



CLIFTON TERRACE MODEL SCHOOL ANNUAL IMPLEMENTATION PLAN 2026

To inspire in each pupil a thirst for learning, drawing on the rich opportunities available to a small inner-city school.

Ki te whakatenatena i te tamaiti te hiringa mō te mātauranga, mā ngā mea tino angitu i tēnei kura pakupaku kei roto i te tāone nui.

Clifton Terrace Model School (CTMS) is a small, innovative full primary school (Years 1-8) in central Wellington. Committed to success, the school prioritises a personalised approach, ensuring staff know every ākonga (student). As a dedicated Model school, CTMS is committed to teacher training and remaining at the forefront of educational practice. The school embraces its cultural diversity, fostering strong partnerships with whānau (families) to achieve positive outcomes and high achievement for all students, including targeted support for those with additional learning needs. Furthermore, CTMS is fully committed to upholding Te Tiriti o Waitangi, which involves providing equitable educational opportunities for Māori learners and a comprehensive understanding of te ao Māori for all ākonga

The CTMS strategic plan for the 2024–2025 period contained seven comprehensive strategic goals to guide the school. In 2025, the school consulted with whānau, staff, and students to obtain feedback on how the school is doing in relation to those goals and on what the school's strategic priorities should be going forward. Community feedback was overwhelmingly positive, indicating that the school is meeting or exceeding expectations in many areas. Specifically, the community highly values the school's nurturing environment, rich curriculum, strong relationships, and the benefits of its small size. The collective feedback affirmed CTMS as academically strong, deeply connected, caring, and innovative, underpinned by its close-knit community.

As the Education and Training Amendment Act 2025 has deferred the requirement for schools to submit a new Strategic Plan until 2027, this 2026 Annual Implementation Plan is based on the 2024–2025 strategic plan. However, it is informed by the school's review of the strategic goals in that plan and the community feedback we received on them. As there is a degree of overlap in our seven strategic goals, we have organised our 2026 Annual Implementation Plan around three core themes that encompass all seven of the goals in our 2024–2025 strategic plan. These three themes were prominent in the community feedback we received and are at the heart of everything we do at CTMS:

Ako | Learning

Tūhononga | Connection

Ahurea tuakiri | Culture

Ako | Learning

We will ensure a barrier-free learning experience for every ākonga.

Strategic Goals this theme encompasses:

- Provide a learning environment where all our ākonga can achieve to their highest possible educational potential, including gaining sound foundation skills in literacy and numeracy (SG3)
- Help all our ākonga to develop as confident, creative learners with a sense of discovery, leadership skills, and an enthusiasm for learning (SG4)
- Provide our ākonga/learners with rich, authentic learning opportunities beyond the classroom (SG7)

2025 Annual Targets

- To raise the learning progress and achievement of all ākonga in Reading, Writing and Mathematics (prioritising English Language Learners).
- Increase the percentage of ākonga attending school between 90-100% of the time to 75% (from 70% in 2024).
- Provide opportunities for our ākonga to protect and care for our world through learning about our environment and taking action.
- Staff and school leadership are confident in ensuring EOTC trips meet health and safety obligations.

2025 Outcomes:

- 2025 student achievement data showed 68% of students reading at or exceeding their chronological age, 68% of students writing at or exceeding their chronological age, and 72% of students achieving at or above their chronological age in Maths. This was a drop from previous years and will continue to be a focus for 2026.
- Regular attendance level was 79%, an increase from 2024 which was 70%.
- The Enviro Group remains actively engaged, undertaking significant work within our local community (Kumutoto, Waimapihi Reserve, KaiCycle)
- All staff are fully qualified in First Aid training, 3 staff members participated in Education Outdoors NZ (EONZ) workshops, and school EOTC procedures and processes were reviewed.

