



Flemington School

“Pathway to Success”

School No. 2561

Charter 2023

OUR VISION

“Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world.”

Mission Statement

“Educational Excellence and Success”

While fostering and encouraging these Competencies and Values:-

COMPETENCIES

- Be able to **Think** for themselves
- Be **confident** when Using **Text** and **Language**
- Be able to **Manage** themselves
- To be able to **Participate** confidently
- To **Contribute** in **successful** ways
- To be able to make a connection and **Relate** to Others

VALUES

- Resilience
- Respect - for themselves and others
- Honesty
- Responsibility
- Effort and Success

SCHOOL PROFILE

Flemington School is a State, rural, co-educational school catering for students from year 1 to Year 8, situated about 22 kilometres south of Waipukurau, on a strip of property originally named 'Boar Hills'. This name travelled all the way from Scotland with the Fleming family (Boar Hills is an area close to the St Andrews golf course in Scotland). The school was opened in 1908 and was situated at Viewfield until 1917. Opening again in 1918 the school was situated adjacent to the Purimu Stream *Bridge* on land given to the Education Department by local landowner W.D. Fleming. Over the years the school closed and opened again, Wanstead, Hatuma, and Marakeke schools were closed and students were moved to Flemington, along with the Wanstead School building. Land was also purchased from W.D. Fleming at the more suitable site that the present day school resides on. Flemington School celebrated 100 years of schooling in the district in 2008, with a reunion held during Easter 2008.

The school staffing roll of 4.9 Full Time equivalents and is very well supported by the community to supply the best environment and learning it can. The Board employs a fifth teacher with the support of the Parents and Friends group. The school is heavily reliant on bus transport, with 95% of children bussing from their homes to school. The majority of the children are European with an approximate 20% Maori roll. Our school families consist of farm owners, farm workers, town workers and business owners. The majority of families live within, or in close proximity to the Flemington District. Some families live in town or in other country school areas but have chosen Flemington School as the preferred education centre for their children.

The school is serviced by the Dental Clinic in Waipukurau, the Technology Centre at Waipawa School, the Public Health Nurse, the Resource Teachers of Learning and Behaviour, and through Hawkes Bay Health Eye and Ear testing. It is a member of the Ruahine Kāhui Ako (Community of Learning) which works as one with the other CHB Kāhui Ako Te Angiangi, with the aim of supporting success for all children in CHB.

There has been extensive building work completed over the years, which has come from space deficiency and other Ministry funding, and provides 5 classroom spaces, a small teaching space, a library, a staffroom, and an office area. *Recent capital works projects completed were the a) The remodelling and installation of drainage in the junior outdoor play area behind the chalet block classes of Purimu and Ngahape b) The installation of 10KWp Solar Power system through the MOE sustainability grant project.* These were both finished in 2020. Currently the sandpit area is being covered and doors installed in Purimu to facilitate the outdoor learning area for the NE and Yr 1s. The school has fibre internet installed and a wifi network that facilitates ease of access across the school site and community hall. The school has access to the Flemington Community Hall (situated adjacent to the school), good outdoor play areas, solar heating swimming pool, playing field, and several storage sheds. The Board and Community have been very proactive in increasing the shade sails coverage around the school with the last sails installed in 2018 outside the staffroom, library and 2 western classrooms. 2022 will see the removal of two classrooms (Touere and Rotohiwi) with a new double classroom and toilet module replacing them on the area where Rotohiwi was.

A caring, supportive family atmosphere is apparent where children are encouraged to learn and develop both within and outside school. This is supported with a restorative approach to managing interactions between children and staff. There is excellent parental/caregiver involvement in all school activities eg attendance, transport, working bees, in-class help, as well as Saturday sport. The school also maintains close liaison with the Flemington Playgroup.

The school is a focal point for the community, which is served by the Playgroup, Flemington Community Hall, Volunteer Fire Brigade, Wanstead Polo Club and Pony Club. The parents and community have high expectations of the school to provide the children with well-rounded development in all areas of education.

What we do well

<ul style="list-style-type: none"> • High involvement in a wide range of Cultural, Sporting, and Academic activities • Consistent expectations of behaviour through a Restorative approach • High expectations of performance underpinned by clear guidelines • Active involvement of parents and community 	<ul style="list-style-type: none"> • A unified Staff, Board of Trustees and community • Encourage the understanding and ownership of things and actions that affect learning • Support the children to become confident and have an active role in their learning
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CONSULTATION – PLANNING & REPORTING REQUIREMENTS

The Board of Trustees consults the community annually through parent community surveys and other mtgs. All Curriculum, Charter, and Policy documents are available on School Docs. When required the Board also calls general meetings to discuss relevant issues. Informal feedback is also encouraged, either at Board meetings, to Board members individually, who then feedback to the *principal and* Board, to the teachers or other staff which is then fed back to the Board via the Principal.

The feedback from the annual *Flemington School Parent* surveys help to inform the board when changes are made in policy and procedures. Māori *whanau* are consulted annually at Parent/Child Conferences, through personal contact by a delegated Board member or written surveys, as part of the annual self-review process. This revised Charter will be developed with the Board in Term 4 of each year and ratified at the following February Board Mtg. The community consultation happening during the year flows into the review and redevelopment of the Charter each year. Once ratified by the board it is posted on the school website www.flemington.school.nz

The Flemington School Annual Planning Year ends in December of each year. Reporting to the school's community formally takes place at a 'Break up' ceremony in December of each year and at the Annual Meeting. Further reporting is via a weekly school newsletter, and once a term through the school generated Community Newsletter. Reporting to the Ministry of Education is done 1 March and 31 May of each year.

References:

- Flemington School Charter
- Flemington School Curriculum
- Flemington School Policies on School Docs
- Flemington School Administration handbook
- Flemington School 10 Year Property Plan
- Flemington School Budget
- Flemington School Self Review Guidelines

CULTURAL DIVERSITY & MAORI ACHIEVEMENT

- We aim to take all reasonable steps to provide instruction in Tikanga Māori and Te Reo Māori for students whose parents request it.
- Teaching Staff are encouraged and supported in developing their knowledge and skills in Tikanga and Te Reo Māori.
- Tātaiako is used as a guide to how well the needs of the Maori students and their whanau are being met.
- Components of Tikanga Māori and Te Reo Māori are integrated into appropriate aspects of the curriculum.
- The school will provide tuition for students within the staff's capabilities and supported by the Resource Teacher of Māori.
- Should parents require levels of Te Reo of a higher level than we are able to instruct we will endeavour to seek more fluent speakers to assist from the local community, and/or encourage students to enrol in this subject area with the Correspondence School.
- Māori Whanau are consulted annually either at 3-Way Conferences or through contacting individual families, holding Hui or through written surveys, seeking their views as to whether the school is meeting the local community's needs and aspirations.
- The school's official Māori roll tends to fall between 15-20 percent, varying slightly from year to year.
- Flemington School makes a particular effort to involve the whole school in the biennial Ngati Whai Festival and/or the celebration of Matariki on an annual basis.
- Through the Resource Teachers of Māori or local whanau Marae visits are arranged every 2 years – In non COVID times.
- The Flemington School Local Curriculum – Te Mātauranga Māori ki Flemington – has been developed and will continue to be a working document that will be updated as needed as we keep evolving how we teach, learn and build community together.

Glossary of Acronyms

As there are many acronyms used in Education to assist with understanding this document a list of acronyms has been included.

• 10YPP	10 Year Property Plan	• NZC	New Zealand Curriculum
• 5YA	5 Year Agreement	• OTJ	Overall Teacher Judgment
• BOT	Board of Trustees	• PAT	Progressive and Achievement Tests
• DARE	Drug Abuse Resistance Education	• PD	Professional Development
• ECE	Early Childhood Education	• PLD	Professional Learning and Development
• EEO	Equal Employment Opportunities	• PFG	Parents and Friends Group
• EOTC	Education Outside The Classroom	• PTC	Practicing Teacher Criteria
• EOY - SOY	End of Year - Start of Year	• RTL	Resource Teacher for Learning and Behaviour
• PLG	Professional Learning Group	• PGC	Professional Growth Cycle
• GloSS	Global Strategy Stage (Numeracy Assessment)	• RTLit / RTL	Resource Teacher for Literacy
• GSE/SE	Group Special Education/Special Education	• RTM	Resource Teacher for Maori
• ICT	Information and Communication Technology	• SMS	Student Management System (Electronic)
• IKAN	Individual Knowledge Assessment of Number	• STAR	Supplementary Test of Achievement in Reading
• AST	Across School Teacher (Kāhui Ako role)	• Tas / TAI	Teaching as Inquiry
• WST	Within School Teacher (part of Kāhui Ako)	• NUMP	Numeracy Project
• CoL / KA	Community of Learners / Kāhui Ako	• PaCT	Progress and Consistency Tool
• LCN	Learning and Change Network	• LLLL - LLARS	Little Learners Love Literacy – Little Learners Assessment of Reading Skills
• e-asTTle	Electronic - Assessment Tools for Teaching and Learning	• NZSTA	New Zealand Schools Trustees Association
• LSC	Learning Support Coordinator (Kāhui Ako role)	• DIBELS	Dynamic Indicators of Basic Early Literacy Skills
• SL	Structured Literacy	• DMIC	Developing Mathematical Inquiring Communities (Maths)
• TEZ	Transport Entitlement Zone (Buses)	• TS	Teacher's Salaries
• OG	Operational Grant	• SEG	Supplementary Education Grant
• IRF	Interim Response Funding	• T/A – TA - LA	Teacher's Aide – Learning Assistant

THE NATIONAL EDUCATION and LEARNING PRIORITIES (NELPS) (Introduced in the 2021 Charter as part of the MOE changes)

