

Clifton Terrace School 2026 – 2028 Strategic Plan

Vision statement:
Expanding Horizons

Clifton Terrace School empowers every learner to feel known, valued, and connected. Through strong and effective community partnerships, culturally responsive practice, global citizenship, and rich, coherent learning, ākongā develop the confidence and capabilities to contribute positively to their world.

Summary of the information used to develop this plan/How did you create this plan:

This strategic plan was informed by multiple sources of evidence including achievement data (reading, writing, maths), attendance patterns, wellbeing surveys, staff feedback, and ECE transition information. Community engagement through surveys, hui, reporting feedback, and consultation with hapori, staff, and whānau shaped the priorities. Common themes included:

- A desire for stronger communication and clearer learning pathways
- Improved consistency in curriculum delivery and assessment
- Greater focus on hauora, key competencies, and whole-child development
- Strengthened local partnerships (ECEs, neighbouring schools)
- Increased opportunities for global citizenship, sustainability, and cultural identity

Priorities were selected to align with community aspirations, address inequities, and support coherence across teaching, learning, and relationships.

Strategic goals	Which board objective does this strategic goal work towards meeting?	Links to education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
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Strengthening Community Connection & Whānau Partnership.

<p>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.</p>	<ul style="list-style-type: none"> • Ensure student wellbeing and belonging • Strengthen school–whānau partnerships • Foster inclusive practices and equitable outcomes • Promote smooth transitions and strong learner pathways 	<ul style="list-style-type: none"> • Te Whāriki (ECE pathways) • The New Zealand Curriculum refresh (Community engagement, partnerships, progressions) • Ka Hikitia – Ka Hāpaitia • Te Ahu o te Reo Māori • Attendance & Engagement Strategy 	<ul style="list-style-type: none"> • Strong, reciprocal relationships with whānau and community partners • Clear, culturally sustaining communication systems • Reporting systems that strengthen whānau understanding of learning • Smooth, coherent transitions with ECEs and partner schools • Reduced attendance concerns and strengthened engagement • Staff wellbeing systems that foster belonging and retention <p>Evidence:</p> <ul style="list-style-type: none"> • Whānau survey trends show increased satisfaction • Transition feedback from ECEs improves year-on-year • Leadership pathway participation increases for diverse learners • Attendance data shows reduction in chronic absenteeism • Staff wellbeing indicators improve 	<ul style="list-style-type: none"> • Establish a schoolwide pastoral care framework guided by hauora principles • Review and strengthen student leadership pathways familiar across year levels • Strengthen partnerships with ECEs, and neighbouring schools (Hira, Auckland Point, Nelson Intermediate) • Refresh communication systems (templates, accessibility, multilingual options) • Redesign reporting to better show progress, next steps, and learning pathways • Build whānau knowledge of curriculum and assessment through information evenings and accessible resources • Clarify and communicate attendance expectations, strengthen monitoring, and build whānau partnership plans • Create a wellbeing framework for staff including induction processes, mentoring, and mechanisms for staff voice <p>Equity & Inclusion:</p> <ul style="list-style-type: none"> • Align pastoral care, communication and attendance systems with Māori values and relational approaches • Ensure communication and reporting include language accessibility • Use whānau voice, especially Māori and diverse families, to shape relational systems • Support transitions that recognise each learner’s cultural identity and learning journey 	<ul style="list-style-type: none"> • Whānau, staff, and student surveys • Attendance and engagement data • Transition meeting records and partner feedback • Communication metrics (newsletter, whānau engagement) • Annual wellbeing review • Evaluation of reporting changes • Evidence gathered through PLGs, pastoral logs, and leadership participation data
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Strengthening Teaching Pedagogy and Curriculum Coherence.

