

# Annual Implementation Plan: Clifton Terrace School 2025



## Summary of the plan

Clifton Terrace is a well-resourced school. We have quality staff who utilise effective programmes and practices to ensure tamariki are free to succeed. As our vision states we “expand horizons” and as explained to new families as they come in to see what it is that CTS offers, we never get to the horizon and so learning never finishes and there is always more to learn. This is why our focus over the next year is to further tweak our practice so that we can have our tamariki fly like the godwits on our vision poster.

We will continue to build on the work of 2024 and to meet our Te Tiriti o Waitangi obligations, and our mahi around Ngā Kawatau me ngā Tūmanokotanga o Te Tauihu (The Aspirations and Expectations of Te Tauihu). We will continue our use of effective pedagogy ensuring we give our tamariki every opportunity to be successful. Decisions we make around pedagogy are based on research and will help us to lift student achievement even higher! Changes will particularly focus on English and mathematics.

The opportunities offered at CTS are many and varied. We will continue to offer this so that our children have every opportunity to truly expand their horizons.

## Where we are currently at:

**Attendance**  
An attendance inquiry during 2024 indicated that our biggest issues around attendance were because of medical reasons and overseas holidays. Terms 2 and 3 were particularly poor in this regard. As a Kahui Ako, we intend to have a unified and consistent message regarding the importance of being at school. Tāpitomata (Attendance Service) will support us in our mahi also.

**Achievement**  
Achievement continues to be high at Clifton Terrace. The levels of attainment in reading and writing have improved from 2023 and it is hoped that this will continue in 2025. The work we have started in structured literacy using the iDEAL platform will further assist staff to be consistent in pedagogical approach.  
Our 2024 maths results are very much the same as 2023. Both years had very high levels of achievement.

Achievement is not limited to the areas shown above, however. Everyone at Clifton Terrace believes in expanding their horizons. Expanding horizons is about every area of a person’s life and we hope to ensure that through a diverse curriculum and amazing resources that we can support them to have amazing success.

**Property**  
In 2024 we entered our next 5 Year Property Plan with the MOE. During the 2024/25 summer break, work will begin on the renovation of the school hall. During the year, hopefully the Term 1 holidays, there will be upgrades to classrooms as well. Our community has asked for changes to occur, and we now have an opportunity to do this.  
The Outdoor Classroom project is on-going. The BOT hope to complete this in the 2025 year.

[Regulation 9\(1\)\(e\)](#)

## How will our targets and actions give effect to Te Tiriti o Waitangi:

Ngā Kawatau Tūmanakotanga o Te Tauihu (The aspirations and Expectations of Te Tauihu) has been gifted to schools. It describes the aspirations of the 8 iwi in the Top of the South rohe. This is our ‘umbrella’ document which will give purpose to Te Tiriti o Waitangi.

[Regulation 9\(1\)\(g\)](#)

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**Strategic Goal 1:** Meeting the needs of everyone at Clifton Terrace is paramount. Our ability to cater for people needs flexibility as situations change.

**Annual Target/Goal:**  
We have high expectations for all to succeed through having effective processes and strategies in place to support and enable success.  
[Regulation 9\(1\)\(a\)](#)

**What do we expect to see by the end of the year?**  
(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)  
[Regulation 9\(1\)\(d\)](#)

- Expectations of success are that our kura;
- Continue to implement Ngā Kawatau Tūmanakotanga o Te Taihū (The aspirations and Expectations of Te Taihū.)
  - Continues to make strong and effective connections to family and whānau entering and exiting our kura to ensure successful pathways in education.
  - Implements the Pause Breathe Smile effectively to support tamariki.
  - Has high levels of achievement across the curriculum.

