



## ***Our Values***

# ***RISE***

***RESPECT - INTEGRITY - SUCCESS - EMPATHY***

## ***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”**





## Vision Statement: Refer Regulation 7 (a)

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


Our vision is to foster a vibrant learning community that radiates a sense of purpose and belonging. It means nurturing each ākonga's innate potential, igniting their curiosity, and equipping them with the tools to thrive in an ever-changing world. Our vision ties seamlessly into the Mātaiaho Curriculum, serving as the guiding star that illuminates our strategic direction. Mātaurangi Kaupapa is at the heart of our vision, as we steadfastly recognize and commit to the fundamental principles that shape our educational journey.

With a deep commitment to the curriculum principles, Te Tiriti o Waitangi, and a broad view of ākonga success, we hold our expectations high and our aspirations even higher. We envision a future where our young people stand tall, embodying New Zealand's collective vision for a flourishing society. Our vision aligns harmoniously with the responsibilities entrusted to us by the Education Act 2020 and the National Education Learner priorities set before us. "Our Vision" also radiates the light of readiness, preparing our learners for the unique pathways that lie ahead—both within our distinctive New Zealand context and in the broader global arena. Our celebration of individual cultural identities and the rich tapestry of our diverse learners (Mātainuku) forms the very fabric of our vision, a testament to the strength found in unity and diversity. Guided by our vision, we believe in the power of pedagogy to illuminate every learning phase, empowering ākonga to embrace their agency as confident, capable learners. Our commitment to literacy, mathematics, and te mātāuranga Māori is unwavering, all the while recognising the vast horizons of learning encompassed within our "inquiry, topic, conceptual, localised" integrated curriculum (Mātaipū) (Mātairea). This breadth of experiences enriches our ākonga's learning journey, nurturing their holistic growth as they explore and uncover the world around them. Within our school, the concepts of key competencies become more than just educational ideals; they are pathways to empowerment and lifelong success. Our unwavering focus on fostering essential skills empowers ākonga to become confident navigators of their own learning, ready to seize opportunities and contribute meaningfully to society.

## Summary of the information used to develop this plan/How did you create this plan Refer Regulation 7 (c)


Crafting our school's strategic goals was a dynamic blend of data analysis and community engagement over a number of years, each year building on what has gone before. A wide ranging Flemington parent/whanau survey conducted in 2022 flowed through to 2023, leading to the engagement in the Positive Behaviour for Learning project. By merging enrollment trends and educational insights, our goals were anchored in a comprehensive understanding of our school's needs. Community feedback to the board, surveys, and focus groups unveiled key themes, reflecting the aspirations of parents, students, and educators. Our inclusive approach, which spanned physical and virtual platforms, ensured every voice was heard.

These goals aren't just outcomes; they're the community's dreams given shape. The Board's role was collaborative, melding data insights and community sentiments to prioritize objectives that meet immediate needs and future aspirations. Our strategic goals embody a shared vision, breathing life into a school building that authentically belongs to its community.

