

'Fortiter et Recte' – Strongly and Rightly
Established 1883

Strategic Plan 2024 - 2025

Our Values

Courage, Respect, Compassion, Responsibility

Our Learning Muscles - 4Rs

Resilience, Reciprocity, Resourcefulness, Reflectiveness



Our Mission

Quality Education, Confident Students

Our Vision

"Growing empowered navigators together."

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Fordell School Board undertakes to take all reasonable steps to achieve the vision, goals and actions in this Strategic Plan, which has been approved by the Board following consultation with the community, and to take full account of the National Education and Learning Priorities and all other statutory obligations.

Our Mission: *Quality Education, Confident Students*
Our Vision: *"Growing empowered navigators together."*

Our School Values

Courage **R**espect **C**ompassion **R**esponsibility

Fordell School Profile

Fordell School is a rural primary school located 15km east of Whanganui. Fordell School opened in 1883 and delivers rich educational programmes to students from Years 1 – 8. We have an idyllic setting amongst established native trees with wide-open spaces for sport and activities. We have a special school culture that is built around our school values and supportive community partnerships. We provide quality teaching and learning for all our students to ensure they leave Fordell School with the confidence, skills and knowledge to progress in their next school/learning journey and beyond.



Fordell School Strategic Plan 2024 - 2025

'Fortiter et Recte' – Strongly and Rightly

Fordell School Strategic Goals

Strategic Goal 1: Rich Curriculum

Fordell School will provide ākonga with an exciting refreshed local school curriculum which has been developed and based on Te Mātaiaho (the refreshed NZ Curriculum) so that ākonga achieve to their highest educational potential that meets their individual learning needs.

Strategic Goal 2: Hauora

Fordell School will enhance hauora mana through culturally responsive and inclusive practices so that students, especially Māori and Pasifika, can thrive academically, socially, and emotionally.

Strategic Goal 3: Kaitiakitanga

Fordell School will create a safe and inclusive environment that is attractive and meets the current and future learning and physical needs of our ākonga and Kaiako.

Fordell School Strategic Goals align with the National Education and Learning Priorities (NELP) that focus on significant positive impact for children and young people and the Primary Objectives of Boards.

Our Learning Muscles: The 4Rs

Reciprocity
Resilience
Resourcefulness
Reflectiveness

Fordell School Targets

Fordell School aims for the highest education standards for all our students and expects students to achieve in all curriculum areas. We will focus on our target groups while maintaining these high standards.

Fordell School provides a physically, emotionally, mentally and socially safe environment for all students so that they can experience success in all that they do.

Fordell School Cultural Statement

At Fordell School, we continue to make connections from our past, while preparing in our present, and for our future selves.

“Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.

Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future”

- Te Mataiaho, March 2023 (pg5)

Recognising New Zealand’s Cultural Diversity

- All cultures within the school will be valued and accepted.
- Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximising the potential of each student.
- Māori and Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations.

Te Tiriti o Waitangi/The Treaty of Waitangi

Fordell School we acknowledge and give effect to Te Tiriti o Waitangi. We actively strive to engage with and uphold the principles of partnership, protection, and participation. We develop practices that reflect New Zealand’s cultural diversity and the unique position of Māori. In recognising the unique position of Māori, Fordell School will actively value diversity and reflect an inclusive school culture. Staff will be culturally responsive in practice and will actively maximise all learners’ capabilities. The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where students will learn about their own heritage and culture.

Fordell School’s commitment to the principles of the Treaty of Waitangi is reflected through:

Partnership

We recognise and value all cultures at our school, and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community in creating and maintaining our Strategic Plan, which is the guiding document for our school, and access cultural advice as appropriate.

Protection

We respect each person’s culture and their right to follow their cultural direction. We promote and value Te Reo (Māori language), Tikanga Māori (Māori culture), and Mātauranga Māori (Māori knowledge). Identity, language, and culture are important expressions of what it means to be a culturally located learner.

Participation

We promote Māori achievement and equal opportunities, aspirations of Māori whānau will be reflected in our school planning.

Fordell School Vision

“Growing empowered navigators together.”

Our Vision is for the future; intrinsically linked to our past. We aspire to equip our children with all the skills and attributes they need to be empowered to follow their own path and live productive and meaningful lives, navigating through changing environments. Education like navigation is part of a journey it requires an understanding of where we are, where we've come from and where we want to go.

As an Island nation New Zealand has a proud heritage of a diversity of people and cultures all navigating their own path in a new land full of promise. Our history is full of inspirational navigators, the earliest being the Polynesian ancestors of Māori who sailed thousands of miles guided by the night sky. Many now and before us have had to navigate through trying times, drawing on their own resilience and the support of community to get through and grow as people as a result.

Education of our children is a journey we undertake together with our community; we are privileged to be a part of that at Fordell School.

Fordell School Values

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Every decision relating to our curriculum and every interaction that takes place at Fordell School reflects the values of the individuals involved and the collective values of our school.