2026 Annual Targets:

Provide a learning environment where all our ākonga (students) can achieve to their highest possible educational potential, including gaining sound foundation skills in literacy and numeracy. Ensure that at least 75% of students demonstrate achievement at or exceeding the expected levels in Reading, Writing, and Maths by the end of the year. Achieve a minimum of 80% of students attending school regularly (more than 90% of the time) by the end of the year.

Actions

Who is Responsible

Resources Required

Timeframe

How will we measure success?

<p>Action 1: Achievement and Assessment</p> <p>Implement specific intervention programs, such as the Maths Acceleration programme (MAP) and ESOL.</p> <p>Staff to participate in Assessment and Aromatawai PLD.</p> <p>Reporting to whānau will include the MOE core components and be aligned with the NZ Curriculum.</p>	<p>All staff Students Tumuaki Learning Support Coordinator</p>	<p>Professional Learning Development</p> <ul style="list-style-type: none"> - Maths Acceleration Programme (Irina) - Assessment PLD (Cognition Education) - TODs - Staff meetings <p>ESOL programme</p> <p>Learning Support Coordinator (Irina)</p>	<p>Terms 1-4</p>	<ul style="list-style-type: none"> • End year achievement data shows an improvement in the percentage of ākonga reading, writing, and achieving in Maths at or exceeding their chronological age, with a target of 75% achievement across all three areas. • Staff are able to administer SMART and analyse data effectively • Whānau feel well informed about their child's learning (Teaching and Learning survey)
<p>Action 2: Attendance</p> <p>Raise attendance levels to 80%.</p> <p>Implement the Stepped Attendance Response (STAR) framework and Attendance Management Plan to monitor and improve attendance.</p> <p>Termly attendance reports from the Ministry of Education are analysed and possible barriers identified and addressed.</p>	<p>Tumuaki Board of Trustees All staff Whānau Students</p>	<p>Attendance Services (Piki te Mauri) Ministry of Education Hero (SMS)</p>	<p>Terms 1-4</p>	<ul style="list-style-type: none"> • 80% of students attending regularly (more than 90% of the time) by the end of 2026 (measured through termly attendance reports).

Tūhononga | Connection

Strengthening home-school connections between whānau and school/kura by improving the flow of information to parents.

Strategic Goals this theme encompasses

- Create a safe, inclusive and positive culture at CTMS where diversity is valued and all ākonga/learners and staff feel they belong (SG1)
- Strengthen relationships with whānau and build a strong CTMS community that celebrates and acknowledges our diversity (SG2)

2025 Annual Targets

- Students and parents feel that CTMS is a safe and inclusive environment.
- Our CTMS whānau will be engaged and responsive to their child's learning through communication platforms.

2025 Outcomes

- Results from the Teaching and Learning survey indicated that 96% of the community felt CTMS was a safe and inclusive environment.
- The majority of whānau were receiving communications from the school and engaging with their child's learning through online portals.
- High engagement of whānau at community events.

2026 Annual Target:

We will build powerful partnerships for learning between our school staff, whānau, and the wider community, aiming to establish stable roll growth.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Action 1: Host information sessions with our whānau (Digital Safety, use of AI, curriculum updates).	Staff Tumuaki Whānau Board of Trustees	Seesaw Hero webinars NetSafe/N4L Aiscorp	Termly	<ul style="list-style-type: none">• One whānau information session held each term• Feedback gathered through the Teaching and Learning Survey
Action 2: Whānau are supported to use Hero as a platform for communication.	Tumuaki Office Manager Staff Whānau	Hero webinars	Terms 1-4	<ul style="list-style-type: none">• Kaiako are confidently using Hero to upload data and communicate information• Whānau are logging in to the Hero portal to view learning or communication posts on a weekly basis
Action 3: Strengthen relationships with local early childhood centres to secure a stable enrolment pathway.	Shelly Wilson Tumuaki	Release time for Shelly	Terms 1-4	<ul style="list-style-type: none">• Meetings with local ECE centres are held each term• An increase in new entrant enrolments

Ahurea tuakiri | Culture

Help ākonga to develop their understanding of te reo Māori, tikanga Māori and te ao Māori, through incorporating this in daily school life.