Strategic Goals Refer Regulations 7(1)(b)	Board Primary Objectives Met <u>Section 127</u> Refer Regulations 7(1)(b)	Education Requirements Met <u>NELPS</u> Refer Regulations 7(d)		WHAT Expected Results Refer Regulations 7(g)		HOW How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)		HOW WILL WE KNOW How will you measure success? Refer Regulations 7(g)
 <p>Educationally Powerful Learning</p> <p><b>Initiative 1</b></p> <p><b>High all-round Achievement.</b></p> <p><b>Initiative 2</b></p> <p><b>Quality Teaching and Learning Environment.</b></p>	<p>These are set out in <u>Section 127</u> of the Education and Training Act 2020.</p>	<p>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Te Mātaiaho</p> <p>and the <u>Common Practice Model</u></p> <p><u>The Te Mātaiaho Implementation supports pack</u></p> <p>The Literacy and Communication and Maths Strategy</p> <p><u>Learning support strategy</u></p>	➔	<ul style="list-style-type: none"> <li>● Students motivated, excited and engaged in learning</li> <li>● Teachers expect all children can progress and achieve success with the right support.</li> <li>● 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</li> <li>● Teachers fully engaged in Inquiring into their practice - Teaching as Inquiry</li> <li>● Learners are supported as necessary, with Learning Assistants being used to support Target Learners.</li> <li>● Classrooms and teachers are resourced to support all students.</li> <li>● Parents/caregivers/whanau are an integral part of their children's learning</li> <li>● Progressing to a level of capability that is proficient or advanced for their respective EOY expectation and / or making progress in their curriculum level.</li> <li>● High level of achievement outcomes in the core areas of Literacy and Mathematics across all ethnicities and gender groups</li> </ul>	➔	<p>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</p> <p>These must be based on the identities, needs and aspirations or your school community.</p> <p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <ul style="list-style-type: none"> <li>● Ongoing implementation and review of Structured Literacy across the school using Ideal, LLLL and The Code.</li> <li>● Strengthen the Maths curriculum through the introduction of PRIME Maths</li> <li>● PB4L Professional Learning and Development initiated with MOE support</li> <li>● Build on Authentic learning contexts</li> <li>● eTap - Student Management System – (SMS) is fully utilised</li> <li>● Continue building culturally responsive pedagogy and knowledge of local history and landmarks.</li> <li>● Professional Learning Group (PLG) built within the staff to support each other in strengthening teacher knowledge and pedagogy.</li> <li>● Inquiring into practice is the culture.</li> <li>● Continue to develop consistent learning language across school.</li> <li>● 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.</li> <li>● Engagement in and development of Karakia, Taku Whakaaro pai, Waita, Haka, Ngati Whai</li> <li>● Engagement with local kaumatua and Marae</li> </ul>	➔	<p>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <ul style="list-style-type: none"> <li>● Literacy Moderation and Assessment</li> <li>● Student Voice – Around being successful</li> <li>● Teacher Voice</li> <li>● Achievement as one form of measure <ul style="list-style-type: none"> <li>○ End of Year Expectations</li> <li>○ Self-Review Reports to Board</li> <li>○ Standardized Assessments: PAT, STAR,</li> </ul> </li> </ul> <p>Parent Feedback/communication about children</p> <ul style="list-style-type: none"> <li>● IEPs – Individual Education Plans</li> <li>● Reporting/Connecting to parents <ul style="list-style-type: none"> <li>○ 3-Way Conferences for Reporting on progress and success</li> <li>○ Mid-Year and End of Year reports</li> </ul> </li> <li>● Professional Growth Cycle (PGC) – Principal and Teachers</li> <li>● Use of tools to assist reflection and self-appraisal – Teacher PGC, Google Apps</li> <li>● Student Voice: Safe, Secure, Learning.</li> <li>● Teacher Feedback: Safe, Secure, Resources, Physical Environment.</li> <li>● Classroom environment: Children's work on display, Learning Resources in use, Learning Conditions support Modern Learning Pedagogy</li> <li>●</li> </ul>