Our school values are regularly discussed and displayed; they are the core of our beliefs in everything we do. Our students know and understand our school values. Our values are expressed in everyday language, actions and interactions within the school – to self, to learning, and to school and property.

Fordell School's Values	What do our Values mean...	Te Mātaiaho Values
C OURAGE	<ul style="list-style-type: none"> - Persevere. - Make good and honest choices. - Show confidence. 	Excellence, Innovation, Inquiry, Curiosity, Diversity, Equity, Community, Participation, Ecological Sustainability, Integrity, Respect.
R ESPECT	<ul style="list-style-type: none"> - Speak with and show respect. - Let others learn. - Caring for equipment and property. 	
C OMPASSION	<ul style="list-style-type: none"> - Show empathy. - Pride for myself and school. - Work as a team. 	
R ESPONSIBILITY	<ul style="list-style-type: none"> - Ready to learn. - Be committed. - Take ownership for my choices. 	

Fordell School Learning Muscles (Key Competencies)

The Learning Muscles (KCs) are not stand alone but key to all learning at Fordell School. The Learning Muscles align with Te Mātaiaho's Key Competencies as a set of core capabilities that people use to live, learn, work, and contribute as active members of their communities. Our students will use and develop the Learning Muscles over time, creating *empowered navigators*. The Learning Muscles are both intellectual and relational. Our children will develop into successful learners who are motivated use them, recognising when and how to do so and why.

Learning Muscles: The 4Rs	What does this look like:	Te Mātaiaho Key Competencies
Resilience (Managing Self: Relational)	Refer to the Fordell School Graduate Profile	- Managing Self
Resourcefulness (Using language, symbols and texts: Intellectual)		- Using Language, Symbols, and Texts
Reciprocity (Relational)		- Relating to Others - Participating and Contributing
Reflectiveness (Intellectual)		- Thinking

Fordell School Learning Muscles “Opening Doors to the Future”

Fordell Students – when learning, we are ...

Fordell School Priorities

New Zealand National Education and Learning Priorities

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations. At Fordell School these priorities are aligned with our Strategic Goals and all that we do.

Learners at the centre – *learners with their whanau are at the centre of education.*

- Make sure that every learner feels safe, include and free from racism, discrimination and bullying.
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Barrier free access – *great education opportunities and outcome are within reach for every learner.*

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Quality teaching and leadership – *quality teaching and leadership make the difference for learners and their whanau.*

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Future of learning and work – *learning that is relevant to the lives of New Zealanders today and throughout their lives.*

- Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

**These are linked to our Fordell School Strategic Goals*

Fordell School Graduate Profile

	Year 3 Learner Year 0 ← → Year 3	Year 6 Learner Year 4 ← → Year 6	Year 8 Learner Year 7 ← → Year 8
Reciprocity	<ul style="list-style-type: none"> I know what respect is. I share ideas. I can work effectively independently, with a buddy or a small group. I can listen to others. I can take turns I follow instructions accurately. I make choices in my learning. 	<ul style="list-style-type: none"> I respect the views of others. I confidently share ideas. I actively listen to others. I am able to work in a team environment and accept that others have different ideas and opinions. I am an independent self-manager. I am responsible for my learning. 	<ul style="list-style-type: none"> I value and respect the views of others. I enthusiastically participate and contribute ideas to seek solutions. I am an active listener and learn from others. I respect that others have a different culture, perspective and opinion. I use my initiative to meet deadlines. I am responsible for my learning.
Reflectiveness	<ul style="list-style-type: none"> I can talk about my learning. I am curious about the world and ask questions. I can talk about my successes and next steps, with support. I can try another strategy to solve a problem. 	<ul style="list-style-type: none"> I reflect on my learning looking for ways to be BTB. I know how to seek answers to questions. I know my next steps. I can try a number of strategies to solve a problem. I know my strengths and weaknesses and use them. I challenge myself to take risks. 	<ul style="list-style-type: none"> I understand learning and see myself as a lifelong learner. I think creatively and critically when answering questions. I monitor and adapt my next steps. I identify others' strengths and use these along with my own. I am an active problem solver.
Resilience	<ul style="list-style-type: none"> I can display a 'can do' attitude and persevere when giving things a go. I know what to do when I am stuck. I am learning from my mistakes. I am becoming confident. I try new things. I am developing a growth mind-set. I am working at expected learning levels. 	<ul style="list-style-type: none"> I have a growth mindset and I keep on going when things get hard. I recover quickly when things don't go my own way. I understand that each mistake is something that I can learn from. I seek challenges and new learnings. I am working at expected learning levels. 	<ul style="list-style-type: none"> I persevere when learning is hard, using my growth mindset. I accept challenges and failures are a part of learning and use these to move forward. I look forward/ahead with ambition. I am working at expected learning levels.
Resourcefulness	<ul style="list-style-type: none"> I am creative I know how to use some forms of digital technology as a tool for my learning. I am learning to seek information and help from different sources. I am developing confidence in literacy and numeracy. 	<ul style="list-style-type: none"> My creativity has meaning. I can use digital technology to support my learning. I collect and use information from a range of sources. I am becoming confident in literacy and numeracy and learning to apply these skills in everyday life. 	<ul style="list-style-type: none"> I present confidently and creatively. I confidently use digital technology to add value to my learning. I make links between relevant information and use this in learning. I am literate and numerate; I confidently apply these skills in everyday life.

