



Fraser Crescent School

2025 Annual Implementation Plan

Connecting today's children with tomorrow's learning.



Fraser Crescent School - Strategic Plan

Connecting Today's Children to Tomorrow's Learning

STRATEGIC GOALS

Empowered People

Strategic Goal One:

Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff).

Vibrant Learning Places

Strategic Goal Two:

Enhance our environments to maximise opportunities for all.

Engaging Curriculum

Strategic Goal Three:

Engage and empower our staff to embrace and activate our Fraser Curriculum.

STRATEGIC INITIATIVES

- Develop a positive and connected staff culture that promotes well-being.
- Staff have a rich, future-focussed tool kit to empower them to activate our curriculum of Tomorrow's Learning.
- Students are partners in creating and leading engaging learning programmes.

- Classrooms are modernised, and learning spaces support and enable our curriculum principles.
- Spaces throughout the school reflect the bicultural nature of Aotearoa.
- Students are connected to learning opportunities in settings beyond the classroom, including in the community, at home, online and beyond.

- Review, rewrite and activate our Fraser Curriculum.
- Bring our 5 curriculum principles to life in all that we do.
- Connect our students to a rich, localised curriculum which caters to the needs, passions and talents of our diverse learners.

SUCCESS

Our people positively collaborate to engage all learners in success.

Our learners experience rich learning opportunities across a range of settings, reflective of the unique bi-cultural nature of Aotearoa.

Our children know themselves as learners, using their strengths and competencies purposefully to make a difference in their lives.

FRASER Values: Future Focussed, Respectful, Active Adventurer, Striving for Success, Enthusiastic, Resourceful

ANNUAL PLAN: GOAL ONE Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff).		Initiative 1: Develop a positive and connected staff culture that promotes well-being Initiative 2: Staff have a rich, future-focussed tool kit to empower them to activate our curriculum of Tomorrow’s Learning. Initiative 3: Students are partners in creating and leading engaging learning programmes		
Outcome: Our people positively collaborate to engage all learners.	Measures: <ul style="list-style-type: none">- Increased student attendance- Increased capacity and capability of our middle leaders			
Key Actions	Accountable	Responsible	Resources	Complete by
Improve Attendance so that 80% of students will be present for 90% of the time. <ul style="list-style-type: none">• Referrals to be made to attendance services after 3 absences without contact/response.• Arrange hui with whānau to identify barriers and support attendance.• Explore incentive programmes to encourage students to come to school more regularly.	Holly	Kathie	STAR Attendance Strategy \$1000	Ongoing End of each Term
Implement a plan to further support and develop our middle leaders. <ul style="list-style-type: none">• Establish regular meeting times with both Mana Tangata group and Deputy Principals.• Provide professional development opportunities to strengthen leadership toolkits. Create a Development Plan• Team leaders are analysing data effectively and responding accordingly across their teams.	John	Holly	\$10,000 Leadership PD Budget	Ensure regular and ongoing meetings throughout the term Draft a development plan for each of our leadership team by the end of Term 1.

ANNUAL PLAN: GOAL TWO		Spaces throughout the school reflect the bicultural nature of Aotearoa		
Enhance our environments to maximise opportunities for all.				
Outcome: Our learners experience rich learning opportunities across a range of settings, reflective of the unique bi-cultural nature of Aotearoa.	Measures: <ul style="list-style-type: none">- Evidence of bilingual signage- Mural is installed			
Key Actions	Accountable	Responsible	Resources	Complete by
Review our learning spaces to ensure that our outdoor spaces reflect the bicultural nature of New Zealand. <ul style="list-style-type: none">• Te Reo Māori more prominent in our signage• Murals represent the Bi-Cultural partnership of TOW and the multicultural makeup of our kura• Complete grants to raise additional funds to complete a 2nd mural and signage.	John Channer	Hannah Hageraats Sarah Adgo	\$4000	First mural installed by the end of Term 2

ANNUAL PLAN: GOAL THREE				
Engage and empower our staff to embrace and activate our Fraser Curriculum.				
Outcome: Our children know themselves as learners, using their strengths and competencies purposefully to make a difference in their lives.	Measures: <ul style="list-style-type: none">- Improvement in our mathematics results- Improvement in our literacy and phonics results.			
Key Actions	Accountable	Responsible	Resources	Complete by
Mathematics Curriculum Implementation <ul style="list-style-type: none">• Staff are confidently using the new curriculum document and this is reflected in their planning.• The Maths No Problem resources are being used as a significant component in maths programmes throughout the school.	Janine Fiona	Janine, Fiona, Stacy, Tim	Maths No Problem PD and resources Maths resources \$740	End of year review
Literacy Curriculum Implementation <ul style="list-style-type: none">• All kaiako will have taken part in Structured Literacy professional development.• Structured Literacy approach is implemented across the school and taught in classrooms daily.	Yvonne Holly	Yvonne, Lana, Zoe, Carla	Literacy Budget \$7,670	End of year review
Te Reo Māori <ul style="list-style-type: none">• Te Reo Extension Programme run weekly, progress reported to whānau and teachers.• Taku Reo survey taken at the start and end of the year for Year 4’s up to identify student beliefs and observations.• Challenges, opportunities and professional development schoolwide rather than just targeted groups.	Holly	Lucy, Brad, Kaitlyn, Sarah		Start in Term 2 Term 1 and Term 4 Weekly

<p>Assessment</p> <ul style="list-style-type: none"> Set up Markbooks for any new assessments, eg: 20 and 40 week Phonics check. Reporting systems amended to include/prioritise new curriculum and government expectations. Use assessments that align with the new curriculum documents and MOE mandates, eg: PAT, STAR 	<p>Fiona Holly</p>	<p>Kaitlyn, Zoe</p>	<p>\$2,800 - testing</p>	<p>By the end of term one.</p> <p>Ongoing</p>
<p>Fraser Quest and Fraser Time Review</p> <ul style="list-style-type: none"> Seek feedback from staff, children and community on the current programmes and any changes they would like to see Implement changes to both programmes 	<p>Fiona</p>	<p>Zoe, Kaitlyn</p>	<p>Fraser Time budget - \$500</p>	<p>Completed review by the end of term 2</p> <p>Recommended changes identified at the end of Term 3</p>

Additional to the goals and actions above, there are a number of other areas we are looking to develop, improve and maintain during 2025. These include:

- Develop PE Plan across the school. This would include a long term plan, improving teacher PE capabilities and ensuring we have the correct equipment.
- Wellbeing and culture - Maintain -(*CRT -finish at lunch, Staff MTGs FN instead of weekly, Morning teas, Birthday choccy, WOW award, Acknowledgments*)
- Increase student voice – Ensuring children get the opportunity to shape their learning, have some agency and provide feedback to teachers.
- Improve our School grounds – Including the Hub, improved storage etc. Plus some improved maintenance. 10YPP work?
- PB4L – Maintain and move to a more Fraser based programme
- Review Competency Goals and align more with the Fraser Values
- Teacher Growth Cycles – Improve this process.
- Fraser Curriculum to reflect Mathematics and Literacy changes
- Consider Zoning etc

2025 Student Achievement Targets

Goal One: 60% of students will achieve their Fraser Goal. Green Level

Goal Two: 90% of students on the Equity, Engagement and Attendance Register will meet their target score.

Goal Three: Writing Target. 7 of our Year 4 students at Phase 1.1 and 1.2 in their writing will make accelerated progress and advance 2 phases. A further 16 students are identified to move up 1 phase this year.