				What - Outcome		How - What will be done		How Will we know? - Measures
 <p>Responsive Curriculum</p> <p>Strong Relationships</p>		<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p><a href="#">NZSTA's guidance for giving effect to Te Tiriti o Waitangi</a></p> <p>Attendance and Engagement Strategy</p> <p><a href="#">Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030</a></p>	➔	<ul style="list-style-type: none"> <li>● Highly supportive Community which is engaged with the school</li> <li>● United Community</li> <li>● Sense of Belonging</li> <li>● Connected with ECE and Secondary Schools</li> <li>● Fundraising activities are supported</li> <li>● Community feedback is sought</li> <li>● Teachers know their students and build purposeful relationships with them and their family/whanau.</li> <li>● Connections with both Ruahine Kāhui Ako and Te Angiangi, supporting the Kaupapa of the Communities.</li> <li>● Connections with the local history and knowledge.</li> </ul>	➔	<ul style="list-style-type: none"> <li>● Meet with 2022 Year 8 Leavers at CHBC in Term 1 2023</li> <li>● Strategic Planning meeting with PFG completed during the year in preparation for 2024</li> <li>● Commitment to staffing needs to be completed before the end of Term 3. Other areas of support can be finalized in Term 4.</li> <li>● Parent Community after school welcome to the year in Week 3 of Term 1.</li> <li>● Goal Setting completed with students and whanau by Week 5 Term 1.</li> <li>● 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</li> <li>● Build on and embed connections with ECE and CHB College.</li> <li>● Continue to support staff to build strong communication links between teachers and parents/caregivers/whanau</li> <li>● Introduction and implementation of Linewize – Digital Safety and Well-Being resources for students and families.</li> </ul>	➔	<ul style="list-style-type: none"> <li>● Active and Successful PFG</li> <li>● Parental involvement in school activities</li> <li>● Attendance and support for sporting, cultural, EOTC activities</li> <li>● Community support for school fundraising</li> <li>● How new students integrate into and out of Flemington School</li> <li>● Level, and tone of Teacher/student talk</li> <li>● Teacher knowledge of students and their families/whanau</li> <li>● Effective communication with parents/caregivers/whanau</li> </ul>
 <p>Wellbeing</p> <p>Instill the Values and Culture that Defines Flemington School.</p>		<p>NELP Priorities: 1, 2, 3, 4, 5, 6</p> <p>Wellbeing in Education Strategy</p> <p><a href="#">The New Zealand Child and Wellbeing Strategy</a></p>	➔	<ul style="list-style-type: none"> <li>● Children are polite and friendly</li> <li>● Children of all ages mix together, playing and working</li> <li>● Children act responsibly</li> <li>● Whole school involved in school activities</li> <li>● Children take ownership for their actions</li> <li>● Children know what their Flemington Values are</li> <li>● Children support others who need it</li> <li>● Children build an understanding of and display what being a good community member is</li> <li>● A Restorative approach is used to managing behaviour along with their supporting the development of social skills and emotional understanding</li> </ul>	➔	<ul style="list-style-type: none"> <li>● Parent consultation surveys feeding into the development of the school Charter:</li> <li>● Review how Values can be embedded at Board level.</li> <li>● PB4L Professional Learning and Development initiated with MOE support</li> <li>● Link acknowledgement of school values with GOTCHAs.</li> <li>● The Language of restoration uses the values we live by.</li> <li>● Staff walking the talk – actions reinforce the school values.</li> <li>● Values are on display in rooms, children can remember them and describe what they could look like.</li> <li>● Values underpin class rules and routines – Their Treaties.</li> <li>● Interact with other Schools for sporting and cultural activities.</li> <li>● Introduction and implementation of Linewize – Digital Safety and Well-Being resources for students and families.</li> </ul>	➔	<ul style="list-style-type: none"> <li>● Whole school involvement in the biennial Ngati Whai festival and other Interschool cultural or sporting activities.</li> <li>● Observation of children while at play and at work.</li> <li>● Student Voice</li> <li>● Students can talk about what the values mean</li> <li>● High Percentage involved in winter sport and also extra curricula Sport.</li> <li>● Restorative Practice thinking/practice underpins actions of staff in interactions with children, parents and other staff.</li> <li>● The language that is heard and the actions that are observed of both students and staff.</li> <li>● Behaviour/pastoral entries in eTap our Student Management System (SMS).</li> </ul>

## Possible Annual Plan Roll-out

Strategic Priority	2023	2024	2025
 <b>Educationally Powerful Learning</b>  <i>Initiative 1</i> <ul style="list-style-type: none"> <li>• <i>High all-round Achievement.</i></li> </ul> <i>Initiative 2</i> <ul style="list-style-type: none"> <li>• <i>Quality Teaching and Learning Environment.</i></li> </ul>	Achievement Targets set based on Reading, Writing and Mathematics.	Achievement Targets set based on Reading, Writing and Mathematics.	Achievement Targets set based on Reading, Writing and Mathematics.
	Continue Learning Assistant support for learners and classes - based on needs of Tier 2 and Tier 3 chn	Review Literacy Programme - Dr Olwyn Johnston support	Engage in PLD that has come out of any reviews in 2024
	Review Maths programme	Continue Learning Assistant support for learners and classes - based on needs of Tier 2 and Tier 3 chn	Continue Learning Assistant support for learners and classes - based on needs of Tier 2 and Tier 3 chn
	Online support programmes used - Steps Web etc	Implement PRIME Maths	Further embed and consolidate PRIME Maths
	Learning Support Services used: RTLB etc in conjunction with LSC	Learning Support Services used: RTLB etc in conjunction with LSC	Learning Support Services used: RTLB etc in conjunction with LSC
	Support whanau who use outside tutoring people	Support whanau who use outside tutoring people	Support whanau who use outside tutoring people
	Online support programmes used - Steps Web etc	Online support programmes used - Steps Web etc	Online support programmes used - Steps Web etc
		Trail House of Science learning kits	Embed House of Science kits across the school