<p>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.</p>	<p>Board Objective Alignment</p> <ul style="list-style-type: none"> • Improve student achievement and equitable outcomes • Strengthen teaching quality and curriculum delivery • Ensure clarity and coherence in learning pathways 	<p>Links to Education Requirements</p> <ul style="list-style-type: none"> • Te Mātaiaho (refreshed NZC) • Literacy & Maths Strategies • Ka Hikitia 	<p>What Do We Expect to See by 2028?</p> <ul style="list-style-type: none"> • Curriculum leadership roles embedded and functioning effectively • A coherent schoolwide curriculum map and progression pathways • Consistent assessment practices aligned with Te Mātaiaho • PLGs driving shared pedagogy and reflective practice • Strong implementation of IDEAL reading, iDeaL writing, PRIME maths • Increased student engagement and improved progress for priority learners • Strong links between junior, middle and senior learning pathways <p>Evidence:</p> <ul style="list-style-type: none"> • Planning audits and moderation samples • Teacher surveys reflecting increased clarity • Student achievement data (reading, writing, maths) • Evidence of implementation in classroom walkthroughs • Completed whole-school learning progression documentation 	<p>How Will We Achieve These Goals? (High-Level Steps)</p> <ul style="list-style-type: none"> • Establish curriculum leadership roles with clear portfolios • Develop a whole-school curriculum map and progression framework • Align assessment practices to refreshed curriculum expectations • Run PLGs at least once per term focusing on pedagogy, data, and consistency • Embed IDEAL reading, iDeaL writing, and PRIME maths • Strengthen moderation processes and assessment literacy • Review junior–senior curriculum alignment and transitions • Monitor priority learner progress and refine interventions • Ensure curriculum documentation is stored accessibly and updated regularly <p>Equity & Inclusion:</p> <ul style="list-style-type: none"> • Prioritise learners requiring additional support by using data-driven interventions • Ensure culturally sustaining pedagogy in all curriculum areas • Provide accessible learning pathways for neurodiverse learners • Integrate te reo Māori, mātauranga Māori, and pāngarau across planning and assessment. 	<p>How Will We Measure Success?</p> <ul style="list-style-type: none"> • Curriculum leader reports and planning audits • Teacher confidence surveys • Moderation consistency across teams • Student progress data (priority learner focus) • Evidence collected through PLGs, walkthroughs, and learning samples • Completion of progressions and curriculum documentation
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Global Citizenship