Fordell School Primary Objectives of Boards

There are four primary objectives for Boards to focus on what matters most for learners and their whānau. Fordell School's Board primary objectives in governing a school are to ensure that:

1. Every student at Fordell School is able to attain to their highest possible standard in educational achievement; and
2. The school –
 - (i) Is a physically and emotionally safe place for all students and staff; and
 - (ii) Gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
3. The school is inclusive of, and caters for, students with differing needs; and
4. The school gives effect to Te Tiriti o Waitangi, including by –
 - (i) Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and tea o Māori; and
 - (ii) Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) Achieving equitable outcomes for Māori students.

Fordell School Consultation

Our Consultation Process:

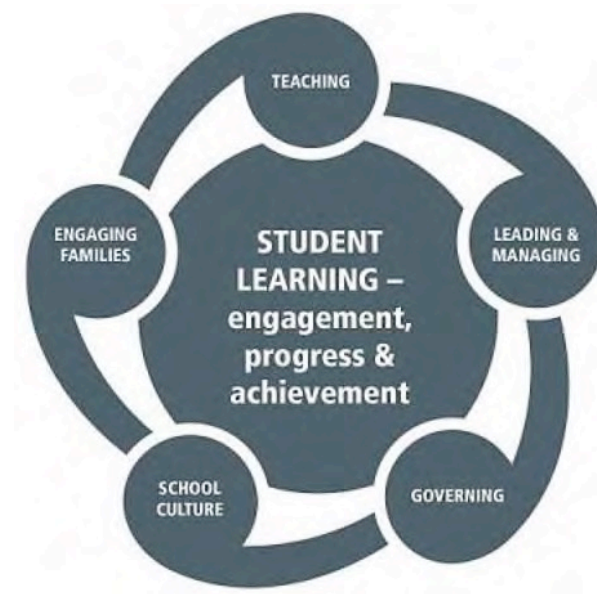
What follows is the process that we continue to undertake to review and to develop our Strategic Plan:

- We hold community meetings, surveys, feedback at different times and dates to accommodate the input of our whānau and community.
- We invite suggestions and requests from our students about the type of school they wish to have.
- We consult with the wider community and local iwi about what part they value in education and their vision for learning.

Ongoing Consultation:

This includes:

- Information sharing through a fortnightly newsletter.
- Surveys for parents to provide feedback to the school.
- Informal meetings, discussions, phone contact.
- Conversations and induction with new families and students to Fordell School.
- Three way conferences – student, whanau and school.
- Planned whole school and community gatherings.
- Whanau self-reviews and school self-reviews all contribute to developing programmes to accelerate student performance/achievement.



2024- 2025 Strategic Goals



Fordell School Strategic Goals align with the National Education and Learning Priorities (NELP) that focus on significant positive impact for children and young people.

- Objective 1: *Learners at the Centre*
- Objective 2: *Barrier Free Access*
- Objective 3: *Quality Teaching and Leadership*
- Objective 4: *Future of Learning and Work*
- Objective 5: *World Class Inclusive Public Education (This only applies to Tertiary Education)*

Fordell School Vision Statement:

"Growing Empowered Navigators Together"

Our Vision is for the future; intrinsically linked to our past. We aspire to equip our children with all the skills and attributes they need to be empowered to follow their own path and live productive and meaningful lives, navigating through changing environments. Education like navigation is part of a journey it requires an understanding of where we are, where we've come from and where we want to go.

As an Island nation New Zealand has a proud heritage of a diversity of people and cultures all navigating their own path in a new land full of promise. Our history is full of inspirational navigators, the earliest being the Polynesian ancestors of Māori who sailed thousands of miles guided by the night sky. Many now and before us have had to navigate through trying times, drawing on their own resilience and the support of community to get through and grow as people as a result.

Education of our children is a journey we undertake together with our community; we are privileged to be a part of that at Fordell School.

Summary of the information used to developed this plan/how we created this plan:

We have spent the last 18 months consulting our community around a new vision for Fordell School - this has been collected in both formal and informal settings in the way of survey questions, set questions during conferences, discussions at events. Student voice has been gathered from both formal survey and informal gathering of voices and ideas. Using this information has not only led to our new vision but also the direction our community would like us to go. It came out very clearly that we are strong in relationships with our community but strengthening our link with local landmarks/history is a clear next step. This will link well with the refreshed NZ Curriculum Te Mātaiaho and other documents that staff will need to develop thorough understandings of.