	2023	2024	2025
 <b>Responsive Curriculum</b>  <b>Strong Relationships</b>	Whanau surveys, questionnaires	Whanau surveys, questionnaires	Whanau surveys, questionnaires
	Open classroom meetings Term 1 3-Way Conferences mid-year	3-Way Conferences early Term 1 and with mid year reports beginning of Term 3	3-Way Conferences early Term 1 and with mid year reports beginning of Term 3
	Two written reports beginning Term 3 and End of Term 4	Two written reports beginning Term 3 and End of Term 4	Two written reports beginning Term 3 and End of Term 4
	Whanau hui	Whanau hui	Whanau hui
	Open communications with whanau	Open communications with whanau	Open communications with whanau
	Welcome letters from all teachers to whanau at the start of each term	Welcome letters from all teachers to whanau at the start of each term	Welcome letters from all teachers to whanau at the start of each term
	Weekly School Newsletters	Weekly School Newsletters	Weekly School Newsletters
	Seesaw connection with whanau	Seesaw connection with whanau	Seesaw connection with whanau
	Local Curriculum - Nga Ara Tipuna, Te Tū o Tamaiti, Local History - connections	Local Curriculum - Nga Ara Tipuna, Te Tū o Tamaiti, Local History - Review and build connections with local Iwi and whenua e.g Nga Ara Tipuna and Pukekaihou Pā, Rongomaraeroa Marae, Lake Purimu	Local Curriculum - Nga Ara Tipuna, Te Tū o Tamaiti, Local History - Review and build connections with local Iwi and whenua e.g Nga Ara Tipuna and Pukekaihou Pā, Rongomaraeroa Marae, Lake Purimu
	Flemington Parents and Friends Group connection and support	Flemington Parents and Friends Group connection and support	Flemington Parents and Friends Group connection and support



	2023	2024	2025
 <p>Wellbeing</p> <p>The Values and Culture that Defines Flemington School.</p>	RISE School Values explored and unpacked Respect - Integrity - Success - Empathy	RISE School Values explored and unpacked Respect - Integrity - Success - Empathy	RISE School Values explored and unpacked Respect - Integrity - Success - Empathy
	New RISE Values displayed in classrooms and across school	New RISE Values displayed in classrooms and across school	New RISE Values displayed in classrooms and across school
	Signage and graphics developed for RISE	Signage and graphics developed for RISE	Signage and graphics developed for RISE
	GOTCHA and Playground awards linked to new Values	GOTCHA and Playground awards linked to new Values	GOTCHA and Playground awards linked to new Values
	Deliberate acknowledgement of GOTCHAs, Awards, Successes at Assemblies and Newsletters	Deliberate acknowledgement of GOTCHAs, Awards, Successes at Assemblies and Newsletters	Deliberate acknowledgement of GOTCHAs, Awards, Successes at Assemblies and Newsletters
	PB4L - Exploring development and rolling out	PB4L - Continued development and rollout - developing Marices and Lessons	PB4L - Reviewing progress and embedding processes and practices - Continue refining and developing Marices and Lessons
	Class treaties based on RISE	Class treaties based on RISE	Class treaties based on RISE
	School Facebook page linked to the things we value and cherish at Flemington.	School Facebook page linked to the things we value and cherish at Flemington.	School Facebook page linked to the things we value and cherish at Flemington.

