

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.

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.

<p style="text-align: center;">MISSION</p> <p style="text-align: center;">"Educational Excellence and Success"</p> <p style="text-align: center;">VALUES</p> <ul style="list-style-type: none"> • Resilience • Respect - For themselves and others • Honesty • Responsibility • Effort and Success 	<p style="text-align: center;">VISION</p> <p style="text-align: center;"><i>"Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world."</i></p>			
	Confident	Resilient	Innovative	Successfully Contribute
	<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. 	<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 Jenn Evans (Board Chair) or Phil Bourke (Principal).

FLEMINGTON SCHOOL STRATEGIC PLAN – 2017 - 2019

	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 of This Look Like?	<ul style="list-style-type: none"> • Students are excited and engaged Learners • Small classes for Junior classes • Children know about science, displaying the nature of science skills • Well Resourced classrooms • Enthusiastic, knowledgeable Teachers • 'At or Above' NS Achievement and/or Progress Being Made Against NS • Children want to share their learning • Children are good citizens • Children know how to be a responsible digital citizen 	<ul style="list-style-type: none"> • Students motivated, excited and engaged in learning • 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. • 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 	<ul style="list-style-type: none"> • Highly supportive Community • United Community • Sense of Belonging • Community is Engaged with the school • Connected with ECE and High Schools • Fundraising activities are supported • Community feedback • Teachers know their students and build purposeful relationships with them 	<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 and display what being a good community member is.
How Will We Measure Progress on Achieving The Goal	<ul style="list-style-type: none"> • Student Voice – Critical thinking • National Standards Achievement Levels • Self-Review Report to Board • Standardized Assessments: PAT, STAR, • E-asTTle • Parent Feedback • 3-Way Conferences • Science is happening on a regular basis 	<ul style="list-style-type: none"> • Appraisal System – Principal and Teachers • Use of tools to assist reflection and self-Appraisal – Appraisal Connector, Google Apps • Student Voice: Safe, Secure, Learning. • Level of student engagement • Teacher voice • 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 integral part of the teaching and learning happening • Communication with parents/caregivers/whanau 	<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 	<ul style="list-style-type: none"> • Whole school involvement in Ngati Whai, Music Festival and other Interschool interaction. • 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 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.

<p>Initiatives 2017</p>	<ul style="list-style-type: none"> • Inquiring into practice underpins teacher thinking and actions. • Embed the new focus of the TAIs as a prerequisite of improving achievement. • Embed Teaching and Learning approaches to move persistent low achievers. • Reading Recovery implemented • Review support/opportunities for high achievers. • Continue implementing Cooperative Learning pedagogy across the school • Build on the use of Google Apps for Education (GAFE) to further support the engagement, collaboration and motivation of students • Build on Authentic learning contexts • Assembly - Student Management System – (SMS) is fully utilized • Use of PaCT tool for target and at risk learners. • CHB Literacy Project • CHB PLD Application • CoL initiation • Science Roadshow CHB Project • CHB Science Learning and Change Network • 	<ul style="list-style-type: none"> • Inquiring into practice is the culture. • Modern Learning Environment – Review of any differences it has made • Appraisal Connector use is fully embedded and used extensively • Continue to develop consistent learning language across school • Board visit classrooms and talk to teachers about successes and challenges: Alternate terms; T1/T3 Ngahape & Purimu– T2/T4 Rotohiwi & Ngawaka • CHB Literacy Project continues to develop collaboration between schools and sharing of success and challenges • CHB Science Learning and Change Network (LCN) sharing of learning, inter student and sector collaboration • Incorporate the Enviroschools Kaupapa into the teaching and learning to underpin the engagement and motivation of science. • Further development of the Shadehouse and gardening programmes. 	<ul style="list-style-type: none"> • Meet with 2016 Year Leavers in Term 1 2017 • Planning meetings with PFG in February 2017 • Parent meeting about learning and learning values in Term 1 2017. • Initiate local iwi resources to develop School Waiata and review Haka – ongoing with support from the Resource Teacher for Maori (RTM) • Build on initial contact to enhance engagement with the ECE and High School through the Science LCN. • 3-Way Conferences • Build strong communication links between teachers and parents/caregivers/whanau 	<ul style="list-style-type: none"> • Community consultation meetings: Review of Values • Review how Values can be embedded at Board level. • Interact with other Schools for sporting and cultural activities • Community Challenge evening •
<p>Strategies 2017</p>	<ul style="list-style-type: none"> • Achievement Targets set based on Reading, writing and mathematics. • Learning Maps are used to improve student agency (Taking an active role in their learning) • Review Reading Programme • Review Science Programme • Complete review of Mathematics • Lit Leadership Cluster • Reading Recovery • Interschool visits of teachers and students • GAFE developed more fully • 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 	<ul style="list-style-type: none"> • PLD programmes linked to School Goals and Teacher Goals Performance Agreements. • PLGs Operating • Reading Recovery implemented • Continued review of Technology introduced to support teachers with RTC and TAI e.g. GAFE, Appraisal Connector • Appraisal Connector use is part of culture • Moderation of Reading, Writing and Maths • Using capability of wifi infrastructure to support learning e.g. GAFE, portability of learning • Logistics of supporting the Science Roadshow Project with transport, Release time for PLD and Release time to allow for collaboration between students from different schools. • Staff collaborate with other schools. • Students collaborate with other students • Blog developed 	<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 • Class Blogs • Beginning of the year gathering for families – games, competitions, fun evening • School/Community BBQ • Pet Day 2017 	<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 • GOTHCA’s linked to Values • Consistent language of Values across school. • Display Cabinet for Cups and Trophies • GAFE – Google Form used to gather students and teacher voice • GAFE – Google Form used to target specific parents groups

Initiatives 2018	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies. • NS PaCT Tool 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies. • Network for Learning accessed 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies.
Strategies 2018	<ul style="list-style-type: none"> • TAI – Appraisal Connector is used for appraisal as well as reflective journal • Integration of Technology • Review Arts Programme • Lit Leadership Cluster • School Visits • Small classes • 	<ul style="list-style-type: none"> • TAI ongoing and embedded in learning culture of teachers/school • PLD programmes linked to School Goals and Teacher Goals. • PLGs Operating • Reading Recovery • Technology to support teachers with RTC and TAI e.g. AC and GAFE • Moderation of Reading, Writing and Maths 	<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 	<ul style="list-style-type: none"> • Investigate other approaches to foster and develop Flemington Culture • Visit other schools of similar environments •
Initiatives 2019	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies.
Strategies 2019	<ul style="list-style-type: none"> • Review Writing Programme • Lit Leadership Cluster • School Visits • Small classes • 	<ul style="list-style-type: none"> • TAI ongoing and embedded in learning culture of teachers/school • PLD programmes linked to School Goals and Teacher Goals. • PLGs Operating • Reading Recovery • Technology to support teachers with RTC and TAI e.g. AC and GAFE • Moderation of Reading, Writing and Maths 	<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 	<ul style="list-style-type: none"> • Investigate other approaches to foster and develop Flemington Culture • Visit other schools of similar environments •