Priority	Actions
1: Learners & Whānau at the Centre	<ul style="list-style-type: none"> We foster a school culture of caring, respect, and tolerance in a welcoming environment. Parents are encouraged to be involved in all aspects of school life. The BOT & Staff will ensure the physical surroundings are maintained and enhanced. Hazards are identified and neutralised as necessary. Seesaw is used to share the children's learning with their families/whānau. These include Goals and student self-evaluation & samples of evaluated work. Student/Parent/Teacher 3-Way conferences occur early in Term 1 – Goal Setting - and the beginning of Term 3 which is to discuss and report on learning progress with a written report. Embrace and foster successful relationships with ECE and Secondary Schools in support of ensuring the best possible transition for the students as we can. An age appropriate Family Planning Sexuality Education programme, 'Navigating the Journey', is implemented annually for the whole School – Year 1 to Year 8.
2: Barrier Free Access for All	<ul style="list-style-type: none"> Literacy & Mathematical Capability are priorities at Flemington School The BOT has resourced the school well for literacy & mathematics and will continue to provide staff with quality time and tuition for professional development. We will have classroom and library environments rich in print. Continued use of all <u>relevant</u> Assessment Tools at Flemington School enables a positive future revolving around planning, resourcing, implementation and assessment. Analysis is based on a range of formative and summative assessment, to be used in a purposeful way. The PLD focus for 2023 will be Literacy (Writing) and Positive Behaviour for Learning (PBL). Literacy will encompass AforL and be focused on the Writing programme. Teacher's Professional Growth Cycles are implemented to continue developing practice with the goal of supporting all children to achieve success. They will include detailed information about the learning and achievement of the target students.
3: Quality Teaching and Learning	<ul style="list-style-type: none"> Developing Matauranga ki o Flemington to provide a framework supporting the development of the skills and capabilities students will need in future learning life and work: <ul style="list-style-type: none"> Knowing Success and how to achieve it Knowing themselves as Active Learners, Understanding Collaboration, Understanding themselves and others – Their view of themselves and others is positive Using Technology, Knowing who we all are as New Zealanders Whānau are consulted on a regular basis about the teaching and learning programmes, and managing of the school. Maori student achievement is analysed within the school, where appropriate, and targets are established accordingly and in consultation with parents/whānau. Students at risk, both accelerant & remedial will be identified, catered for & supported accordingly. We offer programmes involving teachers, teacher aides and peer support. We welcome and endorse continued parent support. Strong home and school partnerships are valued at Flemington School.
4: Future Focused	<ul style="list-style-type: none"> Learning New Zealand History Understanding how we impact on the environment and how the environment impacts on people and society. Years 7 & 8 students are provided with career guidance in the context of unit studies where applicable (eg. Visits/ Visitors/ EOTC/role-models at school) Opportunities that arise to promote future careers are investigated and utilised. At Flemington School we instill a strong belief in one's own ability and aspirations.
5: Inclusive of local Iwi and Hapū and intent of the ToW	<ul style="list-style-type: none"> Accessing resources to underpin teacher dispositions and cultural competencies e.g. Tātaiako Matauranga Maori Ki Flemington – Flemington's Local Curriculum connecting with Maori Tikanga and Whenua Staff are supported to develop knowledge and skills to support the special needs of children External support services (eg. RTLB's, RTLit, SE, Correspondence School) are readily available and supported by the school Learning programmes are designed to build on what the student already knows- with the use of appropriate diagnostic tests.

FLEMINGTON SCHOOL GOALS

School-based objectives have been prepared for curriculum delivery, based on the National Curriculum Guidelines. These set out the school's expectations at each level of the curriculum. Policies and procedures are in place to monitor the delivery at each level of the curriculum and evaluate outcomes. These are reviewed annually as part of the school's self-review cycle where whole school, and individual needs are identified. The curriculum and school objectives are reviewed on a cyclical basis. Future planning and specific targets arise from these reviews. These have been identified as key goals for current strategic planning.

Ruahine Kāhui Ako – Community of Learning

Flemington School's Strategic Goals align with the intent and essence of the Ruahine Kāhui Ako Vision and Achievement Challenges outlined within it. The four desired Outcomes and the 7 Principles of Change that underpin and drive the Kāhui Ako can all align with Flemingington Schools first 3 Strategic Goals.

STRATEGIC GOALS:

GOAL 1	GOAL 2	GOAL 3	GOAL 4
High all-round Achievement.	Quality Teaching and Learning Environment.	Strong Relationships	Instill the Values and Culture that Defines Flemingington School.

MISSION		VISION		
"Educational Excellence and Success" VALUES <ul style="list-style-type: none"> Resilience Respect - For themselves and others Honesty Responsibility Effort and Success 		"Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world."		
		Confident	Resilient	Innovative
		<ul style="list-style-type: none"> Willing to contribute They believe in themselves and their ability Willing to give things a go Supportive class culture They can talk about how they learn 	<ul style="list-style-type: none"> To keep going when things are hard or difficult. To find solutions – problem solve Willing to take risks See mistakes as learning opportunities 	<ul style="list-style-type: none"> Think creatively Problem solve capability Different thinking is accepted Try different ways of working, learning, and communicating.
				Successfully Contribute
				<ul style="list-style-type: none"> Involved in school activities Can speak to a large group Take on leadership roles in school Giving your best effort Can use technology to contribute

We believe these 4 goals give us the ability to implement actions that will help us to follow our **Mission** and achieve our **Vision**.

As the Charter is the document that underpins what the school is here for if you have any queries or want to discuss it further please contact Anton Croad (Board Chair) or Phil Bourke (Principal).

FLEMINGTON SCHOOL STRATEGIC PLAN – 2023 - 2025

	<p align="center">GOAL ONE: High all-round achievement</p>	<p align="center">GOAL TWO: Quality Teaching and Learning Environment</p>	<p align="center">GOAL THREE: Strong Relationships</p>	<p align="center">GOAL FOUR: Instill the Values and Culture that Define Flemington School.</p>
<p>What Will The Achievement Success look Like?</p>	<ul style="list-style-type: none"> • Students are excited and engaged learners • All students achieve individual success. • Experiences/Opportunities of various forms are scheduled <ul style="list-style-type: none"> ◦ Sporting ◦ Cultural ◦ Artistic • Students are supported to develop in their field of interest. Encouraging participation / and or success in all areas of school life. i.e.- Drama, Kapa Haka, Singing • Learners are supported as necessary, with Learning Assistants being used to support Target Learners. • Students have a sense of belonging in our learning Community. • Classrooms and teachers are resourced to support all students. • Enthusiastic and knowledgeable teachers. • Progressing to a level of capability that is proficient or advanced for their respective EOY expectation and / or making progress in their curriculum level. • Children are encouraged to share their learning. • Children are good citizens. • Children are supported to be good digital citizens. 	<ul style="list-style-type: none"> • Students motivated, excited and engaged in learning • Teachers expect all children can progress and achieve success with the right support. • Students have a sense of belonging • Students and teachers excited about learning • Teachers are reflective practitioners • Teachers fully engaged in Inquiring into their practice - Teaching as Inquiry • Teachers able to articulate what they believe and why they are doing what they do • Teachers and management engage with and support ongoing professional learning and development • Classrooms reflect students work and feedback is valued <ul style="list-style-type: none"> ◦ Physical ◦ Conversations 'had and heard' ◦ Children feel safe ◦ Questioning and Asking for help are encouraged • Parents/caregivers/whanau are an integral part of their children's learning • Digitally literate teachers and children 	<ul style="list-style-type: none"> • Highly supportive Community which is engaged with the school • United Community • Sense of Belonging • Connected with ECE and Secondary Schools • Fundraising activities are supported • Community feedback is sort • Teachers know their students and build purposeful relationships with them and their family/whanau. • Connections with both Ruahine Kāhui Ako and Te Angiangi, supporting the Kaupapa of the Communities. • Connections with the local history and knowledge. 	<ul style="list-style-type: none"> • Children are polite and friendly • Children of all ages mix together, playing and working • Children act responsibly • Whole school involved in school activities • Children take ownership for their actions • Children know what their Flemington Values are • Children support others who need it • Children build an understanding of and display what being a good community member is • A Restorative approach is used to managing behaviour along with their supporting the development of social skills and emotional understanding
<p>How Will We Measure Progress on Achieving The Goal</p>	<ul style="list-style-type: none"> • Literacy Moderation and Assessment • Student Voice – Around being successful • Teacher Voice • Success is recognized and celebrated • Achievement as one form of measure <ul style="list-style-type: none"> ◦ End of Year Expectations ◦ Self-Review Reports to Board ◦ Standardized Assessments: PAT, STAR, • Parent Feedback/communication about children • IEPs – Individual Education Plans • Reporting/Connecting to parents <ul style="list-style-type: none"> ◦ 3-Way Conferences for Reporting on progress and success ◦ Mid-Year and End of Year reports 	<ul style="list-style-type: none"> • Professional Growth Cycle (PGC) – Principal and Teachers • Use of tools to assist reflection and self-appraisal – Teacher PGC, Google Apps • Student Voice: Safe, Secure, Learning. • Level of student engagement • Teacher voice – Knowledge of content and context of teaching programmes • Teacher Feedback: Safe, Secure, Resources, Physical Environment. • Classroom environment: Children's work on display, Learning resources in use, Learning Conditions support Modern Learning Pedagogy • Technology is an appropriate tool used to support the teaching and learning happening • Effective communication with parents/caregivers/whanau • Ability to understand/articulate what being digitally literate means 	<ul style="list-style-type: none"> • Active and Successful PFG • Parental involvement in school activities • Attendance and support for sporting, cultural, EOTC activities • Community support for school fundraising • How new students integrate into and out of Flemington School • Level, and tone of Teacher/student talk • Teacher knowledge of students and their families/whanau • Effective communication with parents/caregivers/whanau 	<ul style="list-style-type: none"> • Whole school involvement in the biennial Ngati Whai festival and other interschool cultural or sporting activities. • Observation of children while at play and at work. • Student Voice • Students can talk about what the values mean • High Percentage involved in winter sport and also extra curricula Sport. • Restorative Practice thinking/practice underpins actions of staff in interactions with children, parents and other staff. • The language that is heard and the actions that are observed of both students and staff. • Behaviour/pastoral entries in eTap our Student Management System (SMS).