Strategic Goal 1: Rich Curriculum

Fordell School Strategic Goal	Link to Board Primary Objectives	Links to Education Requirement	What we expect to see	How we will achieve or make progress towards our strategic goals	How we will measure success
Strategic Goal 1: Rich Curriculum Fordell School will provide ākonga/students with an exciting refreshed local school curriculum which has been developed and based on Te Mātaiaho (the refreshed NZ Curriculum) so that ākonga/students achieve to their highest educational potential that meets their individual learning needs.	Links to all Board Primary Objectives.	NELP Priorities: 1, 2, 3, 4, 5,6	All staff/Kaiako, whānau and ākonga will have a comprehensive grasp of implementing the updated NZ Curriculum Te Mātaiaho.	We will continue building our knowledge and understanding of Te Mātaiaho with all staff and our school community.	We will measure our success from annual feedback methods. This will measure the engagement and understanding of our local school curriculum.
		Te Mātaiho and the Common Practise Model.	Our local school curriculum will actively reflect Te Mātaiaho and our communities' priorities for their children/tamariki.	Necessary changes will be implements through the ongoing development of our local curriculum and relationship with tangata whenua. We will make contact with our local hapu/iwi to determine that matauranga Māori, te reo Māori, and tikanga are included in our local curriculum.	Tracking of our local curriculum development and implementation plan against Te Mātaiaho implementation guidance will be used.
		The Te Mātaiaho Implementation supports pack.			
		The Literacy and Communication and Maths Strategy.			
		Attendance and engagement Strategy.			
		Wellbeing in Education Strategy.	Teachers/Kaiako are clear and confident on the expectation of learning that matters within our local school curriculum.	We will engage in ongoing professional development about Te Mātaiaho.	Annual student/ākonga learning and progress achievement data analysis with respect to our local curriculum.
		The NZ Child and Wellbeing Strategy.	Teachers/Kaiako, whānau and ākonga are excited and engaged with our local school curriculum.	We will build awareness and grow the understanding of Te Mātaiho with staff and our school community.	Annual ākonga, Kaiako and whānau feedback methods are used to measure engagement and understanding of our local curriculum.
		Ka Hikitia - Ka Hāpaitia	Our local school curriculum will be published on the Fordell School website once completed.	We will have a completed local curriculum document that represents our community.	We will have a completed local curriculum document that is available on our school website.
		Tau Mai te Reo			
		The Action Plan for Pacific Education 2020-2030	Teaching and learning programmes in literacy and numeracy are planned and implemented with the science of learning approach - scope and sequences. Ākonga working at expected levels for their age.	We will continue to build and add to our knowledge of the science of learning. 2024 will be the implementation to a scope and sequence in mathematics.	Success will be measured through annual reporting and monitoring of student achievement and feedback.
		NZSTA - giving effect to Te Tiriti o Waitangi			

Strategic Goal 1		Rich Curriculum		
		Fordell School will provide ākonga with an exciting refreshed local school curriculum which has been developed and based on Te Mātaiaho (the refreshed NZ Curriculum) so that ākonga achieve to their highest educational potential that meets their individual learning needs.		
Annual Target/Goal		We will build awareness and grow the understanding of Te Mātaiaho all stake holders, Kaiako/teachers will be deliberately planning and implementing Te Mātaiaho (including best practise in science of learning in literacy and mathematics) into their teaching and learning programmes.		
What do we expect to see by the end of the year?				
<div>1. Teachers/Kaiako have developed in depth knowledge of the refreshed learning areas of English, Maths & statistics within Te Mātaiaho. This will include ākonga/students and whānau having had opportunities to engage in understanding Te Mātaiaho and the changes that are coming.</div> <div>2. Teachers/Kaiako have a growing understanding of Te Mātaiaho: Social Sciences, Science, Technology and Arts learning areas.</div> <div>3. Teachers/Kaiako will continue to develop their knowledge and confidence in cultural capability.</div> <div>4. We understand our communities’ priorities for their children/tamariki.</div> <div>5. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles / our local school curriculum.</div> <div>6. Staff literacy and mathematic programme are based upon the science of learning e.g., structured literacy and maths.</div>				
Actions	Who is Responsible	Resources Required	Time Frame	How we will measure success
Action 1 Continue our professional development on Te Mātaiaho, local school curriculum for all staff.	Senior Leadership All staff	PLD budget Te Mātaiaho Curriculum Document Maths and Stats Refresh Document English Refresh Document Common Practise Model The Te Mātaiaho Implementation support packs Curriculum Implementation support packs Science, Technology and Arts Refresh Documents (as released) Literacy and Communication and Maths Strategy Te Marautanga o Aotearoa (where applicable) Hei Raukura Mō te Mokopuna Ako Framework	Term 1 - Term 4	<div>- Evaluation of our Te Mātaiaho professional development plan.</div> <div>- Surveys and feedback on Te Mātaiaho and local school curriculum feedback.</div> <div>- Feedback on cultural competency PD (this links to Strategic Goal 2).</div> <div>- Professional Growth Cycle which identifies current focus, progress, new learning and next steps.</div>
Action 2 Work with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum.	Board Senior Leadership All staff	Budget to support this Te Mātaiaho Curriculum Document	Term 1 - Term 4	<div>- Whānau feedback (that they feel they understand Te Mātaiaho and the school curriculum).</div>

