



Flemington School

Annual Implementation Plan

2026

Vision Statement

"Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world."

Our vision is to foster a vibrant learning community that radiates a sense of purpose and belonging. It means nurturing each ākonga's innate potential, igniting their curiosity, and equipping them with the tools to thrive in an ever-changing world. Our vision embeds the requirements of the revised New Zealand Curriculum, the curriculum principles, Te Tiriti o Waitangi, and with an overarching view that everything we do is always connected to the success of our students.

Mission Statement

"Educational Excellence and Success"

Our Values - RISE





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Annual Plan

Our 2026 Implementation Plan will guide actions to improve educational outcomes for our Flemington School students.

We have prioritised our aims into 3 broad categories that reflect the current National Priorities:-

- Curriculum Implementation
- Assessment
- Engagement and Attendance



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Strategic Goal 1 - Engagement and Attendance

Annual Target/Goal

Review and modify methods for actively engaging students who are persistently absent and identifying barriers to attendance

Expected Outcomes

Attendance rates will lift to MOE stated requirement (80% of Students will have 90% attendance by 2030)

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Implement Attendance Management Plan including STAR Framework and Everyday Matters data	Principal BOT Principal Teachers	Attendance agency support (if required) School community shared information regarding attendance Ministry of Education Template Attendance Service	Term 1-4	Student attendance data will increase to meet MOE thresholds or an identified increase that is achievable Board of Trustees approved and community informed Term 2 2026
Introduce Korero Mai to enhance student wellbeing and learning and develop relationships between staff, students and whanau	Principal Teachers Staff	Develop a Korero mai framework with teaching staff and whanau to learn more about the "back story" of their student	Yearly Goal	Teachers will have a far greater holistic understanding of their students. Parents will be seen as an asset Follow up Parent survey- term 4 2026
Identify barriers for attendance	Principal	Community contact/consultation	Term 2 - 4	Community will be informed/engaged and understand need for regular attendance. Attendance data will improve

Everyday Matters data 2025/2026

Term 1 2025

73% - Regular attendance
19% - Irregular attendance
6% - Moderate absence
1% - Chronic absence

Term 2 2026

68% - Regular attendance
28% - Irregular attendance
5% -
0%



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Strategic Goal 2 - Curriculum Implementation

Annual Target/Goal

The revised NZ curriculum will be fully implemented at Flemington School

What do we expect to see by the end of the year?

By the end of 2026, our strategic priority is to fully embed the New Zealand Curriculum (NZC), specifically focusing on the English and Mathematics curriculums. Our goal is to ensure deep, coherent learning, based on the NZC, is in place in each classroom. This alignment will ensure every student receives consistent, high-quality teaching and learning programmes.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Embed the English Curriculum with consistency and fidelity across the whole school	BOT Principal Teachers	PLD as required- Liz Kane workshops term 3 Ministry Advisors Principal Mentoring Reflective and developmental staff meetings Long term plans shared Planning templates	All year	Sharing of planning, weekly and long term Classroom walk throughs Whole staff analysis of data Sharing of best practise from individual classrooms / teachers
Embed the Maths curriculum with consistency across the school.	BOT Principal Teachers	PLD as required Ministry advisors Principal mentoring Reflective and developmental staff meetings Long term plans shared	All year	Sharing of planning, weekly and long term Classroom walk throughs Whole staff analysis of data Sharing of best practise from individual classrooms / teachers
Implement the Year 2 Maths check as per Ministry of Education guideline	Principal Teacher	PLD as required	All year	2 -year maths check will be in place and data will be used effectively to inform teaching, learning and reporting.
Undertake Oxford maths professional learning and development	Principal Teachers	PLD as required Regular staff meeting agenda item	All year	Oxford maths will be our main maths teaching resource <u>supporting</u> the implementation of the year by year teaching sequence from NZC



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Strategic Goal 3 - Assessment & Reporting

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Review our current assessment plan and timeline	Principal Teachers	Ministry advisory Principal mentor CHB Principals group	Ongoing	Assessments will be relevant, informative and there will be a shared understanding and timely entry of data
Create a new reporting format which reflects and meets the current Ministry of Education requirements	Principal/Staff	Revised Etap reporting format to be used in term 2	Term 2	Term 3- seek parent feedback to determine any changes that are needed for term 4 reporting (with HERO)
Investigate a change to HERO from eTap SMS	Principal Principal/ Mentor Teacher	- HERO Demo Term 2 - HERO discovery days (SL)	Term 2	Data will be entered into SMS once and reports are generated automatically
Revise and refresh our Special needs register to include Behaviour, Phonics, SMART tool, 2 year maths check(when available)	Principal SENCO RTLB LSC	HERO template	Term 2-4	All students will have learning needs identified and recorded in one data base
Explore the new SMART tool	Principal	PLD as required, SMART Webinars Connection with other rural schools	Term 2 onwards	SMART tool will be in place to provide standardised data from 2027



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Targets For Achievement - Further enhancing & extending achievement in Writing in Years 0-2

Theory for Improvement

Strengthening a student's writing knowledge in specific areas across the curriculum will develop confidence and understanding and promote engagement and achievement.

Data

Data has been collected using overall teacher judgements and PAT testing at the end of Term 2, 2026.

Current Data

57% of students across the cohort are achieving Consolidated or Above in relation to Writing in the New Zealand Curriculum.

Target for Student Achievement

75% of students across the cohort are achieving Consolidated or Above in relation to Writing in the New Zealand Curriculum.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Review teaching and assessment practices	Principal Teachers (Purimu class)	PLD as required	Term 1-4	All students will be assessed using standardised assessments, data will be easily interpreted and "next steps" established.
Develop a writing pedagogy that aligns with the new curriculum and structured literacy	Principal	PLD as required External support Peer teaching / modeling	Term 2 onwards	Our school writing programmes will be schoolwide and allow easy transition for students through classes
Identify areas of learning support	Principal Teachers	Support as identified RTL LSC MOE	Term 1-4	The learning needs of all students will be identified and catered for.



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Targets For Achievement - Further enhancing & extending achievement in Mathematics

Theory for Improvement

Strengthening a student's mathematical knowledge in specific areas across the curriculum will develop confidence and understanding and promote engagement and achievement. It is our belief that through comprehensive analysis of the new Mathematics curriculum, coupled with a focus on knowledge development and the embedding of the Oxford Mathematics resource, the performance of all our students will continue to be lifted.

Data

Data has been collected using overall teacher judgements at the end of Term 2, 2026.

Current Data

62 % of students, across the school are achieving Consolidated or Above in relation to the New Zealand Curriculum.

Target for Student Achievement

80 % of students across the school are achieving Consolidated or Above in relation to the New Zealand Curriculum for Mathematics.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Review our current maths pedagogy (resources and assessment).	Principal Teachers	PLD , additional resources as identified	Term 2-4	We will have a schoolwide practice allowing easy identification of learning needs and achievement
Review the use of Oxford as our Primary Maths resource	Principal Teachers	MOE / Oxford maths advisor PD as required	Term 2-4	We will have one primary teaching resource across the school
Complete PATs and analyse for whole cohorts and individuals	Principal Teachers	As required	Term 2 onwards	PAT will be our standardised primary assessment resource in 2026.