Strategic Goals this relates to

- Strengthen how CTMS brings Te Tiriti o Waitangi to life through our local curriculum, connections with whānau and our partnership with local iwi (SG5)
- Help ākonga/learners to develop their understanding of te reo Māori, tikanga Māori and te ao Māori, through incorporating this in daily school life (SG6)

2025 Annual Targets

- Māori students achieving equitable outcomes as Māori.
- Our ākonga/learners will show an improved level of te reo Māori and increased understanding of tikanga Māori and te ao Māori.

2025 Outcomes

- Whānau Maori hui was held
- Tamariki Māori provided 1:1 support where required. An increase in tamariki Māori achievement was noted, as well as a growth in confidence and resilience. This will be a continued focus for 2026.
- Tu Urungi assessments were administered and this provided a baseline for te reo Māori usage.

2026 Annual Target:

Kaiako and ākonga will be confident at using te reo Māori in daily life and have an understanding of tikanga Māori.

Actions	Who is Responsible	Resources Required	Timeframe	How will we measure success?
Action 1: Ensure all kaiako participate in te reo Māori PLD, with a focus on teaching practical classroom language and integration.	All staff	Te Urungi Assessments (NZCER) Te Kura Raunui registrations Hemi Prime - Kapa Haka tutor	Terms 2-4	<ul style="list-style-type: none">• Staff participate in Te Kura Raunui PLD and use te reo Māori confidently in all communications• Students show measurable progress through Te Urungi Assessments
Action 2: Continue to implement the CTMS He Ara Mātauranga Māori progression plan in planning and teaching programmes	All staff Tumuaki	Māori resources - Te Reo Māori Club Whānau Māori	Terms 1-4	<ul style="list-style-type: none">• CTMS He Ara Mātauranga Māori progressions are evident in teacher planning.• Māori resources are visible in classrooms and around the school.

OUR BUSINESS AS USUAL

This section outlines the established, routine daily teaching and learning strategies and operational procedures at Clifton Terrace Model School. These practices serve as the foundational bedrock for all strategic goals in this Annual Implementation Plan and specifically detail our approach to meeting the diverse learning needs of all our ākonga.

<p>Strategic Goal 3: Provide a learning environment where all our ākonga can achieve to their highest possible educational potential, including gaining sound foundation skills in literacy and numeracy.</p>	<ul style="list-style-type: none"> • One hour of reading, one hour of writing and one hour of maths teaching per day • Priority ākonga identified with specific actions planned • Kaiako plan activities using a range of flexible grouping approaches • Use a range of strategies to cater for diverse ākonga • IEPs are planned and implemented as required • Ākonga understand and can talk about their next learning steps • Student goal setting • Learning conversations • Student agency - choice for ākonga and focus on developing their strengths, talents and interests • Provision of a variety of tasks (collaborative, independent, 1:1) • Programmes and learning support the CTMS School Agreement • Targeted intervention (MAP; iDeal) • Professional Growth Cycles • Achievement reports twice a year (Board of Trustees) • Data is gathered and recorded on Hero
<p>Strategic Goal 4: Help all our ākonga to develop as confident, creative learners with a sense of discovery, leadership skills, and an enthusiasm for learning.</p> <p>Strategic Goal 7: Provide our ākonga/learners with rich, authentic learning opportunities beyond the classroom.</p>	<ul style="list-style-type: none"> • Continued celebration of significant cultural events - Matariki, Diwali, Language Weeks, Chinese New Year • Use of our local community resources and areas to support learning (Te Matapihi, National Library, Parliament) • Provision of camps and other EOTC activities to support learning • Passport to the City and Leadership projects • Planning for authentic, real life, purposeful learning • Engagement with whānau and community to support learning • Use of outside agencies to support learning programmes (NZSO, RNZB) • Spanish and Kapa Haka programmes • Student Council • Enviro Group • Building leadership capabilities (Passport to the City, Leadership projects, Student Council)
<p>Strategic Goal 1: Create a safe, inclusive and positive culture at CTMS where diversity is valued and all ākonga/learners and staff feel they belong.</p>	<ul style="list-style-type: none"> • Meeting with parents at the beginning of the year to share information, set goals • Kaiako spend time with student and build meaningful relationships • Regular, ongoing communication with whānau through a variety of modes - Seesaw, email, face to face • Strong relationships with ākonga and whānau