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <a href="#">Regulation 9(1)(b)</a>	<b>Who is Responsible</b>  <a href="#">Regulation 9(1)(c)</a>	<b>Resources Required</b>  <a href="#">Regulation 9(1)(c)</a>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  <a href="#">Regulation 9(1)(d)</a>
Through the actions of a whole school topic approach, complete a unit of work based around "Our Place" that will support the further implementation of Ngā Kawatau o te Taihū.	<ul style="list-style-type: none"> <li>• All staff</li> <li>• Māori curriculum lead person</li> <li>• Iwi</li> </ul>	Lead teacher to support the whole school approach.	2025 Staff meetings	Continue to assess how the 4 pou of Ngā Kawatau are implemented across the kura.
Complete Rongohia te Hau (RTH) as part of Kahui Ako ki Whakātu. <i>(This was not completed in 2024 due to Kahui Ako decision to complete this together in 2025)</i>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Kahui Ako</li> <li>• Staff</li> </ul>	Lead people to support implementation (Renee Jepson) Kahui Ako Across School Teachers Within School Teacher	Terms 1 and 2, 2025	What changes have occurred since the last time RTH was completed in 2022? What changes need to be made going forward? What affect has the mahi previously completed in this area helped to support improvements in; <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Attendance</li> <li>• Community connection</li> <li>• Are there other areas that we have noted that have changed as a outcome?</li> </ul>
To implement <i>Pause Breathe Smile</i> programme designed to equip children with tools to manage the ups and downs of life.	<ul style="list-style-type: none"> <li>• PBS facilitators</li> <li>• Principal</li> <li>• Staff</li> </ul>	Pause Breathe Smile workshop on teacher only day 28 Jan 2025.	TOD 28 Jan 2025	Research findings from Pause Breathe Smile that we hope to see in our tamariki; <ul style="list-style-type: none"> <li>• Increases calmness</li> <li>• Improves focus &amp; attention</li> <li>• Enhances self-awareness</li> <li>• Improves conflict resolution skills</li> <li>• Develops positive relationships</li> <li>• Reduces teacher stress</li> <li>• Statistically significant increases in childhood wellbeing</li> <li>• Improves focus, perseverance, helpfulness and self-motivation</li> <li>• Reduces apprehension, anxiety and pessimism</li> </ul>

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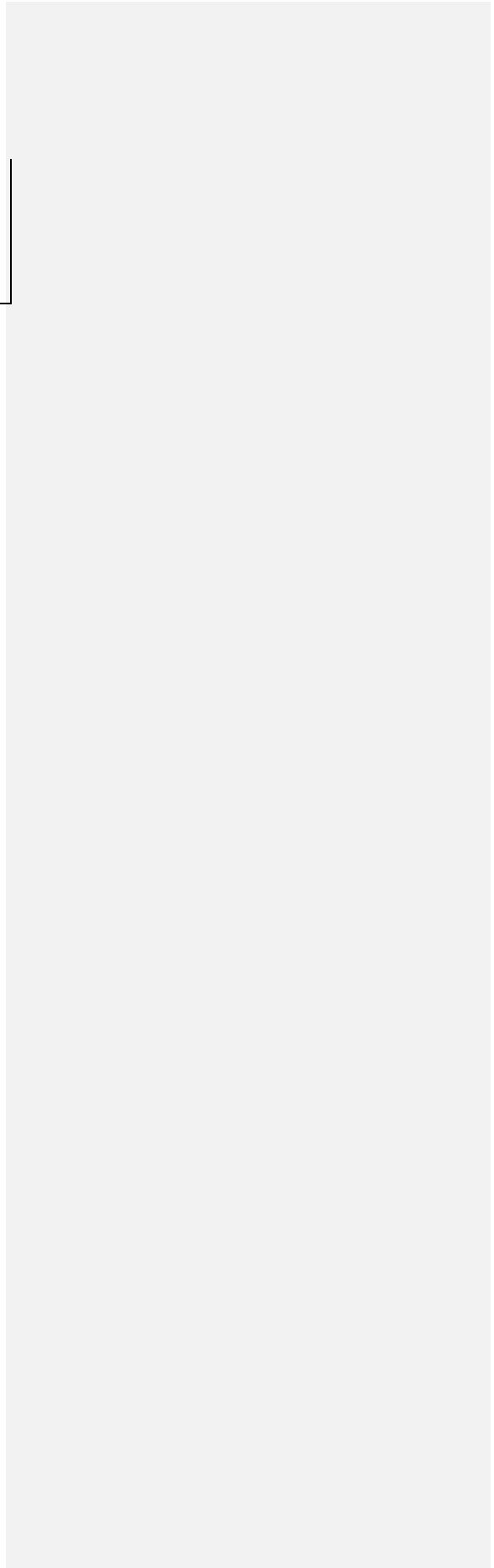


