

STRATEGIC PLAN 2023 - 2024



Tangaroa

Safety - Haumarutanga

We are:

- Safety Conscious
- Able to maintain a safe learning environment
- Responsible for the safety of self and others

Tane Mahuta

Responsibility - Haepapatanga

We are:

- Responsible for managing self and making good choices
- Responsible for own actions
- Responsible for our own learning

Tawhirimatea

Respect - Mana

We are:

- Respectful of others
- Able to treat others the way we want to be treated
- Honourable, trustworthy and caring

Rongo

Resilience - Manawaroa

We are:

- Focussed and determined
- Capable of rising to challenges
- positive, patient and persistant

Mission Statement	Ferguson will be a high performing school			
Vision	Excellence through “working as one”, Respect and Knowledge Mahi Tahi , Manaakitanga and Mohiotanga			
Whakatauki	“Mahi Tahi”			
Principal’s Endorsement		BOT Endorsement		DATE

STRATEGIC SECTION: 2024 - 2026

STRATEGIC GOALS	1. LEARNER AGENCY	1. Accelerate Achievement	1. Educationally Powerful Connections with Parents, Families & Whānau	
Cultural and Linguistic Responsiveness and Inclusive	Educationally Powerful Connections with Parents, Families & Whānau	Instructional Capability	Evaluative Capability	Organisational Capability
Focus Change Levers	Leadership: Build and improve	Knowledge and Skills: Identify, build and embed		Processes Develop and fine tune

Description	2024	TO	2026
GOALS 1	Develop and Embed Learner Agency		Embed and strengthen Learner Agency
Actions	Students take Ownership for their own learning Increased use of cultural intelligence Create , implement and embed a responsive curriculum		At least 60% of students are high performing Increased levels of student compliance and engagement Responsive Curriculum (Refresh & Histories)
Resources	Learner Agency PLDs through MOE & RTLB (PB4L)		PLDs through MOE, RTLB & relevant local consultants
Timeframe	T1 to T4		T1 to T4
Next Steps	Students lead learning, sports & culture with teacher guidance		Structured and responsive overviews
GOAL 2	Accelerate Achievement		Consistent High Achievement
Actions	Introduction of Mentoring for newly appointed teachers- tuakana teina approach Assessment systems (Authentic Best Fit X 2 per term) Align Reading, writing & Mathematics to meet the student expectations of the new curriculums Align to Responsive curriculum Structured assessments with stronger links to the key competencies and DTC and Creative Schools		Teachers Growth Cycle linked to High Performance Schoolwide assessment to be at or above national median Use of learning progressions, key competencies and DTC becomes consistent school routines
Resources	Fixed term UNITS for leadership		Targeted PLDs for teacher growth \$15000
Timeframe	T1 to T4		T1 to T4
Next Steps	Use benchmark data to accelerate achievement each term by between 5 and 10% per term		Improvement of student achievement over the previous year
GOAL 3	Educationally Powerful connections with parents & whanau		Educationally Powerful connections with Whanau & Agencies
Actions	Building a professional culture and improving educational leadership Strengthen partnership with parents to scaffold learning through continuous and regular meetings and communication		High quality leadership through at least 60% in class support by DPs Increased positive involvement of whanau in their child’s learning. Whanau to collaborate with staff to reduce bullying – use sports and culture coaches
Resources	Website development \$5000		
Timeframe	T1 to T4		T1 to T4
Next Steps	Whanau to also link with school through School website		Workshops for Whanau on Curriculum Refresh. Workshops joint venture between staff and whanau