<p>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.</p>	<p>Board Objective Alignment</p> <ul style="list-style-type: none"> • Develop confident, connected, actively involved learners • Promote citizenship, values, inclusion, and wellbeing • Equip students for a rapidly changing and interconnected world 	<p>Links to Education Requirements</p> <ul style="list-style-type: none"> • The New Zealand Curriculum (values, key competencies, progressions) • Sustainability, Climate Action, and Global Citizenship education guidance • EnviroSchools Principles and Kaitiakitanga 	<p>What Do We Expect to See by 2028?</p> <ul style="list-style-type: none"> • EnviroSchools fully renewed with a strong sustainability culture • Students demonstrating emotional intelligence, ethical citizenship, and critical thinking • Consistent SEL routines across all classrooms • A schoolwide understanding of global citizenship vocabulary and actions • An arts, culture, and outdoor learning programme that reflects diverse identities • Growing student leadership in environmental, ethical, and social action projects <p>Evidence:</p> <ul style="list-style-type: none"> • EnviroSchools portfolio and facilitator feedback • Student voice and teacher observation of critical thinking and SEL • Arts curriculum implementation and learning displays • Action projects visible across classes (local/global issues) • Whānau feedback on cultural identity and outdoor learning developments 	<p>How Will We Achieve These Goals? (High-Level Steps)</p> <ul style="list-style-type: none"> • Renew EnviroSchools status and develop clear sustainability goals • Appoint a Sustainability Lead and support student-led environmental action • Integrate cultural narratives and local iwi stories across inquiry • Develop an outdoor sensory and learning space • Embed consistent SEL routines and build teacher capability • Introduce critical thinking frameworks and ethical decision-making • Strengthen arts curriculum coherence and creative learning events • Embed financial literacy for Y3–6 and link this to sustainability • Introduce global citizenship language and inquiry-based action learning <p>Equity & Inclusion:</p> <ul style="list-style-type: none"> • Ensure cultural identity integration honours mana whenua stories and values • Adaptive SEL routines to meet neurodiverse and dyslexic learners' needs • Provide accessible, inclusive opportunities for participation in global citizenship projects • Use strengths-based approaches that support Māori and priority learners 	<p>How Will We Measure Success?</p> <ul style="list-style-type: none"> • EnviroSchools renewal evidence and schoolwide sustainability practices • Planning audits showing integration of cultural identity and critical thinking • SEL data through wellbeing observations • Student voice on global citizenship and action learning • Evidence of outdoor learning space use and impact • Financial literacy assessments and inquiry outcomes • Arts curriculum documentation and event feedback
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	Strengthening Community Connection & Whānau Partnership.	Strengthening Teaching Pedagogy and Curriculum Coherence.	Global Citizenship
2026	<p>1: Relationships & Connections</p> <ul style="list-style-type: none"> Establish pastoral care framework; map ECE relationships; begin leadership pathway review. <p>2: Communication Clarity & Engagement</p> <ul style="list-style-type: none"> Refresh communication systems; introduce consistent templates; clarify expectations. <p>3. Whānau Communication & Collaboration</p> <ul style="list-style-type: none"> Redesign reporting formats; host curriculum and assessment information sessions as necessary. <p>4. Attendance, Engagement & Achievement</p> <ul style="list-style-type: none"> Clarify attendance expectations; strengthen data monitoring; begin engagement initiatives. Attendance Management Plan is in place. <p>5: Staff Wellbeing & Empowerment</p> <ul style="list-style-type: none"> Establish wellbeing framework; introduce recognition initiatives. 	<p>1: Curriculum Development & Coherence</p> <ul style="list-style-type: none"> Establish TIC roles; align assessment to refreshed curriculum; develop whole-school curriculum map. <p>2: Strengthening Pedagogical Practice</p> <ul style="list-style-type: none"> PLGs (Pedagogy Learning Groups) focus on shared pedagogies; strengthen IDEAL literacy; embed new maths curriculum. <p>3: Arts Curriculum & Creative Learning</p> <ul style="list-style-type: none"> Develop arts curriculum plan; introduce singing/arts events. <p>4: Hauora, Wellbeing & Sustainable Workload</p> <ul style="list-style-type: none"> Introduce "Do Less, Well" principle; align wellbeing expectations. <p>5: Junior–Senior Learning Progression</p> <ul style="list-style-type: none"> Strengthen ECE partnerships; review junior curriculum alignment. 	<p>1. Sustainability & Enviroschools</p> <ul style="list-style-type: none"> Complete Enviroschools review and renew school commitment. Appoint Sustainability Lead (staff or team). Begin small-scale student-led sustainability projects (waste audit, gardens, biodiversity checks). <p>2. Cultural Inclusivity & Identity</p> <ul style="list-style-type: none"> Integrate local stories and cultural identity into inquiry units. Consult with iwi and whānau on cultural priorities. Design outdoor learning/sensory space concept plan. <p>3. Future-Focused Competencies</p> <ul style="list-style-type: none"> Introduce SEL (emotional intelligence) tools and teaching routines. Begin teaching critical thinking frameworks at appropriate year levels. <p>4. Financial Literacy</p> <ul style="list-style-type: none"> Introduce foundational financial literacy lessons for Years 3–6. <p>5. Global Citizenship Awareness</p> <ul style="list-style-type: none"> Introduce global citizenship language, values, and classroom displays.
2027	<p>1: Relationships & Connections</p> <ul style="list-style-type: none"> Strengthen ECE transition processes; expand leadership opportunities; embed induction for new families. <p>2: Communication Clarity & Engagement</p> <ul style="list-style-type: none"> Review whānau feedback; strengthen communication; expand appropriate digital tools. <p>3. Whānau Communication & Collaboration</p> <ul style="list-style-type: none"> Strengthen whānau curriculum partnerships; introduce student-led elements. <p>4. Attendance, Engagement & Achievement</p>	<p>Focus Area 1: Curriculum Development & Coherence</p> <ul style="list-style-type: none"> Review curriculum balance; embed progression documents; cross-team curriculum moderation. <p>2: Strengthening Pedagogical Practice</p> <ul style="list-style-type: none"> Peer observations and coaching expand; inquiry-based learning strengthened. <p>3: Arts Curriculum & Creative Learning</p> <ul style="list-style-type: none"> Integrate arts across inquiry; expand community arts partnerships. <p>4: Hauora, Wellbeing & Sustainable Workload</p>	<p>1. Sustainability & Enviroschools</p> <ul style="list-style-type: none"> Implement full schoolwide sustainability projects (waste systems, energy reduction). Student Sustainability Council established. Begin whole-school inquiry cycle centred on sustainability. <p>2. Cultural Inclusivity & Identity</p> <ul style="list-style-type: none"> Outdoor learning/sensory space built and used regularly. Increase cultural events with whānau involvement. Integrate cultural identity progression into curriculum planning.