## ANNUAL PLAN

### Summary of the plan

- Achievement Targets 2024 set for Reading, Writing, Mathematics using the NZC EOY Judgements from 2023 as the starting point and continue with these benchmarks.
- Literacy Intervention programmes: Steps Web, Word Chain, Structured Literacy
- Decodable texts - Structured Literacy embedding across the school
- Science / Technology – Yr 7/8 Tech Centre All other children through STEM in class programmes.
- Science Kits trialled for Yr 6-7-8
- Environmental Learning - Collaborative across school, parents and community – Planting
- The Arts – weekly singing, Ngati Whai, various Medium explored in classes
- 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
- Learning Assistants to support learning across the school – focused on the needs of the children
- 3-Way Conferences: Term 1 and then again in Term 3 along with mid year reports
- Engage with the Kāhui Ako focus of inquiry
- Positive Behaviour for Learning (PB4L) PLD – Reviewing and implementation
- 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-asTTle set up for teachers – Year 3-8
- Kāhui Ako Inspiration Day for Year 6 & 7s at CHB College
- Review Safety & Hazard Checklist
- Emergency Procedures Self-Review
- Review student Medication / Emergency information
- Building Warrant of Fitness
- School Building Safety Compliance / Argest Warranty Checks
- Drinking Water Testing Regime – Monthly Testing now and Treatment System upgrade in line with the ne regualtions.
- Fire Evacuation Plan approved by Fire Service NZ and implemented with staff.
- Fire and Earthquake Drills twice yearly - Lock Down drill annually
- Electricity Testing and Tagging – as required
- Risk Management Plans for EOTC activities.
- School Safety Plan reviewed (last update Dec 2022)
- Parent Community Consultation: Strat Plan
- 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
- 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.
- Analysis of Variance on Academic Achievement Report completed and Reset Targets
- Review Policies and Procedures as per schedule outlined by School Docs.
- Board visits classrooms yearly.
- BOT job descriptions – Reviewing Annually
- BOT participates in professional development Professional Development Strategic Plan prepared in support of school targets and goals.
- Support the work of the Kāhui Ako
- Review Performance Management document
- Professional Growth Cycle: Teachers, Principal have job descriptions and written goals for the year in line with changes implemented by the NZ Teachers Council
- Ensure all staff appointments follow E.E.O. requirements
- Review Job Descriptions & Review Teacher Registration database
- Update Relievers database
- Principal has regular communications with all staff members
- Principal is supported by the Board in Leading and Managing the school
- Staff are supported in developing their professional knowledge and practice
- Flemington School Parent and Friends Group (FSPFG) operating with effective communication between Board and PFG.
- Fundraising events e.g Mud Run, Cattle Scheme in conjunction with the FSPFG, Crutching?
- Principal and Treasurer prepare Annual Budget and monitor Budget
- Notify New and existing Board Members of NZSTA Professional Development opportunities
- Prepare monthly principal reports which include the monthly financial reporting
- Prepare and submit information and documentation for annual reports & accounts
- Purchase furniture as per need - as part of asset replacements
- Continued development of Shade House and surrounding area
- Review Cyclical Maintenance Plan as part of the 10 Year Property Plan and 5YA (2020/21-2024/25)
- Outside learning area outside Ngahape and Purimu
- Replacement of PMC buildings as part of 10YPP (Rotohiwi and Tourere)

### Where we are currently at:

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)

- The Analysis of Variance of the 2023 achievement targets outlined that we had made significant progress across all there target foci - Reading, writing and Mathematics.
- There is always room to reflect and improve but the satisfying aspect was that we are getting less tamariki identified in there priority learning groups.
- Tamariki that are included in a reporting cohort of Māori achieved on par with the overall achievement levels of the school and in some instances out performed those levels.



## Flemington School Strategic Plan 2024-25 [Section 7 Legislation to be covered](#)

- The ongoing commitment of the staff and board to engage in and support literacy learning and maths learning is a great testament to what we want the best for all children at Flemington School. The move to using the Science of Learning and Science of Reading as the basis for our pedagogy is paying dividends.
- The move to implement PB4L has been a very positive step and one that will take a number of years to fully embed and have all processes and structures in place to support all tamariki, whanau and staff to improve the social and emotional outcomes for tamariki. It is only our first year of PB4L so small steps that allow further development to grow off them is the key - It is not a race.
- We are moving to improve the experience and engagement children have with science and this will be an ongoing process.
- We have planned to introduce PRIME Maths across the school after seeing the impact of a structured systematics approach to learning to read.

### Regulation 9(1)(e)

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

- Start the day with Karakia
- Taku Whakaaro Pai daily
- Ongoing Kapa Haka practices
- Ensuring Te Reo terms are interspersed with english
- Building relationships and connection with Nga Ara Tipuna
- Taking the senior tamariki on a hikoi to connect them with the school haka - Te Tū o Tamaiti
- Building relationships and connections with local iwi and marae- Rongomaraeroa
- Acknowledging and celebrating Matariki
- including the tamariki and whanau in preparing and completing hangi
- Celebrating with all CHB schools/Kura in the biennial Ngati Whai Festival.

### Regulation 9(1)(g)

[\*NZSTA's guidance for giving effect to Te Tiriti o Waitangi\*](#)





## Strategic Goal 1

### Initiative 1

High all-round Achievement.

### Initiative 2

Quality Teaching and Learning Environment.