<b>Strategic Goal 2: Implementing Effective Pedagogy</b> <i>What we teach and how we teach must be based on research and effective pedagogy.</i> Regulation 9(1)(a)				
<b>Annual Target/Goal:</b> What we teach and how we teach is supported by evidence based pedagogy to ensure high levels of student achievement. Regulation 9(1)(a)				
<b>What do we expect to see by the end of the year?</b>				
Expectations of success are that our kura; <ul style="list-style-type: none"> <li>Has high levels of achievement across the curriculum but particularly maths, reading and writing.</li> <li>Prides itself on its ability to deliver a balanced curriculum.</li> </ul> Regulation 9(1)(d)				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  Regulation 9(1)(d)
All members of teaching staff will be trained and use by the end of 2025 iDEAL Structured Literacy.	<ul style="list-style-type: none"> <li>Principal</li> <li>Syndicate Leaders</li> <li>Staff</li> </ul>	Learning Matters Professional Development	2025	Change in pedagogical thinking.  Improved outcomes for students.  Common language across the kura with staff, students and community.
All members of teaching staff will use Pr1me Maths effectively across the school as their base for a quality maths programme.  PD will be provided to support improved practice and outcomes for students.	<ul style="list-style-type: none"> <li>Megan H (WST)</li> </ul>	Pr1me PD suppliers. WST MOE Maths support	2025  MOE support in Terms 2 and 3.	Change will be observed through; <ul style="list-style-type: none"> <li>Student success</li> <li>Students enjoying the programme.</li> <li>Teachers understanding fully the content of the maths curriculum.</li> <li>Teachers enjoying teaching maths.</li> <li>Parents seeing their children having success.</li> <li>Parents feeling assured they know their child's level of achievement.</li> </ul>
Accelerated Learning in Literacy (ALL)	<ul style="list-style-type: none"> <li>Jane</li> <li>Wendy</li> <li>Michelle</li> <li>Staff</li> </ul>	The ALL team will pre-empt iDEAL work which is to be started with Learning Matters in March 2025. ALL team will begin coaching with teachers in Rooms 6 and 7 initially and move to Room 15.	Term 1 On-going	Use of iDEAL by all staff members  Improved outcomes in reading and writing.
Resourcing to support structured literacy and structured maths.	<ul style="list-style-type: none"> <li>Principal</li> <li>Megan H (WST)</li> <li>Senior Management</li> </ul>	Budget 2025 needs to reflect the purchase of appropriate books, apparatus etc. to enhance programmes.	2025	Resourcing effectively supports initiatives.
The biennial health curriculum review will occur to ensure that the CTS Health Curriculum reflects fully the wishes of the CTS community. (Carried over from 2024)	<ul style="list-style-type: none"> <li>Health Curriculum Team.</li> </ul>	Health resources to support reasoning.	Term 2	Our Health Curriculum is embraced by most if not all. Parents understand the reasoning and the content but also know that they have options regarding their children's attendance at various teaching sessions. This will be completed in line with the changes announced by the government on 10 Dec 2024.

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<p>Develop PB4L tier 2.</p> <p>'Our Values' graphic is changed to align with our school narrative.</p>	<ul style="list-style-type: none"> <li>Pb4L Leadership Team</li> <li>All Staff</li> </ul>	<p>Resourcing to support professional development</p> <p>MOE Support</p>	<p>Terms 1 - 4</p>	<p>Behaviour across every area of the kura is supported by consistent behavioural practice.</p> <p>Incidences of undesirable behaviours is reduced.</p>
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**Strategic Goal 3: Student Achievement**

All children will reach their potential through having their needs met, effective pedagogy implemented by teachers, and having staff who are resilient and have a passion for teaching.