	<ul style="list-style-type: none"> Partner with whānau to address barriers; refine actions; celebrate progress. <p>5: Staff Wellbeing & Empowerment</p> <ul style="list-style-type: none"> Strengthen shared leadership; provide collaboration time; embed hauora practices. 	<ul style="list-style-type: none"> Embed SEL into classroom routines; strengthen hauora-based practices. <p>5: Junior, Middle and Senior Learning Progression</p> <ul style="list-style-type: none"> Embed progression from Y1–6 	<p>3. Future-Focused Competencies</p> <ul style="list-style-type: none"> Embed critical thinking routines across all teams. Explicit teaching of ethical decision-making and digital citizenship. Develop student leadership linked to global citizenship themes. <p>4. Financial Literacy</p> <ul style="list-style-type: none"> Expand programme with practical applications (budgeting for projects, cost/benefit thinking). <p>5. Global Citizenship Awareness</p> <ul style="list-style-type: none"> Begin global–local action projects (e.g., ocean health, conservation, fair trade).
<p>2028</p>	<p>1: Relationships & Connections</p> <ul style="list-style-type: none"> Evaluate effectiveness; refine leadership pathways; extend partnerships beyond ECEs. <p>2: Communication Clarity & Engagement</p> <ul style="list-style-type: none"> Refine systems based on data. <p>3. Whānau Communication & Collaboration</p> <ul style="list-style-type: none"> Review and refine reporting; embed co-designed curriculum conversations. <p>4. Attendance, Engagement & Achievement</p> <ul style="list-style-type: none"> Evaluate impact; embed sustainable systems; share success stories. <p>5: Staff Wellbeing & Empowerment</p> <ul style="list-style-type: none"> Review wellbeing systems; ensure sustainability; refine staff voice pathways. 	<p>Focus Area 1: Curriculum Development & Coherence</p> <ul style="list-style-type: none"> Refine curriculum based on student outcomes; strengthen integration across learning areas. <p>2: Strengthening Pedagogical Practice</p> <ul style="list-style-type: none"> Evaluate impact on outcomes; refine shared pedagogies; mentor new staff. <p>3: Arts Curriculum & Creative Learning</p> <ul style="list-style-type: none"> Showcase arts in schoolwide celebration; evaluate arts integration. <p>4: Hauora, Wellbeing & Sustainable Workload</p> <ul style="list-style-type: none"> Review workload sustainability; enhance wellbeing programmes. <p>5: Junior–Senior Learning Progression</p> <ul style="list-style-type: none"> Evaluate transitions and refine pathway documentation. 	<p>1. Sustainability & EnviroSchools</p> <ul style="list-style-type: none"> Student leaders facilitate sustainability events and teach younger students. <p>2. Cultural Inclusivity & Identity</p> <ul style="list-style-type: none"> Cultural identity integrated in all major inquiry cycles. Student cultural ambassadors support schoolwide events. <p>3. Future-Focused Competencies</p> <ul style="list-style-type: none"> Students lead ethical and global citizenship projects with community partners. Critical thinking and SEL indicators visible in student reflections and exhibitions of learning. <p>4. Financial Literacy</p> <ul style="list-style-type: none"> Financial literacy embedded in senior projects (e.g., social enterprise, sustainability markets). <p>5. Global Citizenship Awareness</p> <ul style="list-style-type: none"> Whole-school expo celebrating CTS’s global citizenship journey.