<p>Strategic Goal 2: Strengthen relationships with whānau and build a strong CTMS community that celebrates and acknowledges our diversity.</p>	<ul style="list-style-type: none"> ● Staff meetings begin with conversations about ākonga and their needs – student at the centre ● All staff are responsible for every child ● Think Again Plans are used to support positive behaviour ● CTMS School Agreement
<p>Strategic Goal 1: Create a safe, inclusive and positive culture at CTMS where diversity is valued and all ākonga/learners and staff feel they belong.</p>	<ul style="list-style-type: none"> ● Regular check ins with staff ● Strong, professional relationships ● Understanding each others’ needs ● Team building activities and sharing practice across the school ● Staff appreciation, showing gratitude and opportunities to socialise outside of school ● Regular discussions around staff needs and being responsive to these ● CTMS Staff Agreement ● Continued PLD across curriculum areas
<p>Strategic Goal 2: Strengthen relationships with whānau and build a strong CTMS community that celebrates and acknowledges our diversity.</p>	<ul style="list-style-type: none"> ● Regular communication through weekly newsletter, emails and Seesaw ● Raising issues early and following up with parents promptly when issues are raised with us ● Daily availability of staff to connect face-to-face with whānau in the playground after school. ● Welcome pack includes visuals and caters for whānau that don’t speak English ● Regular community events – Takeaway Nights, community working bees ● Sports (netball, basketball) ● Parent focus groups ● New whānau are given the opportunity to partner with a host family to help transition to CTMS ● New students are welcomed with a taonga (book) ● Parents are encouraged to participate in school trips and classroom programmes
<p>Strategic Goal 5: Strengthen how CTMS brings Te Tiriti o Waitangi to life through our local curriculum, connections with whānau and our partnership with local iwi.</p> <p>Strategic Goal 6: Help ākonga/learners to develop their understanding of te reo Māori, tikanga Māori and te ao Māori, through incorporating this in daily school life.</p>	<ul style="list-style-type: none"> ● Daily Hui, karakia and waiata ● Use of karakia kai ● Regular opportunities for tuakana-teina (Buddy reading, Buddy teaching, walking partners) ● Kapa Haka ● Normalising the use of te reo Māori every day ● Ākonga learn their pepeha ● Resources purchased represent and reflect te ao Māori

APPENDIX ONE

2024-2025 STRATEGIC GOALS

Strategic Goal 1

Create a safe, inclusive and positive culture at CTMS where diversity is valued and all ākonga/learners and staff feel they belong.

Strategic Goal 2

Strengthen relationships with whānau and build a strong CTMS community that celebrates and acknowledges our diversity.

Strategic Goal 3

Provide a learning environment where all our ākonga can achieve to their highest possible educational potential, including gaining sound foundation skills in literacy and numeracy.

Strategic Goal 4

Help all our ākonga to develop as confident, creative learners with a sense of discovery, leadership skills, and an enthusiasm for learning.

Strategic Goal 5

Strengthen how CTMS brings Te Tiriti o Waitangi to life through our local curriculum, connections with whānau and our partnership with local iwi.

Strategic Goal 6

Help ākonga/learners to develop their understanding of te reo Māori, tikanga Māori and te ao Māori, through incorporating this in daily school life.

Strategic Goal 7

Provide our ākonga/learners with rich, authentic learning opportunities beyond the classroom.