Regulation 9(1)(a)

Annual Target/Goal:

**What do we expect to see by the end of the year?**

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

**As outlined in the Achievement Goals Set**

#### Actions

*Detail the key actions you'll take this year to reach your annual target listed above*

Regulation 9(1)(b)

#### Who is Responsible

Regulation 9(1)(c)

#### Resources Required

Regulation 9(1)(c)

#### Timeframe

*This is optional however is useful to help with your planning*

#### How will you measure success?

*Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.*

Regulation 9(1)(d)

Achieve Academic Goals	Principal Teachers	Human and Physical Resources Ideal Subscriptions PLD	Yearly Goal	As per the Achievement Goals set for 2024
Effective Literacy Programme	Principal Teachers Lit Lead	Human and Physical Resources PLD	Yearly Goal	As per the Achievement Goals set for 2024
Professional Growth Cycle	Teachers Principal	Time	Yearly goal	PGC completed
Outside Support Agencies	Teachers SENCO Principal	Time	Yearly Goal	Children referred, Agencies engaged
Effective Maths programme	Maths Lead Principal	PRIME Maths sourced and used Student books and teachers manuals PLD Online portals for teachers and students	Start of 2024	Resources and PLD and Online portals implemented



## Strategic Goal 2 Strong Relationships

Regulation 9(1)(a)

### Annual Target/Goal:

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)  
Regulation 9(1)(a)

### What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)  
Regulation 9(1)(d)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	Who is Responsible  Regulation 9(1)(c)	Resources Required  Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>  Regulation 9(1)(d)
Whanau surveys, questionnaires	BOT Principal	Google Account	Term 3	Survey is completed Number of families responding
3-Way Conferences	Principal	Time - 2.15-5.30pm	Term 1	Conferences completed
Open communications with whanau	Teachers	eTap Booking	Term 3	Number of families engaging
Seesaw connection with whanau	Teachers	Seesaw access	All year	Regular posts happening Number of families engaged
Welcome letters from all teachers to whanau	Teachers	beginning of each Term	Termly	Letters completed and sent
Local Curriculum - Nga Ara Tipuna, Te Tū o Tamaiti, Local History - connections	Principal Teachers	Local Kaumatua Nga Ara Tipuna people Local historians Transport	As needed	Trips undertaken and and connections made
Whanau hui	Principal	Time	Mid Year	Whanau engage in the process
Weekly School Newsletters	Office Principal	Time	Weekly	Newsletters completed and distributed



## Strategic Goal 3

Instill the Values and Culture that Defines Flemington School.

Regulation 9(1)(a)

### Annual Target/Goal:

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

Regulation 9(1)(a)

### What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

### Actions

Detail the key actions you'll take this year to reach your annual target listed above

Regulation 9(1)(b)

### Who is Responsible

Regulation 9(1)(c)

### Resources Required

Regulation 9(1)(c)

### Timeframe

This is optional however is useful to help with your planning

### How will you measure success?

Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.

Regulation 9(1)(d)

RISE School Values explored and unpacked Respect - Integrity - Success - Empathy	Principal Teachers	Time	Ongoing	Children are able to talk about RISE Whanau are able to talk about RISE
New values displayed in classrooms and across school	Teachers	Display materials Time	Term 1	RISE is evident around the school both inside and outside
Signage and graphics developed for RISE	Principal	Designer Time Printing Manufacturing	All year	Signage and Graphics is able to be seen
GOTCHA and Playground awards linked to new Values	Teachers	Time Printing of awards	Ongoing	Children can explain what the RISE GOTCHAs are for.
Deliberate acknowledgement of GOTCHAs, Awards, Successes at Assemblies and Newsletters	Teachers	Assembly Newsletter	Ongoing	Seen in newsletters Acknowledged at assemblies
PB4L - Continued development and rollout	Principal PB4L Lead	Staffing Release	Ongoing throughout the year	More resources and information about PB4L is evident Matrices and Behaviour Flow Charts in evidence.
Class treaties based on RISE	Teachers	Class time Display materials	First few weeks of Term 1	Class treaties on display Children can talk about them
School Facebook page linked to the things we value and cherish at Flemington.	Office Principal	Facebook access Time	As appropriate	Posts are made on the School Facebook page



Board Evaluation		
We have:	Status	Comments
Determined how well we are giving effect to te Tiriti o Waitangi and determine next steps, including where or who to go to for help	Not started	
Understood planning and reporting legislative requirements	Not started	
Understood planning/reporting practices are inclusive	Not started	
Understood planning/reporting practices and processes and know where our current process needs to be adapted	Not started	
If required - worked with ERO Evaluation Partner/NZSTA for support and advice	Not started	