperature control, sound proofing and audio/visual capabilities.

#### **Karaka full renovation**

Planned redevelopment

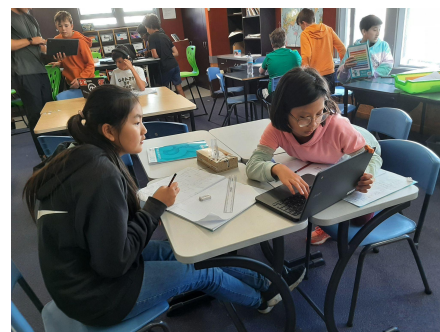
## Gain Access to Great Teaching Resources

### Upgrade class resources and subscriptions

Identify and budget for upgrade or purchase of necessary additional classroom resources, including online subscriptions and subscriptions for hands on learning kits.

### Pre-plan activities

Pre-plan activities for each class throughout the year / term so that budgets can be set and parents know what to expect.



## Bring technology into the classroom

### Audit devices

Regular audit and review of devices to ensure desired ratios are maintained.

### Protect digital information

Ensure our children's digital information is protected and secure.

### Maintain classroom infrastructure

Ensure that our infrastructure meets our current needs, and ongoing needs.

### Formalise BYOD

Formalise new policy and procedures for BYOD within CQS.

### Google Drive

Streamline and regulate the use of Google Drive for staff to improve collaboration and bring efficiencies.



## Develop strong teaching and learning programmes

### Staff are supported to undergo PD and implement new initiatives

All staff (including office staff, Teacher Aides and caretaker) are supported to participate in appropriate Professional Development courses and to implement new initiatives from this new learning.

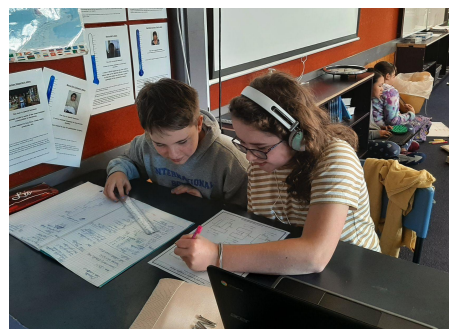
A key focus for teacher PD in 2021 is Writing.

### Science outreach

Science outreach for senior students with local college support, making use of their resources and knowledge.

### Sharing learning impact and curriculum coverage

Effectively share with the community academic results and examples of how the curriculum is covered across the school.



## Have a passion for excellence

### Be the best they can be

We want students to be the best they can be. By recognising individuality, acknowledging success in a range of areas by celebrating the 8 curriculum areas, and our CQS Ngā Uara/Values.

### Be Proud of our School and be our Ambassadors

We want students to be proud of CQS and be ambassadors for our school.

### Define Excellence

Define what excellence means to our diverse community.

## Create an engaged and supportive community and actively embrace diversity

### Engage our diverse school community

Foster an active, informed and engaged school community that reflects our diversity by understanding the community's needs and, with the WAF, support events that support and celebrate our community.

### Establish an ecosystem of supportive community members

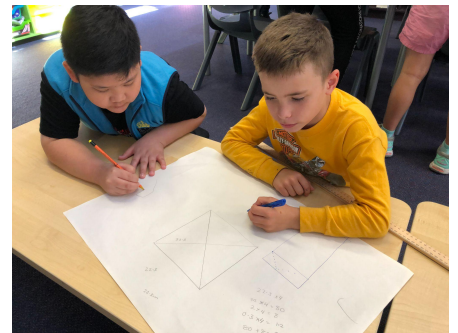
Encourage our community to share their time, skills and knowledge, and practical resources as well as financial donations and sponsorships.

### Communications

Develop accessible tools that help us communicate with our community easily and clearly, including a review of the school newsletter, ongoing comms on Board activity and school achievements, community consultation, establishment of a programme of comms through multiple channels, ensure cooperation between Board, WAF, staff and other groups, and support new whānau onboarding.

### Celebrate contributions to the School

Celebrate the contributions of those who support us in ways that chime with the school's personality.





## Provide sustainable finances

### Agreed vision

Align all budget and financial planning with an agreed vision for the school: where does the school want to be in 1, 3, 5 and 10 years?

### Sustainable budget and long term plan

The school has a sustainable budget of expenditure for the current year and develops a 'real' and aspirational long term plan (3 to 5 years) of asset investment and enhanced operational investment.

### Financial reporting

Current and prospective financial performance is regularly reported to the Board, parents and other stakeholders (on a cash and Profit & Loss basis).