<p>GOAL ONE: High all-round achievement</p>	<p>GOAL TWO: Quality Teaching and Learning Environment</p>	<p>GOAL THREE: Strong Relationships</p>	<p>GOAL FOUR: Instill the Values and Culture that Define Flemington School.</p>
<p>Initiatives 2023</p> <ul style="list-style-type: none"> Literacy PLD Mary-Anne Murphy – Writing Focus – Writing across the Curriculum. Embedding Structured Literacy across the school using Ideal, LLLL and The Code. Reviewing Assemblies, GOTCHAs, and ways of recognising success in different forms and environments. PB4L Professional Learning and Development initiated with MOE support Inquiring into practice underpins teacher thinking and actions. Maintain teachers Professional Growth Cycles (PGC). Explore and seek out Teaching and Learning approaches to move persistent low achievers. Review support/opportunities for high achievers. Continue implementing Cooperative Learning pedagogy across the school Keep building on the use of Google Apps for Education (GAPE) to further support the engagement, collaboration and motivation of students Build on Authentic learning contexts eTap - Student Management System – (SMS) is fully utilised Continue building culturally responsive pedagogy and knowledge of local history and landmarks. 	<ul style="list-style-type: none"> Literacy PLD Mary-Anne Murphy – Writing Focus – Writing across the Curriculum. Embedding Structured Literacy across the school using Ideal, LLLL and The Code. Professional Learning Group (PLG) built within the staff to support each other in strengthening teacher knowledge and pedagogy. Inquiring into practice is the culture. Google accounts are fully embedded and used as required and appropriate to support learning Continue to develop consistent learning language across school. Board visit classrooms and talk to teachers about successes and challenges: All classes visited in one session, allowing all teachers to be part of the process in other classrooms. Further development of the Shadehouse and environmental learning and building connections to the community and environmental practices. Building culturally responsive pedagogy. 	<ul style="list-style-type: none"> Meet with 2022 Year 8 Leavers at CHBC in Term 1 2023 Strategic Planning meeting with PFG completed during the year in preparation for 2024 Commitment to staffing needs to be completed before the end of Term 3. Other areas of support can be finalized in Term 4. Parent Community after school welcome to the year in Week 3 of Term 1. Goal Setting completed with students and whanau by Week 5 Term 1. Pursue local iwi/whānau resources to develop knowledge of local history—ongoing with support from the Resource Teacher for Maori (RTM) and Ngā Ara Tipuna Trust or local kaumatua Build on and embed connections with ECE and CHB College. Continue to support staff to build strong communication links between teachers and parents/caregivers/whanau Introduction and implementation of Linewize – Digital Safety and Well-Being resources for students and families. 	<ul style="list-style-type: none"> Parent consultation surveys feeding into the development of the school Charter: Review how Values can be embedded at Board level. PB4L Professional Learning and Development initiated with MOE support with GOTCHAs. The Language of restoration uses the values we live by. Staff walking the talk – actions reinforce the school values. Values are on display in rooms, children can remember them and describe what they could look like. Values underpin class rules and routines – Their Treaties. Interact with other Schools for sporting and cultural activities. Introduction and implementation of Linewize – Digital Safety and Well-Being resources for students and families.

<p>Strategies 2023</p>	<p>GOAL ONE: High all-round achievement</p> <ul style="list-style-type: none"> • Achievement Targets set based on Reading, Writing and Mathematics. • Continue review and changes in the Literacy Programme – Reading, Writing, Oral • Implementing new Science Scope and Sequence. • Board funded fifth teacher to reduce class sizes – PFG support essential. • Implementing the Mathematics curriculum scope and sequence for teachers and students • Continued Learning Assistance support for classes to support children's learning and minimize barriers to finding success and learning. • Plan more learning experiences that are outside of the classroom • Allow for a flexible timetable. • Collaborative Teachers and learning in both Junior and Middle/senior school • Other supported programmes implemented and supported: Structured Literacy, Steps Web, Word Chain. • Learning Support Services engaged: RTLB, RTLit in conjunction with the Learning Support Coordinators (LSCs) • Support agencies that parents/whanau are accessing privately if we are able to do so and it is beneficial for the child. • Digital Literacy/Citizen Education 	<p>GOAL TWO: Quality Teaching and Learning Environment</p> <ul style="list-style-type: none"> • Literacy PLD with Mary-Anne Murphy • Support embedding Structure Literacy practices across the school with time and resources • PLD programmes linked to School Goals and Teacher Goals and Performance Agreements. • PLGs Operating (Professional Learning Groups) for Principal (external) and teachers (Internal) • Google Apps platform to track and monitor teachers and principals Performance Agreement, Inquiries and Appraisal • Moderation of Reading, Writing and Maths • Using capability of wifi infrastructure to support learning e.g. GAFE, portability of learning – not replacing learning. • Staff collaborating with other schools. • Students collaborate with other students • Connection to the Flemington Rural Community to support authentic learning for the future. • Board funded fifth teacher to reduce class sizes – PFG support essential. 	<p>GOAL THREE: Strong Relationships</p> <ul style="list-style-type: none"> • Communication - Newsletters: School and Community • Surveys, Questionnaires, Meetings, 3-Way Conferences • Consultation with parent community - specifically Maori and Pasifika • Review process of engagements and resulting Outcomes. • Review of school Website • Beginning of the year School/Community BBQ gathering for families – games, competitions, fun evening. • Reminding parent's community of how to contact teachers or principal. • Acknowledge the importance of the office as the first point of contact for parents, community and others who contact the school • eTap app • Friends of Flemington Facebook page • Welcome letters to parents/whanau from teachers at the start of Term 1 • Fundraising and Extra Curricula events • Environmental group combined focus with students, parents and community • Flemington connections to the local rural community and Iwi. • Use of Seesaw reviewed and implemented • Explore and trial the use of DOJO in the place of Seesaw. 	<p>GOAL FOUR: Instill the Values and Culture that Define Flemington School.</p> <ul style="list-style-type: none"> • Children's Values Board • Values Displayed in classes, office, staffroom • Vision used on Letter Head and Newsletters • Values addressed in School Assemblies • PB4L - Development of this programme across the school supported by MOE and release for the lead teacher – K Hamilton. • GOTHICAs linked to Values • Consistent language of Values across school. • GAFE – Google Forms used to gather students and teacher voice • GAFE – Google Forms used to target specific parents groups • Logo and Values graphic used across the school.
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	GOAL ONE: High all-round achievement	GOAL TWO: Quality Teaching and Learning Environment	GOAL THREE: Strong Relationships	GOAL FOUR: Instill the Values and Culture that Define Flemington School.
Initiatives 2024	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2023 strategies. 	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2023 strategies. 	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2023 strategies. 	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2023 strategies.
Strategies 2024	<ul style="list-style-type: none"> Structured Literacy continues as basis for developing readers. Hexagons are a normal part of the children's tools to guide their writing progress PGC – This is operating at a high level of practice and collaboration is happening across staff. Integration of purposeful use of Technology Review Science & Arts Programme School Visits Effective classes and size of classes Digital Literacy Education 	<ul style="list-style-type: none"> Ongoing practice of developing teacher knowledge and practices around Structured Literacy and embedding of the Hexagons. Structured Literacy continues to support the acquisition of the skills and strategies that underpins creating lifelong readers. PBC ongoing and embedded in learning culture of teachers/school PLD programmes linked to School Goals and Teacher Goals. PLGs Operating Technology to support teachers with RTC and PGC e.g. GAPE, eTap, Linewize Moderation of Reading, Writing and Maths Outside support is engaged to support what has been identified form the previous year's review. implementation Digital Curriculum Connection to the Flemington Rural Community to support authentic learning for future sustainability around planting for the future. 	<ul style="list-style-type: none"> Communication - Newsletters: School and community Surveys, Questionnaires, Meetings, 3-Way Conferences Consultation with parent community - specifically Maori and Pasifika Review process of engagements and resulting Outcomes. Beginning of the year School/Community BBQ gathering for families – games, competitions, fun evening Flemington connections to the local rural community and Iwi. Linewize PB4L 	<ul style="list-style-type: none"> Investigate other approaches to foster and develop Flemington Culture Visit other schools of similar environments Linewize PB4L
Initiatives 2025	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2024 strategies. 	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2024 strategies. 	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2024 strategies. 	<ul style="list-style-type: none"> Implement any initiatives as a result of a review of the 2024 strategies.
Strategies 2025	<ul style="list-style-type: none"> Review Mathematics Programme Literacy PLD second year of Implementation School Visits Effective classes and size of classes 	<ul style="list-style-type: none"> PGC ongoing and embedded in learning culture of teachers/school PLD programmes linked to School Goals and Teacher Goals. PLGs Operating Structured Literacy continues to support the acquisition of the skills and strategies that underpin learning to read. Technology to support teachers with RTC and PGC e.g. GAPE, eTap, Linewize Moderation of Reading, Writing and Maths Connection to the Flemington Rural Community to support authentic learning for future sustainability around planting for the future. 	<ul style="list-style-type: none"> Communication - Newsletters: School and community Surveys, Questionnaires, Meetings, 3-Way Conferences Consultation with parent community - specifically Maori and Pasifika Review process of engagements and resulting Outcomes. Review of school Website Beginning of the year gathering for families – games, competitions, fun evening School/Community BBQ Flemington connections to the local rural community and Iwi. Linewize PB4L 	<ul style="list-style-type: none"> Investigate other approaches to foster and develop Flemington Culture Visit other schools of similar environments Linewize PB4L

FLEMINGTON SCHOOL ANNUAL PLAN 2023

NAG 1: Curriculum – Raising Student Achievement

- Achievement Targets 2023 set for Reading, Writing, Mathematics using the NZC EOY Judgements from 2020 as the starting point and continue with these benchmarks.
- Literacy intervention programmes: Steps Web, Word Chain, Structured Literacy
- Literacy PLD with Mary-Anne Murphy – Writing across the curriculum
- Decodable texts
- Structured Literacy embedding across the school
- Science / Technology – Yr 7/8 Tech Centre All other children through STEM in class programmes.
- Environmental Learning - Collaborative across school, parents and community – Planting
- The Arts – weekly singing, Choir, Music lessons, Drama Lessons
- Maori/Te Reo – Karakia, Taku Whaakaro Pai, Kapa Haka, Local History, Ngā Ara Tipuna, Matariki, Resource Teachers of Maori.
- Health/PE – Team sports identified, skills taught, involvement in EZ Cluster and CHB Schools events, Sports Academy: Sport HB Softball and Basketball; Hockey, Gymnastics; Softball; PAL Leaders.
- Learning Support: Outside Agencies – RTLB, RTLit, Speech and Language, Vision and Hearing, Learning Support Coordinators
- Special Needs Register completed
- Learning Assistants to support learning across the school – focused on the needs of the children
- 3-Way Conferences: Meet the teacher evening and Conferences as wanted (Term 1) and Report on Progress (Beginning Term 3)
- Engage with the Kāhui Ako focus of inquiry
- Beginning teacher (2nd Year) support with mentor, release and PRT course.
- Positive Behaviour for Learning (PB4L) PLD – Reviewing and implementation

NAG 1: Curriculum – Raising Student Achievement (Con't)

- Assessment Schedule Self-review – Including Structured Literacy
- Otago Problem Solving
- Year 8 Transition to CHBC Programme Term 4
- NZCER Marking service accessed for PAT, STAR
- e-asTle set up for teachers – Year 3-8
- Kāhui Ako Inspiration Day for Year 6 & 7s at CHB College
- Kāhui Ako TOD – NZ Curriculum Implementation

NAG 2: Self-Review – Raising Student Achievement

- Parent Community Consultation: Charter (Goals)
- Report to Board of Trustees & Parents on progress on achievement targets as part of the Self Review Plan
- School Newsletter: Each week
- Annual Break-up/Prize-giving
- Maori/Te Reo – Community/Whanau consultation
- Update Annual Strategic Plan: 2023-2025
- Annual Reporting to MOE
- Review current Budget – End of Term 2 and End of Term 3
- Staff engaged in Professional Growth Cycle process and implementation.
- Update and lodge Charter with Ministry of Education
- Analysis of Variance Report completed and Reset Targets
- Review Policies and Procedures as per schedule outlined by School Docs.
- Board visits classrooms yearly.
- Community focus group meetings termly.

