

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-asTTle 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

- Review policies as part of School Docs
- BOT job descriptions – Reviewing Annually
- Staff annually review and update job descriptions and responsibility
- BOT participate in professional development Professional Development Strategic Plan prepared in support of school targets and goals.
- Professional Learning and Development Applications submitted
- 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
- Beginning teacher support with mentor, release and PRT course.

NAG 4: Finance and Property

- 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
- Review cash receipting & banking procedures
- Grant Applications and Accountability completed
- Support PLD and Kāhui Ako connection and participation
- Purchase furniture as per need - as part of asset replacements
- Continued development of Shade House and surrounding area
- Plant native trees received as part of Paper4Trees.
- 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)

NAG 5: Health & Safety

- 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)

ICT

- ICT devices and associated equipment is maintained and updated as required
- Newly purchased library books purchased and entered into library system
- Continue to support staff in developing the skills and knowledge to use and include ICT in class programmes – Linewize, Google Schools Apps and supporting technology
- Staff development of the new platform for the school Student Management System (SMS) eTap
- Embed the use of the Student Management System (SMS) eTap to manage all student's assessments, pastoral and Accident/Sick Bay information
- Implement a process to develop understanding and implementation of Digital Technologies Curriculum.
- 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 Term1 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>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 • <i>Structured Literacy embedded</i> <ul style="list-style-type: none"> ○ <i>Learning Matters online iDeal Platform, Little Learners Love Literacy, The Code</i> • Teachers attend PLD according to Targets and need within budget restraints <ul style="list-style-type: none"> ○ All Teaching staff • Literacy Learning Intervention programmes <i>maintained</i> <ul style="list-style-type: none"> ○ Structured Literacy – Implemented by Learning Assistant – Targeted ○ Steps Web - <i>Targeted</i> • Developing moderation model that supports OTJ's • Review the use e-asTTle 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"> ○ <i>Streamline Scope and Sequence for Mathematics based on the NZ Maths Elaborations</i> ○ <i>Trial the use of Prime Maths alongside the NZ Maths scope</i> • Collaborative Teaching and Learning across classes • Introduction and review of e-asTTle <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 • Develop 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</i> - Literacy Mary-Anne Murphy • 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 reflective <i>teaching and inquiry</i> into practice as part of appraisal process incorporating the Practising Teacher Criteria (PTCs), School and Personal Goals, <i>Ta Taiako</i>, <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 	