



Fraser Crescent School

2026 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.

Key Actions	Accountable	Responsible	Resources	Complete by
<p>Goal: Improve Attendance so that 80% of students will be present for 90% of the time.</p> <ul style="list-style-type: none"> -Develop and follow an Attendance Management Plan -Attendance updates are provided at least monthly at Student Support Hui -Attendance referrals are made as required -Regular home visits occur to families of concern 	<p>John</p> <p>John</p> <p>Holly</p> <p>John</p>	<p>Holly</p> <p>Holly</p> <p>Awhi Attendance Services</p>	<p>\$3000 Attendance Fund</p>	<p>Start of Term 1</p> <p>Ongoing (fortnightly)</p> <p>As required</p> <p>As required</p>
<p>Goal: Revitalise our “Fraser Identity’ by reviewing several of our key unique programmes including our Fraser Values, Fraser Time and Fraser Quest.</p> <ul style="list-style-type: none"> -Fraser Values, reviewed and improved so Values are more prominent in the school. -Fraser Quest, reviewed and updated to better meet student needs. -Fraser Time , reviewed and improved to promote Values, meet student needs etc. 	<p>Holly</p> <p>John</p> <p>Fiona</p>	<p>Zoe</p> <p>Kaitlyn</p> <p>Stacy</p>		<p>Ongoing</p> <p>End of Term2</p> <p>End of Term 2</p>
<p>Goal: Embed and consolidate recent Ministry of Education curriculum, assessment and reporting changes. This includes</p> <ul style="list-style-type: none"> -Meeting Reading, Writing and Maths teaching time requirements. -Undertaking phonics Checks at 20 weeks and 40 weeks -Complete twice-yearly assessments for students (Years 3–6) -Trial SMART -The common progress descriptors, Emerging, Developing, Consolidating and Proficient are used when reporting. -Teachers make informed decisions on the progress descriptor for each knowledge strand. Use the strand level information to make an informed decision, as part of assessment, on the overall progress descriptor for each learning area. 	<p>Holly</p> <p>Fiona</p> <p>Holly</p> <p>Holly</p> <p>Holly</p> <p>Holly</p>	<p>Zoe, Kaitlyn, Stacy</p> <p>Junior Teachers</p> <p>Zoe, Kaitlyn, Stacy</p> <p>Holly</p> <p>Teachers</p>		<p>Most changes will be implemented from the beginning of the year.</p> <p>Term 2</p> <p>Used when required</p>

Key Actions	Accountable	Responsible	Resources	Complete by
<p>Goal: Programmes are reviewed and improved to better support our students at-risk of not achieving.</p> <p>-English Language Learners (ELL) Developing a programme to support these children. Ensuring hours are provided to students and an ELL kit is developed.</p> <p>-Neurodiverse students at-risk are identified and appropriate programmes and supports are put in place.</p> <p>-Literacy Intervention programme supports students in making accelerated progress.</p>	<p>Fiona</p> <p>Sarah. B</p> <p>Fiona</p>	Carey	<p>\$5,000</p> <p>Release time</p>	<p>ELL kit developed end of Term 2</p> <p>Commencing at the beginning of Term 1</p> <p>Commencing at the beginning of Term 1</p>
<p>Goal: To enhance the school's physical environment through the strategic delivery of property projects that prioritise infrastructure needs and celebrate our unique bicultural identity."</p> <p>-A further 2 murals are completed and installed.</p> <p>-Heat pumps installed throughout the school</p> <p>-Boiler system removed, radiators etc.</p>	<p>John</p> <p>John</p> <p>John</p>	Hannah		<p>End of Term 2</p> <p>End of Term 2</p> <p>End of year</p>

2026 Student Achievement Targets

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

Goal Two : Writing Targets. Due to changes in the writing assessment in 2026, we will not be able to set writing targets that accurately translate from curriculum phases into the new assessment terminology (such as emerging, consolidating etc). Therefore in 2026 we are going to closely monitor our writing results, rather than setting student achievement targets. We will look at using STAR writing data from the two different assessment timeframes, but at the stage we don't know enough about the tool to accurately set targets.