NAG 3: Personnel – Raising Student Achievement

- o Review policies as part of School Docs
- o BOT job descriptions – Reviewing Annually
- o Staff annually review and update job descriptions and responsibility
- o BOT participate in professional development Professional Development Strategic Plan prepared in support of school targets and goals.
- o Professional Learning and Development Applications submitted
- o Support the work of the Kahui Ako
- o Review Performance Management document
- o Professional Growth Cycle: Teachers, Principal have job descriptions and written goals for the year in line with changes implemented by the NZ Teachers Council
- o Ensure all staff appointments follow E.E.O. requirements
- o Review Job Descriptions & Review Teacher Registration database
- o Update Relievers database
- o Principal has regular communications with all staff members
- o Principal is supported by the Board in Leading and Managing the school
- o Staff are supported in developing their professional knowledge and practice
- o Beginning teacher support with mentor, release and PRT course.

NAG 4: Finance and Property

- o Flemington School Parent and Friends Group (FSPFG) operating with effective communication between Board and PFG.
- o Fundraising events e.g Mud Run, Cattle Scheme in conjunction with the FSPFG, Crutching?
- o Principal and Treasurer prepare Annual Budget and monitor Budget
- o Notify New and existing Board Members of NZSTA Professional Development opportunities
- o Prepare monthly principal reports which include the monthly financial reporting
- o Prepare and submit information and documentation for annual reports & accounts
- o Review cash receipting & banking procedures
- o Grant Applications and Accountability completed
- o Support PLD and Kahui Ako connection and participation
- o Purchase furniture as per need - as part of asset replacements
- o Continued development of Shade House and surrounding area
- o Plant native trees received as part of Paper4Trees.
- o Review Cyclical Maintenance Plan as part of the 10 Year Property Plan and 5YA (2020/21-2024/25)
- o Outside learning area outside Ngehape and Purimu
- o Replacement of PMC buildings as part of 10YPP (Rotohiwi and Tourere)

NAG 5: Health & Safety

- o Review Safety & Hazard Checklist
- o Emergency Procedures Self-Review
- o Review student Medication / Emergency information
- o Building Warrant of Fitness
- o School Building Safety Compliance / Argest Warranty Checks
- o Drinking Water Testing Regime – Monthly Testing now and Treatment System upgrade in line with the ne regulations.
- o Fire Evacuation Plan approved by Fire Service NZ and implemented with staff.
- o Fire and Earthquake Drills twice yearly - Lock Down drill annually
- o Electricity Testing and Tagging – as required
- o Risk Management Plans for EOTC activities.
- o School Safety Plan reviewed (last update Dec 2022)

ICT

- o ICT devices and associated equipment is maintained and updated as required
- o Newly purchased library books purchased and entered into library system
- o Continue to support staff in developing the skills and knowledge to use and include ICT in class programmes – Linewise, Google Schools Apps and supporting technology
- o Staff development of the new platform for the school Student Management System (SMS) eTap
- o Embed the use of the Student Management System (SMS) eTap to manage all student's assessments, pastoral and Accident/Sick Bay information
- o Implement a process to develop understanding and implementation of Digital Technologies Curriculum.
- o Maintain and ensure access to online tools: Education Sector Logon, e-asTTLe, iDeal, Matific Mathletics, NZCER,

NAG 6: Policies and Procedures Administration

- Hold 3-Way Conferences (Requested by Teacher of family Term 1 and Term 3) and complete two written reports for parents.
- Keep Board up to date with implementation of School Docs as the receptor of the school's Policies and Procedures.
- Maintain database of projected enrolments & demographic shifts (future bus routes etc) - yes
- Bus Contract – Liaise with provider and community
- SMS system Professional Development – Principal / Staff
- Update Student Information
- Review storage and destruction of files/records
- Flemington School Parent Handbook reviewed and updated annually
- Review Administration Procedures and processes - annually
- Review Administration Procedural Handbook - annually
- Scheduled 4 Year old school visits -
- School Working Bees
- Maintain roster of Parent Helpers for Lunches, Reading Support etc.
- School Camps undertaken for Yr4-5 (2nights) and Yr6-8 (4 Nights maximum) - Big Day Out for Yr0-3

Strategic Goals for Professional Development 2023 (Page 1)

Area	Planned Impact on our Staff /Students	Action
Literacy	<ul style="list-style-type: none"> Reading and Spelling programmes – Structured Literacy iDeal Platform, The Code, LLLL, LLARS, DIBELS Improved Writing programmes/Up-skilling Teachers/Sharing good practise/ Collegial support. Literacy Leadership Development Efficient and Effective use of Learning Intervention programmes and Support Services engaged Update Literacy knowledge which impacts on raising student achievement Collaborative Learning 	<ul style="list-style-type: none"> Collaborative teaching and learning between classes following innovative learning practices Literacy PLD with Mary-Anne Murphy <i>Murphy Momentum Learning</i> <ul style="list-style-type: none"> Focus on Writing across the curriculum – sub-focus on Boys Writing Literacy Lead Teacher as Liaison – Jess Hunter Structured Literacy embedded <ul style="list-style-type: none"> Learning Matters online iDeal Platform, Little Learners Love Literacy, The Code Teachers attend PLD according to Targets and need within budget restraints <ul style="list-style-type: none"> All Teaching staff Literacy Learning Intervention programmes maintained <ul style="list-style-type: none"> Structured Literacy – Implemented by Learning Assistant – Targeted Steps Web - Targeted Developing moderation model that supports OTJ's Review the use e-asTitle as a reading assessment tool Teachers inquiring into their Practice <ul style="list-style-type: none"> Teachers plan and implement an inquiry into their practice aimed at lifting literacy achievement. PGC have specific focus on target learners Teachers are supported to do this in a structured and systematic manner
Mathematics	<ul style="list-style-type: none"> Continued development of Mathematics Scope and Sequence Improved understanding of the overview of Flemington School's Mathematics Curriculum Improving knowledge and understanding of mathematics fundamentals and relevance across the curriculum. 	<ul style="list-style-type: none"> Implement Flemington Mathematics Curriculum <ul style="list-style-type: none"> Use of overview and scope and sequence Review and adjust/adapt as the year progresses. Mathematics Leadership development <ul style="list-style-type: none"> Streamline Scope and Sequence for Mathematics based on the NZ Maths Elaborations Trial the use of Prime Maths alongside the NZ Maths scope Collaborative Teaching and Learning across classes <ul style="list-style-type: none"> Introduction and review of e-asTitle <ul style="list-style-type: none"> As an agile and responsive assessment tool As a tool to guide teaching and learning As a tool to measure effectiveness of teaching Teachers Inquiring into their Practice – Professional Growth Cycle (PGC) <ul style="list-style-type: none"> Teachers plan and implement an inquiry into their practice aimed at lifting mathematics achievement. All target and at Risk Children are the focus of the teacher's inquiries

Strategic Goals for Professional Development 2023 (Page2)

<p>Leadership</p>	<ul style="list-style-type: none"> • Effective and informed leadership of Flemington School • Senior Leadership Team – Principal and senior teachers • Build Leadership Capacity – Knowledge, Skills, Understanding • Build Mentoring and Coaching capabilities • Effective review of school programmes and teacher performance • Collegial support with other Principals • Teachers reflect on practice, attitudes and knowledge of content and learning. 	<ul style="list-style-type: none"> • Access Professional Development opportunities that support leadership development • Support Kate Hamilton with PB4L programme development. • Support- Nicola Cosgrove and Jess Hunter in <i>continued leadership development</i> • Professional Learning Groups <ul style="list-style-type: none"> ○ Principal PLG facilitated by Brad Gay • Continue to support the CHB Education Leaders Association to build collegial support and professional networking. • Continue as mentor principal for local beginning principals as part of the Regional Principal Advisors support structure. • Continue work with the CHB Swim-4-Lives Community Group to support children across CHB to access water survival skills learning, Boat Safety and specific lessons. 	<ul style="list-style-type: none"> • Visit other experienced principals and observe practices, procedures and programmes that foster success. • Engage in reflective practice as a leader • Promote the Performance Management Agreement to further promote leadership and on-going learning of teachers and staff through the Professional Growth Cycle. • Support building of authentic experiences within the community. <ul style="list-style-type: none"> ○ Ngā Ara Tipuna ○ Environmental planting and sustainability
<p>Teaching & Learning</p>	<ul style="list-style-type: none"> • Planning for success for all students • Staff are more knowledgeable on the learning processes and the impacts it has for children's learning. • Students become more agentic learners who are able to talk about their learning and its purpose. • Teachers expanding and improving pedagogical knowledge and practice around agentic learning. • Teacher practice reflects innovative teacher practice thinking 	<ul style="list-style-type: none"> • Engage in professional development based on maximising student input into their learning <ul style="list-style-type: none"> ○ <i>Positive Behaviour for Learning - PB4L</i> – Kate Hamilton ○ <i>Assessment for Learning based in Writing across the curriculum - Literacy Mary-Anne Murphy</i> • Developing Active Learners rather than Passive learners. • Teaching as Inquiry – Professional Growth Cycle (PGC)– the action cycle and supporting tools (Google sites or some other electronic form) <ul style="list-style-type: none"> ○ All teaching staff based on <i>Literacy and PB4L in 2023</i> • Performance management focus on <i>reflective teaching and inquiry</i> into practice as part of appraisal process incorporating the Practising Teacher Criteria (PTCs), School and Personal Goals, Ta Taiako, <ul style="list-style-type: none"> ○ <i>All Teaching Staff</i> ○ <i>Building understanding of competencies and concepts in Ta Taiako</i> ○ <i>All under the umbrella of the Professional Growth Cycle</i> • New Zealand Curriculum <ul style="list-style-type: none"> ○ Engaging with and aligning with the updated NZC • Upskill all teachers on the change to the new Standards <ul style="list-style-type: none"> ○ Code of Professional Responsibility ○ Standards for the Teaching Profession • Structure classroom programmes to meet specific needs of students: PGCs are natural link to this • Professional development linked to Strategic Plan and Educational Goals. • Staff leading professional discussions in staff meetings • Facilitating Professional Learning Communities – either within the school staff or with external professionals 	

FLEMINGTON SCHOOL **ACHEIVEMENT TARGETS 2023**

Reading Target 2023

Writing Target 2023

Mathematics Target 2023

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

READING TARGET 2023

Curriculum Area: English – Decoding and Comprehension of Written Texts.