Regulation 9(1)(a)

**Annual Target/Goal:**

Children are attending school regularly, teachers are using effective practices, children are learning and parents are informed of reliable and accurate student achievement.

Regulation 9(1)(a)

**What do we expect to see by the end of the year?**

Expectations of success are that our kura;

- Has high attendance rates all year
- Uses the best possible teaching practices
- Has high levels of academic success
- Reports effectively to parents/whanau and caregivers so that there are no surprises.

Regulation 9(1)(d)

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<p>Regulation 9(1)(b)</p> <p>Continue the narrative with parents and our wider community regarding regular rates of attendance and the correlation of this on achievement.</p> <p>As a Kahui Ako create a consistent attendance message for all schools so whanau attending multiple schools in the KA are hearing the same thing.</p> <p>Complete a further inquiry to revisit why children in groups other than regular attendance aren't attending school.</p>	<p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• All staff</li> <li>• Kahui Ako ASTs and WST</li> <li>• Tapitomata Attendance Service</li> </ul> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Kahui Ako AST and WST</li> </ul>	<p>Regulation 9(1)(c)</p> <p>Opportunities for consistent messaging regarding attendance expectations ie whanau evenings, general conversations with whanau, newsletter, or direct emails to share concerns where necessary.</p> <p>Tapitomata to be used when and if necessary to make further connections.</p> <p>Attendance data.</p>	<p>2025</p> <p>Term 2 and 3 as these are the problematic terms currently.</p>	<p>Regulation 9(1)(d)</p> <p>Attendance rates improve.</p> <p>Opportunity to teach effectively improves.</p> <p>Achievement improves.</p> <p>The school will have a better understanding of why children are absent. Is there student disengagement from school or is it something else.</p>
<p>Refer Strategic Goal 2 in regard to Pr1me, iDEAL and ALL.</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• All staff</li> </ul>			
<p>Review the reporting format that is currently in use. What are the strengths and weaknesses? Does it reflect the new structured approach? Is data collected and shared reliable and valid? What do other schools in the KA do to ensure family and whanau are well</p>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<p>Survey community as to what they want/need.</p> <p>Use eTap as a possible answer to effective and timely reporting.</p>	<p>Terms 2 - 3</p>	<p>Survey responses will inform our next steps.</p> <p>eTap to provide a reporting model using input data from teachers.</p>

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<b>Strategic Goal 4: CTS Property Reflects our Vision and Values.</b> <i>Our school property effectively supports teaching and learning opportunities for all.</i> Regulation 9(1)(a)				
<b>Annual Target/Goal:</b> CTS property is kept up-to-date, tidy and reflective of high quality practices and opportunity. Regulation 9(1)(a)				
<b>What do we expect to see by the end of the year?</b> Regulation 9(1)(d)				
Expectations of success are that our kura; <ul style="list-style-type: none"> <li>• Has property options allowing for a variety of 'vehicles' for learning.</li> <li>• Develops an outdoor learning environment to support curriculum-wide learning</li> <li>• Works with the MOE and our Property Managers to get the best educational outcomes for our physical spaces (5YA).</li> <li>• Reflects our vision and values fully.</li> </ul>				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  Regulation 9(1)(d)
Hall renovations.  Classroom upgrades	<ul style="list-style-type: none"> <li>• BOT</li> <li>• Principal</li> </ul>	Onus Construction (Property Managers) 5 YA	2024/25 Christmas break Term 1 holidays	The hall is water tight.  Classrooms that are warm, acoustically compliant and that meet educational needs of those working and learning in them.
Outdoor Classroom	<ul style="list-style-type: none"> <li>• BOT</li> <li>• Principal</li> <li>• Staff</li> <li>• Onus</li> </ul>	Designs for the area were completed in 2024.  Funding required to complete the project to be gained through grants, and other funding sources.	To be completed by Dec 2025	The area complete and being used as planned.
Garden Improvements to Support 2024 Library Development	<ul style="list-style-type: none"> <li>• BOT</li> <li>• Home and School</li> <li>• Caretaker</li> </ul>	Grant application for sun shades, planting and seating.	Term 1	The area is a more useable space to support teaching and learning.  General beautification occurs.