

2026 Annual Implementation Plan: Clifton Terrace School



Summary of the plan

In 2026, Clifton Terrace School will focus on strengthening curriculum coherence, embedding consistent pedagogical practice, enhancing arts learning opportunities, supporting staff hauora, and improving continuity between junior, middle and senior pathways. Curriculum leadership roles will be established, PLGs will become a core driver of professional learning, arts programmes will be more visible across the school, and wellbeing systems will be strengthened. Partnerships with ECE and intermediate providers will be deepened to ensure smooth transitions for ākonga and whānau.

Where we are currently at:

CTS has begun aligning curriculum and assessment practices with the refreshed New Zealand Curriculum. Early steps toward developing leadership roles and curriculum mapping have already been taken. IDEAL reading and PRIME maths have been introduced and are being embedded across classrooms. Arts learning is occurring in pockets, but a coherent arts overview has not yet been developed. A stronger approach to workload sustainability and hauora is emerging, and new relationships with local ECEs /intermediates have started to strengthen. In 2026, the aim is to consolidate these initiatives, build consistency, and progress the work begun in 2025.

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

Clifton Terrace School will honour Te Tiriti by:

- Ensuring curriculum and assessment practices reflect local histories, mātauranga Māori, and cultural narratives relevant to Whakatū.
- Embedding te reo matatini and pāngarau within planning, assessment, and PLG practice.
- Using partnership principles to strengthen relationships with whānau, hāpori, and ECEs/.intermediates.
- Ensuring student voice, including Māori voice, informs decision-making.
- Supporting equitable outcomes for all our priority learners in curriculum, pedagogy, and wellbeing systems.

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Teaching Pedagogy and Curriculum Coherence

Strategic Goal 1:

Clifton Terrace School will strengthen teaching pedagogy through a coherent, future-focused curriculum that builds deep learning, supports teacher wellbeing, and ensures consistency across all learning areas and across the different year groups. Through collaboration, rich learning experiences, and clear curriculum pathways, CTS ākonga will thrive academically, creatively, and emotionally.

Annual Target/Goal:

To ensure that as a school we effectively plan, teach and assess the NZ Curriculum so that all children have success.

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.)

- Coherent planning and assessment structures visible.
- Teachers report improved clarity and reduced overload.
- Arts curriculum implemented consistently across classes.
- Strengthened relationships with ECEs.
- Noticeable improvements in pedagogy consistency and student engagement.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <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>
1. Curriculum Coherence & Refresh Alignment <ul style="list-style-type: none"> • Establish curriculum leadership roles. • Align assessment practices with refreshed curriculum. 	Principal, SLT, Curriculum Leaders, Team Leaders	Release time for curriculum leaders, PLG materials, assessment tools, digital storage platform, professional learning support	All year, with mid-year and end-of-year checkpoints	<ul style="list-style-type: none"> • Curriculum leadership roles are appointed and operating with clear portfolios. • Assessment practices across teams show alignment with refreshed curriculum expectations (evidenced in planning audits and moderation samples). • Teachers report increased clarity around curriculum expectations (mid-year and end-of-year feedback surveys). • Curriculum documentation is consistently stored and accessible for staff.
2. Strengthening Pedagogical Practice <ul style="list-style-type: none"> • Launch PLGs (Pedagogy Learning Groups). • Continue IDEAL reading consolidation. 	Principal, SLT, Literacy Lead, Maths Lead, Team Leaders	PLG release time, PRIME resources, literacy PLD, data tools, observation templates	Throughout 2026	<ul style="list-style-type: none"> • Pedagogy Learning Groups (PLGs) meet as a minimum once per term, with shared minutes and next steps. • IDEAL reading practices are consistently observed during walkthroughs and reflected in literacy planning. • iDeaL writing is used effectively across all classes. • New maths curriculum (e.g., PRIME) is implemented across all year levels with evidence of progression visible in planning and student books. • Student achievement data in reading and maths shows positive movement for priority learners.