Budget: Teacher Release, Resources, PLD Course Costs, Travel.

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Target: To have students who are not achieving the relevant **NZ Year Level Benchmarks** for their year level, achieving it, or making accelerated progress towards reaching it, by the by the end of 2023, keeping in mind that it is not about comparing children with others but about children and their own progress.

Historical Position and Data.

- We have used a range of data to support the teacher's Overall Teacher Judgment (OTJ) of students' achievement.
- As a school we use the **NZ Curriculum and the Year Level Benchmarks** contained within it to determine the OTJ and we continue with calendar reporting cycles to parents. We will track and report achievement using the same descriptors as e-asTTle and Literacy Learning Progressions – **Beginning, Proficient and Advanced** with an added **Emergent** at the lower end to identify those children that are of very high need of support to progress in Literacy and Numeracy.
- Over the years we have found that we can make a difference to a significant number of children, and it seems that we have been making inroads to the disparity between the girls and boys achievement that data has been evident for many years – The ratio between the genders is aligning with the overall school's gender ratio. It is early days but it is worth noting.
- After a trial period in 2020 using Structured Literacy, which is based on the Science of Reading and much other research, Structured Literacy was implemented across the whole school in 2021 and this continues to be the case. All teachers were using the iDeal Platform to guide and support their teaching and children's learning. The introduction of other scope and sequences such as Little Learners Love Literacy and The Code are being used as well. All of the Scope and Sequences are based on the Science of Reading research and knowledge.
- These observations and trends have been the catalyst and ongoing motivation for changes in how we think about teaching and learning and how we go about achieving the best outcomes possible for the students at Flemington, especially those that find learning at school a challenge, or do not see themselves as learners or of having a sense of achieving success, especially in literacy. These children are at risk of being turned off from learning and end up thinking they are not learners.
- The data from the end of 2022 indicated that there had been significant progress for the Target group in 2022, with 47% of the children making accelerated progress by the end of 2022 – That is jumping to the next achievement Band. The 2022 EOY data indicated that there were 19 Target students to carry over into 2023 – although some had made accelerated progress there were still other students who had made significant progress but presenting as not achieving the NZC Benchmark in Reading.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs the **Target group for 2023 is 17 Students**. Some of the 2022 students who were at expectations but we consider to be At Risk at the end of the year will be tracked as part of the Priority tracking and reporting process in 2023.
- The data from several different norm-referenced assessment tools, Running Records (Junior years are moving away from this assessment with the introduction of Decodable readers and Structured Literacy and other older target children), LLARs, DIBELS, BURT along with the teacher's professional knowledge of the curriculum content were used to support the decision making process. Even though norm referenced assessment scores are a one off snapshot of performance it allows teachers to put it together with all they know about a student's performance and create an overall picture of how they are achieving. 2022 is the last year we will be using a Running Records tools such as Ready to Read, Prose or Probe as a matter of course.
- The teacher's professional knowledge and understanding of Reading still remains the main resource when rating the achievement of a group of students. When making their Overall Teacher Judgments (OTJ) this knowledge and understanding is supported by evidence from Students Work, Formal Testing, Conversations and Observations of behaviour, including attitude and engagement. The responsibility of the teachers and management is to make sure these judgements have a high level reliability and validity.
- Ruahine Kāhui Ako: The work we will do around these students will feed directly into the collective achievement gains across CHB in both Kāhui Ako with the ultimate aim of the Kāhui Ako to be "Success for All CHB Children" with the description of success not fully defined but knowing it is a broader view than just an academic view point.

Achievement Data:

2023 INITIAL OTJs	
ENGLISH - READING	
	Emergent
Year 1	3
Year 2	4
Year 3	3
Year 4	0
Year 5	1
Year 6	0
Year 7	1
Year 8	5
Total	16

20% (17) of 2022 starting school roll - 87

(22% in 2022; 18% in 2021; 17% in 2020; 18% in 2019; 24% in 2018; 16% in 2017; 18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)

- The outcome of the 2022 OTJs against NZC EOY Year Expectations indicated that there were 19 students spread across the school that were identified as not achieving the relevant NZC EOY Benchmark – 18 “Beginning Band” and 1 ‘Emergent Band’.

- In 2023, With Year 8 leavers and other leavers, new enrolments and first time OTJs 17 students have been identified at the start of 2023: 16 Beginning and 1 Emergent for their relevant Year level.

It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- 13 (76%) of the 17 of the students listed also were also identified in the Writing target group (90% in 2022; 70% in 2021; 80% in 2020; 75% in 2019; 55% in 2018; 64% 2017; 71% 2016; 80% 2015; 80% 2014; 55% 2013).
- These 17 students represented 20% of the starting roll (87) in 2022 (22% in 2022; 18% in 2021; 17% in 2020; 18% in 2019; 24% in 2018; 16% in 2017; 18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012; 25% in 2011).

- The EOY report is based on their respective NZC End of Year level expectations – not on an anniversary basis.

- Moderation of OTJs is an ongoing process of building consistency and reliability across the school. We make sure that we keep any students that may appear to have some weaker aspects to their reading are kept very much front and center in the teacher’s focus.

- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ’s is still an important part of what we do as educators and should be able to give a clear indication of how a child is achieving without being linked to ‘one’ assessment or point in time.

- Once again the knowledge and experience of the teacher has a paramount position in the Overall Teacher Judgement process and building the teacher knowledge and understanding around this will continue to be a priority.

- Kāhui Ako: Our focus of lifting the achievement of our target group also aligns with the ultimate goal of the CHB Kāhui Ako which is ‘All CHB Children being Successful’.

- The more deliberate move to structured Literacy across the school and broadening the range a depth of our Decodable Readers to support not only the junior school but also older chn as needed elsewhere continues to be an exciting move and one we believe will make a difference for children in the short and long term. It needs to be noted that Structured Literacy in itself is not the reading programme but is an essential part of setting children up with the knowledge and strategies to be successful as readers.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year School wide Target
<p>Language: Reading</p> <p>As determined through analysis of the 2022 EOY NZC Judgements.</p> <p>Reading:</p> <p>Year 1: 3 Beginning Year 2: 4 Beginning Year 3: 3 Beginning Year 4: Year 5: 1 Emergent Year 6: Year 7: 1 Beginning Year 8: 5 Beginning</p> <p>20% (17) of 2022 starting school roll - 87 (22% in 2022; 18% in 2021; 17% in 2020; 18% in 2019; 24% in 2018; 16% in 2017; 18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)</p>	<p>Reading Capabilities and Behaviours</p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they progress to their relevant level or make significant progress in relation to their own situation. To progress the students who have proved a challenge to accelerate. To progress the achievement of all students. To improve the knowledge and proficiency with the 44 concepts that underpin the sounds and patterns within the written word. This is for the target group as well as all other students. To improve the reading enjoyment, capability and capacity of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. To have teachers and support staff being experts in the broader understanding of the Science of Reading. 	<p>Reading Capabilities and Behaviours</p> <ul style="list-style-type: none"> To progress and maintain a high level of reading capability across all year levels. 100% achieving their relevant standard for reading. 100% believing they are capable readers To reduce the number of children who need targeted support with structured literacy and decodables as they progress through the school. To develop an enjoyment of reading culture across the school. To develop a language programme that consistently raises the achievement of low achievers so the Achievement Gap keeps reducing. To reduce the number of students that appear consistently in the Lower Achievements Bands To have all students motivated and engaged in learning, with high levels of student agency. To have a high level of motivation and engagement in learning, with improved levels of student agency. To increase Student Agency in reading and literacy in general. To increase their active involvement in their learning and understanding of how they affect their learning. To build a strong transference of literacy skills across all areas of the curriculum. 	
<p>Ethnicity:</p> <p>Target Group:</p> <p>88% - European 12% - Maori 0% - Pasifika</p> <p>The target group has a lower Māori percentage compared to the school profile - although one student in the target group can skew the percentages quite considerably - 1 child = 6%</p>	<p>School:</p> <p>79% - European & Other 21% - Maori 0% - Pasifika</p> <p>Gender:</p> <p>Target Group:</p> <p>53% - Girls 47% - Boys</p> <p>School:</p> <p>56% - Girls 44% - Boys</p> <p>The gender profile aligns with the school's profile. The ratio of Boys to Girls is very close to 1:1 which is quite different to previous years which is also being replicated in Maths (1:1) and Writing (1:1).</p> <p>The target group size means a small number of students can have a significant percentage effect. 1 child = 6%</p>		

Strategies for Improvement

Strategies

- Continue with the Literacy PLD across the school with Mary-Anne Murphy from Momentum Learning to support the development of authentic, effective literacy programmes with a focus on Boys and especially Boys and Writing. This will be a half year extension.
- To continue to embed Structured Literacy practices and pedagogy across the school and the use of the iDeal Platform to support teachers along with exploring the use of other Scope and Sequences such as Little Learners Love Literacy and The Code.
- To support any new teachers/staff to gain an understanding of the Science of Reading and how that underpins Structured Literacy and also the use of iDeal to support their teaching of reading.
- To continue resourcing Decodable Readers as budgets and availability allows. To continue the review of resources across the school and more specifically the resource for older readers that may still need this targeted support.
- Dedicated literacy learning time daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- Literacy is being integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to hands on, authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- To **build strong learning focused relationships** with family/whanau across the school and also with ECE for the New Entrant class
- Use the learning assistant to support class programmes and the targeted small group work that will be needed in support of the Structured Literacy programme.
- To continue budgeting in support of the purchasing of programmes and resources to assist literacy learning.
- To support and continue to implement other support programmes such as **Steps Web, Word Chain, Structured Literacy targeted support**
- To actively engage with support agencies **Resource Teacher for Learning (RTLb)** and the **Resource Teacher for Literacy (RTLit)** in CHB where appropriate.
- To continue the use of **Seesaw** and **exploring with DOJO** as a way to share the learning of the children with their parents, caregivers and whanau. Building the strong communication links with home. Investigate a more targeted use of the tool to enhance its use and level of engagement in a more purposeful way.
- Evaluation of assessments such as STAR and PAT and their effectiveness in helping teachers make a difference.
- Replace the use of Running Records tools such as Ready to Read, Probe and Prose with LLARs, DIBELS and BURT assessment tools.
- Report to BOT on Reading Achievement - Including regular Reporting to the Board on the progress of the target/priority learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement.
- Undertake specific focused teaching of comprehension in practice.
- Use questions that students can ask themselves to help them develop a sense of purpose for their reading.
- Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Strategies, and practices used to support target children become the center of a Professional Learning Group across the staff and become the center of discussion and reflection.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

WRITING LANGUAGE TARGET 2023

Curriculum Area: English – Written Language – Writing Capability and Behaviours

Budget: Teacher Release, Resources, PLD Course Costs, Travel, Observing identified Good Practices

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Target: To have students who are not achieving the relevant **NZC Year Level Benchmarks** for their year level, achieving it, or making accelerated progress towards reaching it, by the end of 2023, keeping in mind that it is not about comparing children with others but about children and their own progress.