Action 3 Continue building on authentic ways to engage with our school's whānau to understand their aspirations for their ākonga.	Board Senior Leadership All staff	Budget to support this MOE Toolkit on school planning and reporting for school boards, principals and staff. NZSTA's guidance for community engagement.	Term 1 - Term 4	<ul style="list-style-type: none"> - Whānau feedback, that they feel they and their ākonga belong, are heard and their aspirations will be reflected in our local school curriculum. - Ākonga feedback - that they feel they belong, are heard and their aspirations are reflected in our local school curriculum.
Action 4 Learn about our rohe and tangata whenua as part of our strategy to give effect to Te Tiriti o Waitangi.	Senior Leadership All staff	Budget to support this Published documents and research about our rohe and tangata whenua and all information we have about tangata whenua aspirations for ākonga. Identified local community connections and expertise -Takatini Hauora will greatly support this.	Term 1 - Term 4	<ul style="list-style-type: none"> - Evaluation of our developing relationships and networks with tangata whenua. - Fordell School local curriculum reflects our deepened understanding of our rohe's history and people.
Action 5 To learn and gain a deep understanding of PRIME Maths strategy and successfully implement this in our mathematic programmes.	Senior Leadership All staff	Budget to support this PRIME maths PD PRIME maths support liaison PRIIME math resources	Term 1 - Term 4	<ul style="list-style-type: none"> - Teaching programmes are following the scope and sequence of PRIME maths. - Annual reporting and monitoring of student achievement. - Feedback gathered from Kaiako/teachers and students/ākonga. - Whānau can see and are celebrating the success their tamariki are having.

Fordell School Strategic Goal	Link to Board Primary Objectives	Links to Education Requirement	What we expect to see	How we will achieve or make progress towards our strategic goals	How we will measure success
Strategic Goal 2: Hauora Fordell School will enhance hauora mana through culturally responsive and inclusive practices so that students, especially Māori and Pasifika, can thrive academically, socially, and emotionally.	Links to all Board Primary Objectives.	NELP Priorities: 1, 2, 3, 4, 5,6	Teachers/Kaiako have a shared knowledge and understanding of cultural responsive practises at Fordell School.	We will implement new learning obtained through Takatini Culturally Practise PD.	Observations, feedback from students, focus groups and staff.
		Te Mātaiho and the Common Practise Model.			
		The Te Mātaiaho Implementation supports pack.	Teachers/Kaiako and students/ākonga have knowledge and understanding of Te Tiriti o Waitangi and its implications.	Develop our knowledge and understanding of Te Tiriti o Waitangi by attending professional development, using local knowledge and expertise.	Staff and students are confident in talking about Te Tiriti o Waitangi.
		Attendance and engagement Strategy.			
		Wellbeing in Education Strategy.	Increase in Māori achievement. All Māori students having strong literacy and numeracy skills	As our knowledge and understanding grows this will be applied/included in all our programmes – especially that of literacy and numeracy.	Through student data analysis.
		Ka Hikitia – Ka Hāpaitia			
		Tau Mai te Reo	Increased engagement: - whānau/family to school - Kaiako/teacher to ākonga/student - Kaiako/teacher to Kaiako/teacher - Community	Ensure our community understand what we are doing by finding ways to listen and engage with them – informal and formal gatherings.	Our community will have a strong understanding of what we are doing at Fordell School and why. This can be measured through gathering their voice.
		The Action Plan for Pacific Education 2020-2030			
		NZSTA – giving effect to Te Tiriti o Waitangi			
		Takatini Hauora (Whanganui Kahui Ako) Achievement Objectives	Smooth transitions into Fordell School, and from Fordell School into secondary.	Continue with liaising with our local ECE and secondary schools. Using the approaches that all Takatini Hauora schools have agreed on.	Students are confident and ready for their next transitions – feedback gathered through surveys and gathered voice.
			Increase in student attendance	Keep parents informed of attendance of their child and the importance of regularly attending school. This will be done through formal and informal contexts.	Through attendance data.

