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 Flemington 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 Flemington School.

MISSION	VISION			
"Educational Excellence and Success"	*"Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world."*			
VALUES	**Confident**	**Resilient**	**Innovative**	**Successfully Contribute**
- Resilience - Respect - For themselves and others - Honesty - Responsibility - Effort and Success	- 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	- To keep going when things are hard or difficult. - To find solutions – problem solve - Willing to take risks - See mistakes as learning opportunities	- Think creatively - Problem solve capability - Different thinking is accepted - Try different ways of working, learning, and communicating.	- 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

	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.**

What Will The Achievement Success look Like?	• Students are excited and engaged learners
	• All students achieve individual success.
	• Experiences/Opportunities of various forms are scheduled
	   ○ 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.
		• 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
		   ○ 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
			• 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.
				• Children are polite and friendly
				• Children of all ages mix together, playing and working
				• Children act responsibility
				• 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

How Will We Measure Progress on Achieving The Goal	• Literacy Moderation and Assessment
	• Student Voice – Around being successful
	• Teacher Voice
	• Success is recognized and celebrated
	• Achievement as one form of measure
	   ○ 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
	   ○ 3-Way Conferences for Reporting on progress and success
	   ○ Mid-Year and End of Year reports
		• 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
			• 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
				• 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).

	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 2023	• 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 (GAFE) 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.	• 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.	• 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.	• 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 • Link acknowledgement of school values 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.

	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.
Strategies 2023	• 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 support 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	• 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 future sustainability around planting for the future. • Board funded fifth teacher to reduce class sizes – PFG support essential.	• 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.	• 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. • GOTHCAs 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.

	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	• Implement any initiatives as a result of a review of the 2023 strategies. •	• Implement any initiatives as a result of a review of the 2023 strategies.	• Implement any initiatives as a result of a review of the 2023 strategies.	• Implement any initiatives as a result of a review of the 2023 strategies.
Strategies 2024	• 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	• 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. GAFE, 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.	• 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	• Investigate other approaches to foster and develop Flemington Culture • Visit other schools of similar environments • Linewize • PB4L
Initiatives 2025	• Implement any initiatives as a result of a review of the 2024 strategies.	• Implement any initiatives as a result of a review of the 2024 strategies.	• Implement any initiatives as a result of a review of the 2024 strategies.	• Implement any initiatives as a result of a review of the 2024 strategies.
Strategies 2025	• Review Mathematics Programme • Literacy PLD second year of implementation School Visits • Effective classes and size of classes	• 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. GAFE, 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.	• 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	• Investigate other approaches to foster and develop Flemington Culture • Visit other schools of similar environments • Linewize • PB4L