Historical Position and Data.

- During the analysis of writing samples, used as part of the normal practice of assessing written language the evidence showed that there had been gains made in writing capability – the ability of students to plan, construct and present relevant and interesting writing that reflected the rich and varied discussions that occurred in classes is improving. The transfer of language and content cross-curricula would be a great area to achieve success in.
- Over the years we have found that we can make a difference to a significant number of children, and it seems that we have been making inroads to the disparity between the girls and boys achievement that data has been evident for many years – The ratio between the genders is aligning with the overall school's gender ratio. It is early days but it is worth noting.
- These observations and trends have been the catalyst and ongoing motivation for changes in how we think about teaching and learning and how we go about achieving the best outcomes possible for the students at Flemington, especially those that find learning at school a challenge, or do not see themselves as learners or of having a sense of achieving success. These children are at risk of being turned off from learning and end up thinking they are not learners.
- The data from the end of 2022 indicated that there had been significant progress for the Target group in 2022, with 50% of the children making accelerated progress by the end of 2022 – That is jumping to the next achievement Band. The 2022 EOY data indicated that there were 15 Target students to carry over into 2023 – although some had made accelerated progress there were still other students who had made significant progress but presenting as not achieving the NZC Benchmark in Reading.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs **the Target group for 2023 is 15 Students.** Some of the 2022 students who were at expectations but we consider to be At Risk at the end of the year will be tracked as part of the Priority tracking and reporting process in 2023.
- The staff will continue to work on improving their knowledge and understanding of the respective criteria underpinning the NZC Year Level Benchmarks. The **Literacy Learning Progressions** are an important part of this knowledge and give specific criteria that can be used to give a main guide in judging what writers were doing in their writing. These criteria could also be applied when judging writing across the curriculum.
- There is an ongoing commitment to developing and improving practice as part of the Writing PLD facilitated by Mary-Anne Murphy will be a focus for 2023 and the links to Structured Literacy and the impact that can potentially have on writing. The use of the 'Hexagons' developed over the last couple of years is being reviewed and improved to support the students and teachers embed their use and effectiveness.
- The **teacher's professional knowledge and understanding of Written Language** still remains the main resource when rating the achievement of a group of students. When making their Overall Teacher Judgments (OTJ) this knowledge and understanding is supported by evidence from Students Work, Formal Testing, Conversations and Observations of behaviour, including attitude and engagement. The responsibility of the teachers and management is to make sure these judgements have a high level reliability and validity.
- **Ruahine Kāhui Ako:** The work we will do around these students will feed directly into the ultimate goal of the CHB in both Kāhui Ako and that is **"Success for All Children in CHB"**.

Historical Achievement Data:

2023 Initial OTJs		
WRITING		
Year	Emergent	Beginning
Year 1		3
Year 2		1
Year 3		4
Year 4		0
Year 5	1	0
Year 6		1
Year 7		1
Year 8		4
Total	1	14

17% (15) of 2023 starting school roll - 87 (25% in 2022; 26% in 2021; 27% in 2020; 18% in 2019; 15% in 2018; 12% in 2017; 21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013)

- The outcome of the 2022 OTJs against NZC EOY Expectations indicated that there were 15 students spread across the school that were identified as not achieving the relevant NZC EOY Benchmarks – 14 'Beginning Band' and 1 'Emergent Band'
- **In 2023, With Year 8 leavers and other leavers, new enrolments and first time OTJs 15 students have been identified in the target group: 14 Beginning and 1 Emergent in their relevant Year level.** Once again it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.
 - 12 of the 15 of the students listed were also a target in Reading.
 - 15 represents 17% of the starting roll (87) in 2022 (25% in 2021; 26% in 2020; 18% in 2019; 15% in 2018; 12% in 2017; 21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013; 12% in 2012; 29% in 2011).
 - The EOY report is based on their respective End of Year level expectations – not on an anniversary basis.
 - We make sure that we keep any students that may appear to have some weaker aspects to their writing are kept very much front and centre in the teacher's focus.
 - This data from 2022 is encouraging but to be treated with care. Although the approach of building the confidence and self-belief are key aspects to focus on, there has been and will continue to be specific changes in Pedagogy will support an improvement for the boys as writers, and this will be extended further as part of the continuing Literacy PLD in 2023. It would be great to see the evening out of the target groups gender profile this year continue the aligned with the gender profile of the school.
 - Moderation of OTJs is an ongoing process of building consistency and reliability across the school. The introduction of the Hexagons and Literacy Learning Matrix continues to support this process.
 - The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's is still an important part of what we do as educators and should be able to give a clear indication of how a child is achieving without being linked to 'one' assessment or point in time. Writing relies solely on the teacher's judgement of the written work a child produces.
 - Once again the knowledge and experience of the teacher has a paramount position in the whole judgement process and building the teacher knowledge and understanding around this is always a priority.
 - Kāhui Ako: Our focus of lifting the achievement of our target group also aligns with the ultimate goal of the CHB Kāhui Ako which is 'All CHB Children being Successful'.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target
<p>Language: Writing</p> <p>As determined through analysis of the 2021 EOY NZC Judgements.</p> <p>Year 1: 3 Beginning Year 2: 1 Beginning Year 3: 4 Beginning Year 4: Year 5: 1 Emergent Year 6: 1 Beginning Year 7: 1 Beginning Year 8: 4 Beginning</p> <p>17% (15) of 2023 starting school roll - 87 (25% in 2022; 26% in 2021; 27% in 2020; 18% in 2019; 15% in 2018; 12% in 2017; 21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013)</p>	<p>Writing Capabilities and Behaviours</p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they progress to their relevant level or make significant progress in relation to their own situation. To progress the students who have proved difficult to accelerate. To lift the achievement of all students. To get the target group to believe they are writers. To improve the writing capability and capacity of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. To continue to inquire into how we can continue to make a difference for writing for boys especially – what is the Holy Grail? 	<p>Writing Capabilities and Behaviours</p> <ul style="list-style-type: none"> To have all students achieving at the relevant NZC year level benchmark. To progress writing capabilities for all children at Flemington School – accelerate their learning. To continue to strive to find the key to unlock boys writing! Is it Knowledge, Strategies, Skills, Interest, Engagement, Motivation? To foster the strong links to the knowledge and skills being developed through Structured Literacy. To have students using a wide range of writing skills across all curriculums and in many different formats. To develop the language programme so that it keeps all students advancing but also lifts the low achievers and narrows the gap to the high achievers. To continue to focus on reducing the number of students that appear consistently in the Lower Achievements Bands 	<p>Writing Capabilities and Behaviours</p> <ul style="list-style-type: none"> To have all students motivated and engaged in learning, with high levels of student agency. To have a high level of motivation and engagement in learning, with improved levels of student agency. To increase Student Agency in writing and literacy in general.
<p>Ethnicity:</p> <p>Target Group: School: 87% - European 13% - Maori 0% - Pasifika</p> <p>The target group has a slightly lower Māori percentage compared to the school profile - although one student in the target group can skew the percentages quite considerably - 1 student equates to 7%</p>	<p>Gender:</p> <p>Target Group: School: 53% - Girls 47% - Boys</p> <p>The gender profile aligns with the school's profile. The ratio of Boys to Girls is very close to 1:1 which is quite different to previous years and is also being replicated in Maths (1:1) and Reading (1:1).</p> <p>The target group size means a small number of students can have a significant percentage effect: 1 child = 6%</p>		

Strategies for Improvement

Strategies

- Continue with the Literacy PLD across the school with Mary-Anne Murphy from Momentum Learning to support the embedding of authentic, effective literacy programmes with a focus on transferring the skills and knowledge of writing across the whole curriculum. Especially with boys in mind and their ability to engage with and critique their writing.
- Engage in Professional Development that will enhance the learning and teaching of writing skills/strategies. Building on the links to Structured Literacy is an integral part of this process.
- Undertake deliberate acts of teaching for writing skills and all language skills.
- Literacy is integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to more hands on authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- To **build strong learning focused relationships** with family/whanau across the school and also with ECE for the New Entrant class
- Dedicated literacy learning time daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- To support and continue to implement other support programmes such as **Steps Web, Word Chain and Targeted Structured Literacy Support**.
- To actively engage with support agencies **Resource Teacher for Learning (RTL)** and the **Resource Teacher for Literacy (RTLit)** in CHB where appropriate.
- Collection and moderation of writing samples from whole school – including samples from different genre.
- To continue the use of **Seesaw**, and explore the use of **DOJO**, as a way to share the learning of the children with their parents, caregivers and whanau. Building the strong communication links with home. Investigate a more targeted use of the tool to enhance its use and level of engagement in a more purposeful way.
- Report to BOT on Writing Achievement - Including regular Reporting to the Board on the progress of the target/priority learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement.
- Visit other teachers that have been identified as displaying excellent practice and engage in discussion.
- Collect student's voice about their language learning. Develop questions that students can ask themselves to help them develop a sense of purpose for their writing.
- Engage in critical staff discussions about assessments and pedagogy.
- Continue with Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Strategies, and practices used to support target children become the centre of a Professional Learning Group across the staff and become the centre of discussion and reflection.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

MATHEMATICS TARGET 2023

Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability and particularly the capacity to transfer maths knowledge across the curriculum.

Target: To have students who are not achieving the relevant **NZ Year Level Benchmarks** for their year level, achieving it, or making accelerated progress towards reaching it, by the by the end of 2023, keeping in mind that it is not about comparing children with others but about children and their own progress.

Historical Position and Data.