Annual Implementation Plan: Strategic Goal 2

Strategic Goal 2	Hauora Fordell School will enhance hauora mana through culturally responsive and inclusive practices so that students, especially Māori and Pasifika, can thrive academically, socially, and emotionally.
Annual Target/Goal	To increase Māori and Pasifika students in literacy and mathematics so that they are achieving AT and ABOVE expectations.
What do we expect to see by the end of the year?	
<ol style="list-style-type: none"> 1. Cultural Inclusivity <ul style="list-style-type: none"> - Māori perspectives, history, and language integrated into our curriculum/school. 2. Professional Development for Teachers <ul style="list-style-type: none"> - Teachers will have been part of ongoing training on culturally responsive teaching practises and strategies. 3. Community Engagement <ul style="list-style-type: none"> - Strong relationship have been built with local Māori community, they are supporting our cultural initiatives. - Cultural events, workshops are happening which enrich the cultural experiences of our students. 4. Māori Language/Te Reo further integrated throughout classrooms and programmes <ul style="list-style-type: none"> - The use of Te Reo Māori is used within the school environment confidently by Kaiako and ākonga 5. Culturally Responsive Policies <ul style="list-style-type: none"> - Reviewed policies reflect cultural sensitivity and inclusivity. - Reviewed polices align with the principles of the Te Tiriti o Waitangi. 6. Celebration of Cultural Diversity <ul style="list-style-type: none"> - Significant cultural events and holidays will be recognised and celebrated. 7. Hauora <ul style="list-style-type: none"> - Resources, programmes and strategies will be developed to address the specific well-being needs of students, especially Māori. - Programmes put in place to support students, addressing physical, social, and emotional well-being alongside academic achievement. - A sense of belonging and identity among students, 8. Student and Whanau Involvement <ul style="list-style-type: none"> - Students and families involved in decision-making processes related to school strategic planning. 9. Students Achieving at Expected Levels <ul style="list-style-type: none"> - Reduced disparity for ākonga, particularly those on the 'margin'. - Students, especially Māori students, achieving at and above expected levels for their year/age. 10. Regular Assessment and Adoptions <ul style="list-style-type: none"> - Continuously assessing the effectiveness of cultural initiatives with adjustments made based on feedback and outcomes. - The local curriculum will be updated/re-created to ensure it is culturally responsive. 	

By incorporating these strategies/actions, Fordell School can create a culturally responsive environment that enhances the hauora mana of its students, promoting a sense of belonging, pride, and well-being within the school community which leads to academic success.

Actions	Who is Responsible	Resources Required	Time Frame	How we will measure success
Action 1 Professional Development: Mana Potential	Senior Leadership All staff Takatini Hauora WSL	PLD budget Te Mātaiaho Curriculum Document Ako Framework Angeline McDonald - course facilitator Teacher Only Days, relief teachers Takatini ASL Resources that are part of this professional development	Term 1 - Term 4	These three actions link together. <ul style="list-style-type: none"> - Feedback will be gathered on practices from ākonga and whanau. - Less behaviour referrals in our PB4L-SW - Feedback gathered from staff - self-assessing their growth using culturally responsive and inclusive practises against Te Ara Huarau/School improvement framework. - Increased levels of Māori and Pasifika, along with all students, achieving AT and ABOVE expectations. - Tracking of student attendance.
Action 2 Niho Taniwha <ul style="list-style-type: none"> - Reading text - Attending professional development 	Senior Leadership All staff Takatini Hauora WSL	Budget to support this Niho Taniwha text for all staff Relief teachers to support staff attending professional development Takatini ASL	Term 1 - Term 4	
Action 3 Attending Takatini Hauora Professional Development on Culturally Responsive and Inclusive Practises Run by Kathe Tawhiwhirangi of Core EducationTātai Aho Rau.	Principal All Staff Takatini Hauora WSL	PLD Budget Takatini Hauora Support Resources that are part of this professional development	Term 1-Term 4	

Strategic Goal 3: Kaitiakitangi

Fordell School Strategic Goal 3	Link to Board Primary Objectives	Links to Education Requirement	What we expect to see	How we will achieve or make progress towards our strategic goals	How we will measure success
<p>Strategic Goal 3: Kaitiakitangi</p> <p>Fordell School will create a safe and inclusive environment that is attractive and meets the current and future learning and physical needs of our ākonga/students and Kaiako/teachers and community.</p>	Links to all Board Primary Objectives.	NELP Priorities: 1, 2, 3, 4, 5, 6, 7	Attractive outside learning areas - an increased covered area for students to utilise.	Meet and liaise with builders and MOE regarding this project. Fund any short falls that may arise.	Building project starts and is completed in a timely manner. Ākonga and Kaiako are using the outside area - can see this benefiting learning and social growth. Gather voice about these improvements from ākonga and community.
			Outside access into the resource room, so that access not disrupting a class.		
			An upgraded pavilion kitchen that is student friendly. It is being used more by school and community at events/activities.	Liaise with insurance company and builders/contractors to keep this project moving forward.	Learning programmes are happening in the pavilion kitchen.
			A second turfed area for students and community completed. This provides area for physical activities, esp in the wetter months when the grass area isn't accessible, area for sports team and all students to use.	Quotes to be obtained. Apply for funding from outside agencies e.g., grants. Funding from Fordell Board and Fundraising. Meet and liaise with all involved so a time line can be in place once prices and funding having been secured.	Turf area used daily by all. More students involved in physical activity. Gathering of student, whānau voice. Increased student attendance.