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<ul style="list-style-type: none"> Continue to embed new maths curriculum using PRIME. 				<ul style="list-style-type: none"> Teachers report increased confidence using shared pedagogical approaches (possible PLG surveys or general feedback).
<p>3. Arts Curriculum & Creative Learning</p> <ul style="list-style-type: none"> Develop and implement arts curriculum overview. Begin schoolwide singing and drama events. Introduce integrated arts units. 	<p>Arts Lead, SLT, All teaching staff</p>	<p>Arts equipment, performance space, planning templates, release time for overview development</p>	<p>Term 1–4</p>	<ul style="list-style-type: none"> A complete arts curriculum overview (music, drama, dance, visual arts) is documented and shared with staff. Complete a school production which includes the arts. Integrated arts units are visible in term planning across syndicates. Students demonstrate increased engagement and confidence in arts activities (teacher observations and student voice). Community feedback on arts events is positive and indicates increased visibility of arts learning.
<p>4. Hauora & Workload Sustainability</p> <ul style="list-style-type: none"> Adopt "Do Less, Well" planning principle. Embed hauora check-in systems. Align wellbeing with classroom pedagogies. 	<p>Principal, SLT, Team Leaders</p>	<p>Wellbeing tools, PLG time, SEL resources, release for reflective practice</p>	<p>Term 1–4</p>	<ul style="list-style-type: none"> "Do Less, Well" principle is reflected in team planning (reduced overload, clearer focus areas). Hauora check-ins occur regularly and are actioned when concerns arise. Staff wellbeing survey shows improved satisfaction with workload balance and feeling supported. SEL (social-emotional learning) strategies are visible in classroom routines and wellbeing planning. Reduction in reported teacher stress indicators (sick days, turnover patterns, internal feedback).
<p>5. Junior–Senior Pathways</p> <ul style="list-style-type: none"> Strengthen partnerships with ECEs, local schools (Hira, Auckland Point and Nelson Intermediate in particular) to support any transitions to or from those schools. Review junior curriculum alignment with senior expectations. Begin documenting whole-school progression. 	<p>SLT, Junior and Senior Team Leaders, ECE Liaison</p>	<p>Release time, progression templates, collaboration tools, whānau feedback forms</p>	<p>Term 1–4</p>	<ul style="list-style-type: none"> Stronger partnerships with key ECE/intermediates and otheschools demonstrated through shared transition meetings or visits. Junior–senior curriculum alignment review completed and documented. Initial draft of whole-school progression pathways (Y1–Y6) is created and shared with staff. Teachers across year levels report improved understanding of what comes before/after their year level. Transition to school (ECE → Year 1) feedback from whānau reflects smoother, clearer processes.

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Global Citizenship

Strategic Goal 2:

Clifton Terrace School will empower all learners to become informed, ethical, and compassionate global citizens who understand their responsibilities to the environment, the local community, and the wider world. Through sustainability practices, cultural inclusivity, future-focused capabilities, and authentic action projects, learners will develop the values, knowledge, and skills needed to contribute confidently in Aotearoa and beyond.

Annual Target/Goal:

To ensure all those associated with Clifton Terrace nurture our school, our local environment and understand the importance of being a global citizen.

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.)

- Students articulate basic understanding of global citizenship.
- Early action projects visible and celebrated.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <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>
1. Sustainability & EnviroSchools Renewal <ul style="list-style-type: none"> • Conduct EnviroSchools audit and set new goals. • Appoint EnviroSchool Lead. • Begin small student-led kaitiaki actions. 	Principal, EnviroSchools Lead, EnviroSchools Facilitator, Student Enviro Team	EnviroSchools support materials, release time, student equipment for sustainability projects	Term 1–4	<ul style="list-style-type: none"> • EnviroSchools renewal completed. • Increased student participation in environmental activities. • Visible improvement in schoolwide sustainable practices.
2. Cultural Identity & Outdoor Learning <ul style="list-style-type: none"> • Integrate cultural narratives into learning. • Begin design process for outdoor sensory/learning space. • Engage whānau and iwi in early curriculum conversations. 	SLT, Cultural Lead, Whānau Engagement Lead, BOT Property Lead	Design support, whānau consultation tools, cultural resources, planning templates	Terms 1–3 (consultation), Term 4 (final concept)	<ul style="list-style-type: none"> • Cultural learning evident in planning and displays. • Concept plan for outdoor learning space completed. • Positive whānau engagement feedback.