- Traditionally numeracy has formed the basis of the school wide targets. Numeracy has been a strategic target previously and the diagnostic Nump Interview was used to get some comprehensive baseline data in 2009. The targeted numeracy focus as part of the Numeracy Sustainability Programme over the following years had significant outcomes with some large gains made in the student numeracy capability. As part of the reflection on/review of 2018 we felt that we needed to revisit what and how we teach mathematics, which led to the PLD programme with Massey University – Developing Mathematically Inquiring Communities – DMIC. This was continued for 2 years and a break was taken at the end of 2020. Reflection, discussion and research through 2021 has led to a view that a move to a more fundamental structured approach to teaching maths would be beneficial, which continues through to the current year.
- The school wide data gathered over many years was mainly focused on numeracy and not the specific strands of the math's curriculum of Number/Algebra – Geometry/Measurement - Statistics. The introduction of the **National Standards** initiated a refocus on the whole math's learning area. Focusing on the wider math's curriculum has remained. As a school we align the **OTJs to the NZ Curriculum End of Year Expectation** and rename them as the **NZC Year Level Benchmarks**. We returned to calendar reporting cycles to parents in 2019. We will track and report achievement using the same descriptors as e-asTTle – **Beginning, Proficient** and **Advanced with an added Emergent** at the lower end to identify those children that are of very high need of support and accelerating progress in Literacy and Numeracy.
- The **Overall Teachers Judgements** were gleaned from a number of assessment tools such as PAT, Gloss, iKan, and e-asTTle – as well as from the student's work samples/modelling books. Alongside this have been the significant observations and conversations the teachers have engaged in and with the students while they are learning.
- The teachers use assessment information, along with their specific content knowledge and experience to make **Overall Teacher Judgments (OTJs)** about what level the students are achieving at. Assessment is an integrated part of the maths programme with Overall Teacher Judgments, underpinned by verifiable evidence such as Gloss, iKan, e-asTTle and student work samples, being one outcome of this process along with the continual readjustment of the teaching and learning in the classroom. 2023 will see e-asTTle is taking on a more significant role in the assessment space to help guide students and teachers with their learning and teaching. We have continued to not use PaCT at this stage. The gradual introduction of the revised Curriculum will have some impact on what we teach and how we assess over the next few years.
- The target group in 2022 was 18 with 8 of those made accelerated progress - 45% of the children. The 2022 EOY data indicated that there would be 19 Target students to carry over into 2023.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs the **Target group for 2023 is 12 Students**. Some of the 2022 students who were at expectations but we consider to be At Risk at the end of the year will be tracked as part of the Priority tracking and reporting process in 2023.

Historical Achievement Data:

2023 Initial OTJs	
MATHEMATICS	
Emergent	Beginning
Year 1	0
Year 2	1
Year 3	3
Year 4	1
Year 5	1
Year 6	0
Year 7	1
Year 8	4
Total	11

14% (12) of 2023 Starting roll – 87
 (22% in 2022; 13% in 2021; 17% in 2020; 8% in 2019; 13% in 2018; 8% in 2017; 18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)

- The outcome of the 2022 OTJs against **NZC Year Level Benchmarks** indicated that there were 13 students spread across the school that were identified as *not achieving* the relevant benchmark – 12 ‘Beginning Band’ & 1 ‘Emergent’
 - **In 2023, With Year 8 leavers and other leavers, some new children enrolling and first time OTJs 12 students have been identified at the start of 2023: 11 ‘Beginning Band’ & 1 Emergent Band.**
- It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.
- 10 of the 12 students were also identified as a target in both the Writing or Reading.
 - These 12 students represented 14% of the starting roll (87) in 2023.
 - The EOY report is based on their respective NZC End of Year level expectations – not on an anniversary basis.
 - We need to still be clear with parents about how their children are achieving in relation to Literacy and Maths is a priority but the focus will be on what they are successful at and what needs to be worked on with more focus. The overall wellbeing and success of the target children, and also all children, will be the driver for all that happens at Flemington School.
 - The understanding of how much importance or weighting to put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's is still an important part of what we do as educators and should be able to give a clear indication of how a child is achieving without being linked to ‘one’ assessment or point in time.
 - Once again the knowledge and experience of the teacher has a paramount position in the Overall Teacher Judgement process and building the teacher knowledge and understanding around this will continue to be a priority.
 - Kāhui Ako: Our focus of lifting the achievement of our target group also aligns with the ultimate aim of the CHB Kāhui Ako - “**Success for All CHB Children**” with the description of success not fully defined but knowing it is a broader view than just an academic view point.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target
Mathematics – All Strands	<p><u>Maths Knowledge and Application</u> As determined through analysis of the 2022 EOY NZC OTJ Judgements.</p> <p>Year 1: Year 2: 1 Beginning Year 3: 3 Beginning Year 4: 1 Beginning Year 5: 1 Emergent, 1 Beginning Year 6: Year 7: 1 Beginning Year 8: 4 Beginning</p> <p>14% (12) of 2023 Starting roll – 87 (22% in 2022; 13% in 2021; 17% in 2020; 8% in 2019; 13% in 2018; 8% in 2017; 18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)</p>	<p><u>Maths Knowledge and Application</u></p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they progress to their relevant level or make significant progress in relation to their own situation. To improve the maths capability of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. To have students believe they are mathematicians and can engage with it and be successful in maths. 	<p><u>Maths Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> To have 90% of students achieving at the relevant NZC Benchmark for their year level. To progress maths knowledge and capabilities for all children at Flemington School – accelerate their learning. To build teacher capability and knowledge of teaching mathematical ideas and strategies. To develop their 'Maths Smarts' and analytical, problem solving skills. To build their capability in the fundamentals of maths – Knowing numbers and being able to manipulate them with confidence and Be efficient at computation. To have students transferring their knowledge and capability into many different contexts. To reduce the number of students that appear consistently in the Lower Achievements Bands To increase the level of motivation and engagement in learning, with improved levels of student agency. To increase Student Agency in Maths. To increase their active involvement in their learning and understanding of how they affect their learning.
<u>Ethnicity:</u>	<p>Target Group: 92% - European 8% - Maori 0% - Pasifika</p> <p>School: 79% - European & Other 21% - Maori 0% - Pasifika</p> <p>The target group has smaller profile than the schools. Although one student in the target group can skew the percentages quite considerably: 1 child = 8%</p>	<p><u>Gender:</u></p> <p>Target Group: 58% - Girls 42% - Boys</p> <p>School: 56% - Girls 44% - Boys</p> <p>The gender profile aligns to the school's profile. The ratio of Boys to girls is close to 1:1 which is quite different to previous years which is also being replicated in Literacy as well – Reading (1:1), Writing (1:1). The target group size means a small number of students can have a significant percentage effect: 1 child = 8%</p>	

Strategies for Improvement

Strategies

- To retain some aspects of the DMIC pedagogy and approaches such as Questioning, Collaboration, Maths Smarts.
- To be explicit with the giving the children the knowledge, skills and strategies required that will allow them to be successful when engaged in mathematical situations.
 - Explicit teaching of maths knowledge skills and strategies scheduled daily for all students.
 - Using some of the resources and practices included as part of the Prime Maths resource.
- Group monitoring of mastery of objectives for each child.
- To refine the recently developed scope and sequence across the maths curriculum that will act as a map for all classes and teachers.
- Effective ongoing school records developed to show cumulative information on each child's progress in all Maths Strands across the school. Data used by next teachers to form groupings and for reporting stages to parents (oral report with explanation)
- Use of PAT, Gloss, ICan and work samples as evidence of assessment and OTJ (Overall Teacher Judgment)
- Use e-asTTle for maths more fully across the middle and senior year levels to support the children and teachers learning and teaching.
- Regular shared planning and review meetings for teachers of these levels.
- To **build strong learning focused relationships** with family/whanau across the school and also with ECE for the New Entrant class
- Strengthen the understanding of the links between the EOY Expectations in the NZC across the levels.
- Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Facilitate use of online programmes such as **Mathletics, Maths Buddy and Matific** for different year levels

FLEMINGTON SCHOOL

ANALYSIS OF VARIANCE REPORTS 2022

Reading Analysis of Variance 2022

Writing Analysis of Variance 2022

Mathematics Analysis of Variance 2022

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2022

Reading Target for 2022

Focus Curriculum Area: English

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Annual Goal: To improve all students' level of engagement and achievement in reading.

Target Group: Students from Year 1 through to Year 8 who are 'Emergent' or 'Beginning' form the target group. Due to the limited number of students in a particular year group it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: The outcome of the 2021 OTJs against NZC EOY Year Expectations indicated that there were 18 students spread across the school that were identified as not achieving the relevant Reading NZC Expectations informed by the Literacy Learning Progressions – 15 'Beginning' and 3 'Emergent'. **In 2022, With Year 8 and other leavers, some new families enrolling and new entrants coming into the data 20 students were identified at the start of 2022: 17 Beginning and 3 Emergent in their relevant Year level.**

2022 Target: To have all students who are not achieving the relevant NZC EOY Expected Level for their year level to make accelerated progress so by the end of 2022. Accelerated progress is moving from one band of Achievement to the next within one year. The wording of the 4 categories of achievement are: **Emergent; Beginning, Proficient, Advanced**

Expected levels of achievement will be still be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Reading Analysis of Variance 2022