Annual Improvement Plan for 2024

To improve teaching and learning and raise achievement in all curriculum areas

Specific Priorities for 2024	Target (Expected Result)	Actual Achievement	Variance	Comments
<ol style="list-style-type: none"> Reading, Writing & Mathematics Social Sc/NZ Histories 	<ol style="list-style-type: none"> Two structured assessments per term Every student to make improvement Learners must receive ongoing feedback and assessment information and support them to use this information to guide further learning Align to learning progressions Links to DTC and Creative Schools Responsive Curriculum links to PB4L and School Values Cultural Intelligence 			
<ol style="list-style-type: none"> Specialist Learning area: Technology The Arts Sc/STEAM 	<ol style="list-style-type: none"> Two structured assessments per term Learners must receive ongoing feedback and assessment information and support them to use this information to guide further learning 70% of Y8 students to achieve at L4 70% of Y 7 students to be moving towards Level 4 Overviews must list targeted topics which students will achieve within the specified time frame Research / Project based concluding with a finale 			
<ol style="list-style-type: none"> Health, P.E. & Sport 	<ol style="list-style-type: none"> Whole year schedule of competition and training due 30th January 2024 Participants must be dressed in proper sports uniform Structured training programme one month before competitions Structured inter-house sports Structured P.E. Lessons Structured Health Lessons linked to PB4L Learners must receive ongoing feedback and assessment information and support them to use this information to guide further learning 			
<ol style="list-style-type: none"> Languages 	<ol style="list-style-type: none"> Structured Te Reo Overview Two structured assessment per term Learners must receive ongoing feedback and assessment information and support them to use this information to guide further learning Kapa Haka and Māori Protocols 			
<ol style="list-style-type: none"> Bilingual Units 	<ol style="list-style-type: none"> Create a Māori & A Samoan Bilingual Units As for Reading, Writing & Mathematics above 			
<ol style="list-style-type: none"> Attendance 	<ol style="list-style-type: none"> Raise student attendance to at least 95% present 			
<ol style="list-style-type: none"> Introduction of mentoring for all teachers – tuakana teina approach 	<ol style="list-style-type: none"> Structured in-class support by DPs (Minimum 2 times per week per teacher) Above evidence to be linked to DPs appraisal 			
<ol style="list-style-type: none"> School Property 	<ol style="list-style-type: none"> Assess and improve school facilities and infrastructure to create a safe, conducive, and modern learning environment. 			
<ol style="list-style-type: none"> Financial Sustainability 	<ol style="list-style-type: none"> Develop and maintain a sustainable financial plan that supports the school's educational goals, ensuring adequate resources for programs, staffing, and facility improvements. 			
<ol style="list-style-type: none"> PLDs <ul style="list-style-type: none"> Learner Agency Pacific Education Plan 	<ol style="list-style-type: none"> Build Capacity & Capability of leadership team by presenting PDs “by the teachers for the teachers” 			
<ul style="list-style-type: none"> Ka Hikitia NZ Histories PB4L NELP 				

Variance Report for the year ended 31st December 2023

FERGUSON INTERMEDIATE SCHOOL

SCHOOL NUMBER: 1274

To improve teaching and learning and raise achievement in all curriculum areas

Specific Priorities for 2024		Target (Expected Result)	Actual Achievement	Variance	Comments
1.	Reading, Writing & Mathematics	<ol style="list-style-type: none"> Two structured assessments per term Every student to make improvement Align to learning progressions Links to DTC Responsive Curriculum Cultural Intelligence 	77% 74% 70%	Nil Nil Nil	Reading , writing & Maths respectively. We achieved our target
2.	Specialist Learning area: Technology The Arts Sc/STEAM	<ol style="list-style-type: none"> Two structured assessments per term 70% of Y8 students to achieve at L4 70% of Y 7 students to be moving towards Level 4 Overviews must list targeted topics which students will achieve within the specified time frame Research / Project based concluding with a finale 	Achieved FT 51%/75% MT 80%/82% H&P.E. 41%/49% Steam 55%/88%	Y7 19% Met Y7 29%/21% Y715% Y8 Met	Assessment PD for specialist teachers
3.	Health, P.E. & Sport	<ol style="list-style-type: none"> Whole year schedule of competition and training Participants must be dressed in proper sports uniform Structured training programme one month before competitions Structured inter-house sports Structured P.E. Lessons Structured Health Lessons 	Developing Developing Developing Developing Developing		More support for P.E./Health Teacher
3.	Languages	<ol style="list-style-type: none"> Structured Te Reo Overview Two structured assessment per term Kapa Haka and Māori Protocols 	Achieved Developing Achieved		Change of staff
4.Attendance		<ol style="list-style-type: none"> Raise student attendance to at least 95% present 	78%	-12%	Weather , disengagement due to Covid closures
5.Introduction of mentoring for all teachers – tuakana teina approach		<ol style="list-style-type: none"> Structured in-class support by DPs (Minimum 2 times per week per teacher) Above evidence to be linked to DPs appraisal 	Developing		Link to appraisal & Growth Cycle
6.School Property		<ol style="list-style-type: none"> Assess and improve school facilities and infrastructure to create a safe, conducive, and modern learning environment. 	Achieved	Nil	
7.Financial Sustainability		1. Develop and maintain a sustainable financial plan that supports the school's educational goals, ensuring adequate resources for programs, staffing, and facility improvements.	Achieved	Nil	
8 PLDs	<ul style="list-style-type: none"> Ka Hikitia Learner Agency Pacific Education Plan NZ Histories PB4L NELP 	1. Build Capacity & Capability of leadership team by presenting PDs “by the teachers for the teachers”	Developing		Co led with outside facilitators and MOE Initial PDs completed , second round of PDs to reinforce and embed