Strategic Goal 3	Kaitiakitangi Fordell School will create a safe and inclusive environment that is attractive and meets the current and future learning and physical needs of our ākonga/students, Kaiako/teachers and community.			
Annual Target/Goal	To complete our property projects: <ul style="list-style-type: none">- Outside covered area along rooms 1 – 3 (5YA)- Entry to resource room (5YA)- Pavilion Kitchen upgrade- Turfed Area			
What do we expect to see by the end of the year?				
1. Completed 5YA projects, students and staff utilising the outside learning area. 2. Pavilion kitchen upgrade completed, students and staff utilising this learning resource to enhance learning programmes. 3. New turf area to have started (and even completed).				
Actions	Who is Responsible	Resources Required	Time Frame	How we will measure success
Action 1 Liaise with builders and MOE to undertake the 5 YA project, through to completion. Follow the set plan.	Senior Leadership All staff	5YA budget Board money to top up if it falls short.	Term 1 – Term 4	Completed outside area that links with classrooms, creating outdoor learning area and shade for hot days, cover for wet days so that students can be outside.
Action 2 Pavilion Kitchen upgrade. Liaise with all involved with this upgrade – gathering input from staff, students and whānau to ensure our upgrade meets the needs.	Board Senior Leadership All staff	Insurance money paid from flood damage. Board money to top up improvements.	Term 1 – Term 4	A learning area that is designed to cater for students developing and growing their technology, science, health skills. More students will have access to this area. Students wanting to be using this area. Gather student and community voice.
Action 3 The new turf area. <ul style="list-style-type: none">- Obtain quotes- Apply for funding- Secure funding- Lock in installer and earthwork companies- Time line created through to completion.	Board Senior Leadership All Staff	Board money that has been tagged for this project. Fundraising Committee money that has been tagged for this project. Application for grants.	2024	A completed new turf area for students and our community to use. This will provide extra area for students to be involved in outdoor education/learning. More sports being offered to students to try and be part of. We will be seeing increased sport participation – track sport participation.

Fordell School Annual Target 2024 - Mathematics

STRATEGIC GOAL	Rich Curriculum Fordell school will provide ākonga with an exciting refreshed local school curriculum which has been developed and based on Te Mātaiaho (the refreshed NZ Curriculum) so that ākonga achieve to their highest educational potential that meets their individual learning needs.	CURRICULUM AREA	MATHEMATICS
ANNUAL GOAL	We will build awareness and grow the understanding of Te Mātaiaho all stake holders, Kaiako will be deliberately planning and implementing Te Mātaiaho (including best practise in science of learning in literacy and mathematics) into their teaching and learning programmes.		
ACHIEVEMENT TARGET	MATHEMATICS: To accelerate the progress of all students in mathematics so that they achieving AT and ABOVE.		
BASELINE DATA		EXPECTED OUTCOMES	
<p>Analysis of the school-wide 2023 data in December showed that while Fordell School students were making progress, our tail end (BELOWs) is increasing. After looking into our mathematic programmes and completing professional development in maths during 2023 we can see that all teachers have thorough understandings of what an effective mathematics programmes looks like and should include. However, it is felt that just like we have in literacy we are needing a scope and sequence that is followed throughout the school. We have then researched and spoken to other educators about effective programmes that provide this scope and sequence. From this we have made the decision in 2024 to implement PR1ME Mathematics into Fordell School. PR1ME Mathematics is a collaboration between the Singaporean Ministry of Education and Scholastic. It is a well structured programme that incorporates the best practices used by the three top-performing nations in primary mathematics education according to international benchmarks. The structure of PR1ME Mathematics is clearly sequenced so that new concepts are regularly revisited, reinforced and built upon to enable students to confidently move to the next step of complexity in the concept or skill being learned. The revised version (which Fordell will be using) has been aligned to the NZ Curriculum refresh.</p> <p>Fordell School MATHEMATICS data: BASELINE DATA END OF 2023</p> <ul style="list-style-type: none">81% of all students achieving AT and ABOVE<ul style="list-style-type: none">19% of all students achieving BELOW87% of all Māori achieving AT and ABOVE<ul style="list-style-type: none">13% of all Māori achieving BELOW87% of all Boys achieving AT and ABOVE<ul style="list-style-type: none">13% of all Boys achieving BELOW74% of Girls achieving AT and ABOVE<ul style="list-style-type: none">26% of Girls achieving BELOW <p>2023 cohorts that need to be monitored due to concerning amount of BELOW</p> <ul style="list-style-type: none">Year 4 79% AT and ABOVE (2024 Year 5 cohort)Year 5 63% AT and ABOVE (2024 Year 6 cohort)Year 7 74% AT and ABOVE (2023 Year 8 cohort) <p><u>In 2024 Mathematics</u></p> <ul style="list-style-type: none">Focus on all students who are not meeting expected levels.Monitoring the progress of all students achievement in mathematics.		<p>MATHEMATICS</p> <ul style="list-style-type: none">Identified students will be making accelerated progress towards achieving AT and ABOVE their expected levels as illustrated in the New Zealand Curriculum.Increased in % of AT and ABOVE students.Increase marks in standardised tests e.g., asTTle MathematicsIncrease in all cohort groups achieving AT and ABOVE expected levels.Increase in Māori and Pasifika students (boys and girls) achieving AT and ABOVE expected levels.Increased math confidence in students.Through rich curriculum an increase in the enjoyment and recognising the benefits of being confident in solving mathematic problems.Whānau/families involved in their children’s learning – what does success look like – part of Graduate Profile.FS Local Curriculum Document reflects success for Māori and Paskfika Learners.Teachers have knowledge and skills in teaching using the PR1ME Mathematics approach that benefits all students but is essential for struggling learners.Cultural Responsive Practises will be seen as supporting and benefiting Māori, Pasifika and all students.Māori and Pasifika whānau are engaged in their learning. It is a 2 way sharing of expertise.Increased student attendance, attending regularly at 90%+	
WHAT DID WE DO?			
ACHIEVED OUTCOMES - What happened? Why did it happen?			