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year, both formal and informal e.g. PAT, STAR assessments and also from the student's writing samples in their books and Writing Sample Folders. Structured Literacy was implemented across all year groups, with ongoing review and refinement. All teachers were registered with the iDeal learning platform as part of the Learning Matters PLD. Differentiated teaching and learning helped to meet the needs of all students. Learning Assistant time used to support classroom programmers and specific children. Learning Assistant times was also allocated to support all other classes with target chn as well on a needs basis. Teachers conducted targeted teaching of the target students. Ongoing learning about Decodable readers and Structured Literacy was undertaken by all staff. Literacy PLD was continued by Mary-Anne Murphy with a focus on assessing for learning in writing and embedding the use of the Hexagons to support the children and teachers in doing that. Teacher's pedagogy continued to grow and evolve with Structured Literacy being the major focus. Seesaw was used as a conduit for home school communication and sharing of work and activities at school. Through change in pedagogy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. 	<ul style="list-style-type: none"> 20 Students in the original group: 17 <i>Beginning</i> & 3 <i>Emergent</i> 85% European - 15% Maori 50% Girls; 50% Boys 1 student left during the year – 19 reported on in this AOV. 9 (47%) of the 19 made accelerated progress to move up a band within one year. A 47% acceleration rate is a great outcome. Of the 9 students that had accelerated progress – 4 were girls (40% of the girls) and 5 were boys (55% of the boys). Of the other 10 students (6 Girls & 4 Boys) 5 have broader challenges to academic learning and 1 had significant absences during the year. 	<ul style="list-style-type: none"> The specific teaching programmes of the target children achieved some significant shifts for some of the students. Communication and engagement with student's families about their reading capability. The implementation of Structured Literacy across all classes and further use of Decodable readers for older students. Allowing time in the daily timetable to enjoy reading and have time to just enjoy it – this was evident across all classes. The direct, specific and timely feedback was an effective strategy. The anecdotal feedback from the students indicated that they liked getting feedback as soon as possible. There continues to be other factors affecting some of the student's progress that we keep a focus on and support them in the best way we can – such as time and places to learn at home, seeing the need to learn, and employing learning strategies on a regular basis. The ongoing strong links of children displaying Dyslexia tendencies continues to be in the back ground as the Structured Literacy helps to support those children. The willingness of all staff to embrace new ideas and learning has been and will continue to be a significant factor in the ongoing success of all children across the school. 	<ul style="list-style-type: none"> We have worked on accelerating the learning progress of the target group and we have some significant success but this continues to be a moving target. There are some high learning needs in this group that will be a challenge for the years ahead. We did manage to accelerate 47% of the group which is a great achievement. To make sure that the students that have accelerated build on and consolidate those hard won gains. Some of these will be identified as an At Risk group to monitor closely and be of the targeted support implemented across the school. To build on the changes that the implementation of Structured Literacy across the school has achieved in teacher knowledge practice and student success. Ongoing monitoring of the use and requirement for Decodable Readers across the school. We have achieved and great range of material with the support of the Board. Apply for Literacy PLD for 2023 through the Regional Application process and was successful for 2023 – Mary-Anne Murphy will be working with the school as Momentum Learning for the first two terms To continue reviewing the reporting regime for the tracking and reviewing the progress of the target students. To continue keeping any target children as the main focus of the Teacher's Inquiries and keep the research and implementing new knowledge and practice that will benefit these students.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2022

Writing Target for 2022

Focus Curriculum Area: English

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Annual Goal: To improve all students' level of engagement and achievement in writing.

Target Group: Students from Year 1 through to Year 8 who are 'Beginning' or 'Emergent' form the target group. Due to the limited number of students in a particular year group it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: The outcome of the 2021 OTJs against NZC EOY Expectations indicated that there were 24 students spread across the school that were identified as not achieving the relevant Writing Reading NZC Expectations informed by the Literacy Learning Progressions – 22 'Beginning' and 2 'Emergent'. **In 2022, With Year 8 and other leavers, some new families enrolling and new entrants coming into the data there were 23 students identified at the start of 2022: 21 Beginning and 2 Emergent in their relevant Year level.**

2022 Target: To have all students who are not achieving the relevant NZC EOY Expected Level for their year level to make accelerated progress so by the end of 2022. Accelerated progress is moving from one band of Achievement to the next within one year. The wording of the 4 categories of achievement are: **Emergent; Beginning, Proficient, Advanced**

Expected levels of achievement will be still be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Writing Analysis of Variance 2022

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers's OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year, both formal and informal e.g. PAT, STAR assessments, Writing Samples. Structured Literacy is implemented across all year groups. Learning Assistant time used to support classroom programmers and specific children. Learning Assistant times was also allocated to support all other classes with target chn as well on a needs basis. In class and out of class Literacy PLD focused on writing and assessment for learning was continued across the school supported by Mary-Anne Murphy and Jess Hunter. Teachers continued to support the students to build their ability to understand and take responsibility for their learning – To build Student Agency – which was applicable regardless of content or context. A focus to provide real/authentic experiences that were used as motivators and catalysts to get target children interested in writing. Through change in pedagogy and use of tools such as the Hexagons being aligned with the work being done in Structured Literacy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. 	<ul style="list-style-type: none"> 23 Students in the original group: 2 Emergent; 21 Beginning The group ethnicity mix was 83% European (21) - 17% Maori (2) The gender mix was 39% Girls and 61% Boys 1 student left during the year – 22 reported on in this AOV. 11 made accelerated progress (4 Girls and 7 Boys) to ove up a band within a year. A 50% acceleration rate is a great outcome. Of the other 11 students (5 Girls, 8 Boys). Many have made significant progress and lifted their self-belief but not accelerated. 4 have broader challenges to academic learning and 1 had significant absences during the year. 	<ul style="list-style-type: none"> The teachers continued to gain insight into how to change pedagogy around writing and empower the children to know themselves as writers and to focus on what they need to develop. Although 2021 was still an interrupted year progress was made. Teachers continued to work hard to turn around the attitude and self-view and managed to do that which was a significant achievement but not an end to the changes needed. The link between teaching and learning happening around Structured learning has been flowing through to writing with student's voice evidence of this causal link. Communication and engagement with student's families about their writing capability. The engagement in a strong learning link with home is developing but is something to keep working on, to fully realise the potential benefits – the self-belief some parents is still at a low level. Despite the great success in 50% of chn acceleration and the many strategies used to move these children, there were still a significant percentage who did not accelerate enough to reach the desired level or jump up a band – this is the challenge. The willingness of all staff to embrace new ideas and learning has been and will continue to be a significant factor in the ongoing success of all children across the school. 	<ul style="list-style-type: none"> Writing continues to be a challenge for boys. Continue implementing Structured Literacy across the school to support the children to learn knowledge and strategies that will help them with reading and writing across the board. Continue to improve the teacher's knowledge and understanding of the role Science of Reading (Literacy) and how this impacts on the potential success of children overall. We keep working on reducing the target group but this continues to be a moving target. There are some significant learning challenges that we will keep supporting. Apply for Literacy PLD for 2023 through the Regional Application process and was successful for 2023 – Mary-Anne Murphy will be working with the school for two terms. To continue keeping any target children as the main focus of the Teacher's Inquiries (TAIs) and keep the research and implementing new knowledge and practice that will benefit these students. Taking calculated risks (Trying new things) can have beneficial effects. To try more specific strategies, while assessing their effectiveness, to accelerate the progress of these students. To support outside agencies or experts that parents have engaged with due to various reasons outside of our control such as response time when working through MOE Learning Support channels.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2022

Maths Target for 2022

Focus Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability, understanding and enjoyment of mathematics, particularly the capacity to transfer math's knowledge across the curriculum

Annual Goal: To improve all students' level of engagement and achievement in mathematics learning.

Target Group: Students from Year 1 through to Year 8 who are 'Beginning' or 'Emergent' form the target group. Due to the limited number of students in a particular year group it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: The outcome of the 2021 OTJs against NZ Curriculum Expectations indicated that there were 19 students spread across the school that were identified as *not achieving* the relevant **Mathematics** NZC Expectations – 18 “Beginning” and 1 “Emergent”. **In 2022, With Year 8 and other leavers, some new families enrolling and new entrants coming into the data there were 20 students identified at the start of 2022: 19 “Beginning” and 1 “Emergent” in their relevant Year levels.**

2022 Target: To have all students who are not achieving the relevant NZC EOY Expected Level for their year level to make accelerated progress so by the end of 2022. Accelerated progress is moving from one band of Achievement to the next within one year. The wording of the 4 categories of achievement are: **Emergent; Beginning, Proficient, Advanced**

Expected levels of achievement will be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Mathematics Analysis of Variance 2022

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year both formal and informal e.g. PAT, Gloss, Ikan, and also from the student's work samples. Differentiated teaching and learning strategies were instigated to meet the needs of students. Teachers conducted targeted teaching of the target students. With the experience and observations made around structured literacy there was a move to more fundamentals of maths as the year progressed, which will continue on in 2023. All teachers Inquiries had a focus on the target children in their classes – the target children were front and centre at all times and in all discussions. Teachers continued to build of the work they have been doing on supporting the students to build their ability to understand and take responsibility for their learning. Pedagogy based around collaborative teaching and learning was built on from previous years. Through ongoing review of their pedagogy teachers continue to refine their practices. This focus on learning is not content or context specific so is across all teaching and learning times. Learning Assistants have been used to support specific children. 	<ul style="list-style-type: none"> 20 Students in the original target group: 19 <i>Beginning</i> and 1 <i>Emergent</i>. The group ethnicity mix was 80% European; 20% Maori The Gender mix was 50% Girls; 50% Boys 2 students left during the year – 18 reported on in this AOV. 8 (45%) of the 18 made accelerated progress to move up a band within one year. A 45% acceleration rate is a great outcome Of the other 10 students (5 Girls and 5 Boy) 5 have broader challenges to academic learning. Attendance has also had an impact on 1 of these children. 	<ul style="list-style-type: none"> The specific teaching programmes employed for the target children achieved some significant shifts for a reasonable number of children. The Targeted Specific Teachers Inquiries based around these children. There continues to be other factors affecting some of the student's progress that we are still not able to influence greatly as yet – such as time and places to learn at home, Attendance, seeing the need to learn, and employing learning strategies on a regular basis. The engagement in a strong learning link with home is an ongoing process. 5 of the 7 students that did not accelerate have broader learning challenges. The willingness of all staff to embrace new ideas and learning has been and will continue to be a significant factor in the ongoing success of all children across the school. 	<ul style="list-style-type: none"> 40% of this group was supported to accelerate their progress which is a significant achievement. To make sure that the students that have accelerated build on and consolidate those hard won gains. Some of these will be identified as an At Risk group to monitor closely and be part of the Teachers TAIs. We have been able to make significant changes to attitude to learning and strongly believe this continues to impact on achievement over time. We also need to ensure they have the strategies and skills to comprehend information and questions, through specific, explicit teaching of strategies, knowledge and skills. All teachers and support staff involved can take heart that we are making a difference to these students. To build on the more structured programme for moderation of the target children and keep anecdotal reporting front and centre at staff mtgs. To build on the Teaching as Inquiry progress. To develop and improve student agency. To continue to build students understanding of learning and how they fit into the learning happening all around them – Continue using the Learning Pit as a metaphor.

22nd (Postponed due to school).

This Charter was ratified by the Flemington Board of Trustees at the meeting on the 15th February 2023.

Flemington School will lodge a copy of its annually updated Charter to the community and the Ministry of Education by the 1st of March 2023. The Analysis of Variance reports have been forwarded to the Ministry with the 2022 Annual Report.


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Anton Croad
Chairperson: Board of Trustees

Date: 22/03/2023


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Phil Bourke
Principal

Date: 22/3/2023