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<p>3. Social–Emotional Intelligence & Key Competencies</p> <ul style="list-style-type: none"> • Introduce consistent SEL routines schoolwide. • Build teacher capability in supporting emotional literacy. 	<p>SLT, Wellbeing Lead, Classroom Teachers</p>	<p>SEL resources, PLD sessions, wellbeing monitoring tools</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Students demonstrate increased emotional awareness. • Improved classroom climate and hauora indicators.
<p>4. Critical Thinking & Ethical Citizenship</p> <ul style="list-style-type: none"> • Begin explicit teaching of age-appropriate critical thinking skills. • Incorporate ethical dimensions into learning. 	<p>SLT, Inquiry Lead, Teaching Teams</p>	<p>Thinking routine frameworks, PLG facilitation time, inquiry planning templates</p>	<p>Term 1–4</p>	<ul style="list-style-type: none"> • Teachers use common critical thinking frameworks. • Students engage in discussions involving reasoning and perspective-taking.
<p>5. Financial Literacy</p> <ul style="list-style-type: none"> • Introduce financial literacy modules for Years 3–6. • Begin linking financial choices to sustainability (value vs cost, waste, impact). 	<p>Maths Lead, Inquiry Teachers, SLT</p>	<p>Financial literacy modules, real-life materials (tokens, budgets), planning templates</p>	<p>Terms 2–4</p>	<ul style="list-style-type: none"> • Students demonstrate foundational money skills. • Financial literacy evident in learning.

Community Connection & Whānau Partnership

Strategic Goal 3:

Clifton Terrace School will deepen meaningful, reciprocal relationships with whānau, early childhood providers, and the wider community to enhance learner wellbeing, engagement, and achievement. Through effective communication, strong pastoral care, and shared decision-making, every learner and their whānau will feel welcomed, valued, and supported.

Annual Target/Goal:

Everyone, everywhere, all the time! Everyone associated with our kura is valued, heard and celebrated.

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.)

- Improved whānau satisfaction with communication and reporting.
- Stronger ECE–CTS – intermediate transition processes.
- Higher student engagement with leadership pathways.
- Reduced unexplained absences and clearer understanding of attendance expectations.
- Staff report increased wellbeing and sense of belonging.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <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>
1. Relationships & Connections. <ul style="list-style-type: none"> • Establish pastoral care framework • Review leadership pathways • Strengthen partnerships with ECEs, local schools (Hira, Auckland Point and Nelson Intermediate in particular) to support any transitions to or from those schools. 	Principal, SLT, Wellbeing Lead, ECE Liaison, Team Leaders	Pastoral care templates, leadership development resources, release time, transition documentation systems	Term 1–4	<ul style="list-style-type: none"> • A documented pastoral care framework is developed, implemented and understood by staff. • Students, staff, and whānau report stronger relational support in wellbeing surveys. • Clear student leadership pathways throughout the year groups are offered, with increased participation from diverse learners. • Positive feedback from ECEs regarding improved transition processes. • Successful transition meetings and shared learner information between ECEs and CTS and other schools
2. Communication Clarity & Engagement <ul style="list-style-type: none"> • Refresh communication formats • Provide clear communication about processes • Improve accessibility for whānau 	Principal, SLT, Communications Lead	Template/style guide, translation tools, website updates, communication platforms	Term 1 rollout; review in Term 3	<ul style="list-style-type: none"> • All school communications follow the updated formats and style guidelines. • Whānau survey shows improved clarity and consistency in school messaging (80%+ positive). • Information is available in multiple formats (digital, print, translations where needed). • Increase in engagement metrics such as newsletter opens, website traffic, and whānau responses.