Fordell School Annual Target 2024 - Haoura

STRATEGIC GOAL	Haoura Fordell School will enhance hauora mana through culturally responsive practices so that students, especially Māori and Pasifika, can thrive academically, socially, and emotionally.	CURRICULUM AREAS	HEALTH, LITERACY (Reading and Writing) and MATHEMATICS
ANNUAL GOAL	To increase the student achievement of our Māori and Pasifika students across Literacy and Mathematics.		
ACHIEVEMENT TARGET	HAUORA: To increase Hauora Mana through culturally responsive and inclusive practises so that our Māori and Pasifika students are achieving AT and ABOVE expectations.		
BASELINE DATA		EXPECTED OUTCOMES	
<p>Analysis of the school-wide 2023 data and self-review using Te Ara Huarau.school improvement framework (and as our knowledge grew through Takatini Hauora PD) it showed that we can improve and further grow our knowledge, understanding and use of culturally responsive practises so that all students and especially that of Māori and Pasifika thrive academically, socially, and emotionally.</p> <p>Fordell School BASELINE DATA in READING (end of 2023):</p> <ul style="list-style-type: none"> 81% of all students achieving AT and ABOVE <ul style="list-style-type: none"> 19% of all students achieving BELOW 83% of all Māori achieving AT and ABOVE (of this 33% ABOVE) 88% of all Pasifika achieving AT and ABOVE (of this 25% ABOVE) <p>Fordell School BASELINE DATA in WRITING (end of 2023):</p> <ul style="list-style-type: none"> 73% of all students achieving AT and ABOVE <ul style="list-style-type: none"> 27% of all students achieving BELOW 75% of all Māori achieving AT and ABOVE (of this 4% ABOVE) 75% of all Pasifika achieving AT (there are none in the ABOVE) <p>Fordell School BASELINE DATA in MATHEMATICS (end of 2023):</p> <ul style="list-style-type: none"> 81% of all students achieving AT and ABOVE <ul style="list-style-type: none"> 19% of all students achieving BELOW 87% of Māori students achieving AT and ABOVE (of this 4% ABOVE) 75% of all Pasifika achieving AT and ABOVE (of this 13% ABOVE) <p>In 2024</p> <ul style="list-style-type: none"> Tracking the progress of all Māori and Pasifika in reading, writing, maths. 		<ul style="list-style-type: none"> Cultural Inclusivity <ul style="list-style-type: none"> Māori perspectives, history, and language integrated into our curriculum/school. Professional Development for Teachers <ul style="list-style-type: none"> Teachers will have been part of ongoing training on culturally responsive teaching practises and strategies. Community Engagement <ul style="list-style-type: none"> Strong relationship have been built with local Māori community, they are supporting our cultural initiatives. Cultural events, workshops are happening which enrich the cultural experiences of our students. Māori Language/Te Reo further integrated throughout classrooms and programmes <ul style="list-style-type: none"> The use of Te Reo Māori is used within the school environment confidently by Kaiako and ākonga Culturally Responsive Policies <ul style="list-style-type: none"> Reviewed policies reflect cultural sensitivity and inclusivity. Reviewed polices align with the principles of the Te Tiriti o Waitangi. Celebration of Cultural Diversity <ul style="list-style-type: none"> Significant cultural events and holidays will be recognised an celebrated. Hauora <ul style="list-style-type: none"> Resources, programmes and strategies will be developed to address the specific well-being needs of students, especially Māori. Programmes put in place to support students, addressing physical, social, and emotional well-being alongside academic achievement. A sense of belonging and identity among students, Student and Whanau Involvement <ul style="list-style-type: none"> Students and families involved in decision-making processes related to school strategic planning. 	