### Optimise income and expenditure

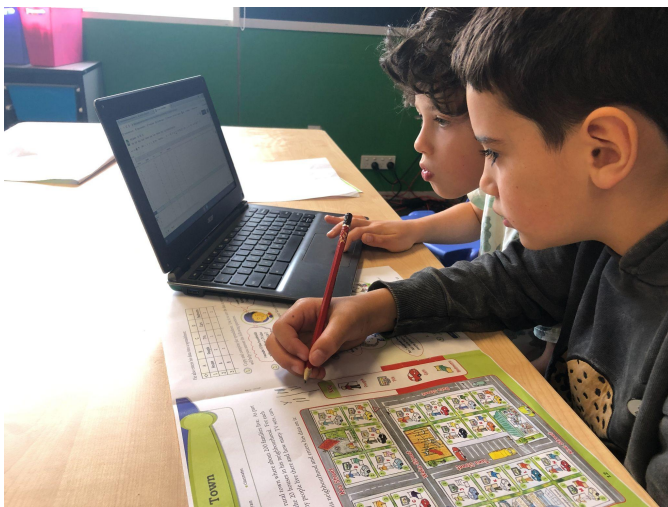
Maximise the possible income (and/ or goodwill as appropriate) from all sources (e.g. MoE, grants, fund-raising, in-kind, using the school real estate), including by maximising the number of pupils (balanced with the effects on space, amenity and facility use, and vision for the school) and maximising all available partnerships that enhance the school's economics e.g. sharing spaces or teachers.

### Identify risks and contingency

Identify possible risk events and establish sufficient contingency to cover them to ensure that the school is financially resilient.

### Align with Whānau and Friends (WAF)

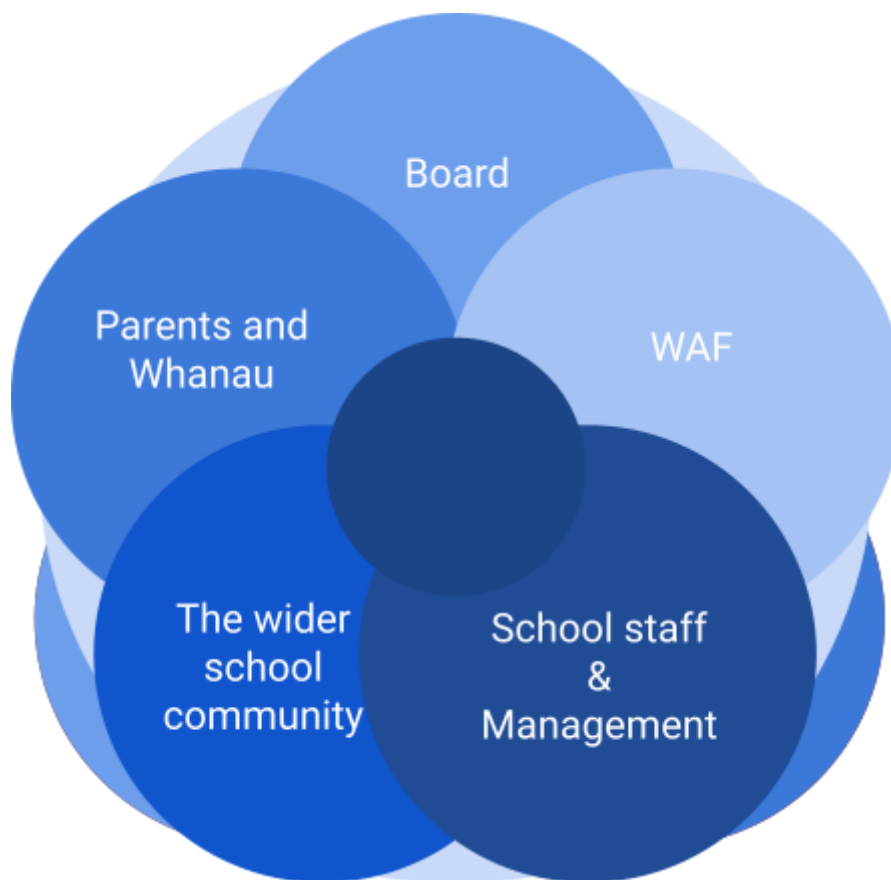
Align the Board's interests with the WAF fundraising activities and jointly develop fundraising targets and strategies.



## Outcomes

The Board believes that a focus on these priorities will have a significant positive effect on the School, now and the future.

**Implementing these initiatives is a joint effort**



Whanau are invited to provide comments and feedback at the scheduled feedback sessions or direct to [cqsboard@clydequay.school.nz](mailto:cqsboard@clydequay.school.nz)