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<p>3. Whānau Collaboration & Reporting</p> <ul style="list-style-type: none"> • Redesign reporting format in line with Hero • Host curriculum/assessment evenings as/if necessary • Expand opportunities for whānau questions and feedback 	<p>SLT, Curriculum Leads, Teaching Teams</p>	<p>Reporting templates, PLD, event resourcing, digital engagement tools</p>	<p>Terms 1–2 design; Term 2 trial; Term 4 review</p>	<ul style="list-style-type: none"> • New reporting format through Hero trialled and positively reviewed by whānau (clarity, usefulness). • Strong attendance at curriculum & assessment information evenings. • Increased whānau feedback collected through surveys, hui, and digital forms. • Teachers report improved whānau understanding of progress and next learning steps. • Whānau participation in learning conversations rises year-on-year.
<p>4. Attendance, Engagement & Achievement</p> <ul style="list-style-type: none"> • Develop an Attendance Management Plan in line with MOE expectations. • Clarify attendance expectations • Strengthen data systems • Begin partnerships to support attendance 	<p>Principal, Attendance Lead, Office Team, SLT</p>	<p>Attendance communication materials, data tracking tools, whānau liaison time</p>	<p>Weekly monitoring; termly review</p>	<ul style="list-style-type: none"> • Attendance expectations communicated and understood by families (verified through survey?). • Attendance data is monitored weekly with clear intervention pathways in place. • Reduction in any chronic absenteeism rates compared to 2025. • Improved engagement trends in class participation and student wellbeing check-ins. • Documented partnerships with whānau for targeted attendance support.
<p>5. Staff Wellbeing & Hauora</p> <ul style="list-style-type: none"> • Develop a wellbeing framework * See below • Provide further recognition and shared voice opportunities • Revise processes and systems to support new staff and beginning teachers 	<p>Principal, SLT, Wellbeing Lead, Mentor Teachers</p>	<p>Induction templates, wellbeing tools, PLD, survey mechanisms</p>	<p>Induction templates, wellbeing tools, PLD, survey mechanisms</p>	<ul style="list-style-type: none"> • Staff wellbeing framework implemented schoolwide and used consistently. • Staff report feeling recognised, heard, and valued (staff wellbeing survey data improves). • Regular mechanisms for staff voice (feedback loops, open-door sessions, surveys). • Beginning teachers and new staff receive documented induction and mentoring support. • Reduction in staff burnout indicators: fewer stress-related absences, improved morale comments.

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**** Staff Wellbeing Framework**

A staff wellbeing framework ensures that all kaimahi at Clifton Terrace School feel valued, supported, and able to thrive in their roles. The framework promotes a culture of care grounded in manaakitanga, whanaungatanga, and sustainable workload practices. It provides structures that support physical, emotional, social, and professional wellbeing, recognising that teacher hauora directly influences learner success.

Key components include clear expectations around workload, planning, and communication; predictable meeting schedules; and protected time for collaboration. Staff voice is prioritised through regular feedback opportunities, open-door leadership, and responsive decision-making. Recognition and celebration of contributions foster a positive culture where effort is acknowledged.

New and beginning teachers receive comprehensive induction and mentoring, while targeted support is available during periods of pressure. Access to wellbeing resources, professional learning, and EAP services ensures staff can seek help when needed. Relational check-ins and a supportive team culture enable early identification of concerns.

The framework operates through an annual wellbeing cycle, including twice-yearly surveys, review of systems, and adjustments based on staff feedback. Its purpose is to create a safe, connected, and sustainable working environment where staff can bring their best selves to their teaching and leadership every day.