

Fraser Crescent School - School Charter 2024



*Fraser Crescent School is a learning community where we are **Future Focussed, Respectful, Active Adventurers, who are Striving for Success, Enthusiastic and Resourceful.***

Vision: *“Connecting today’s children with tomorrow’s learning”*

Our Kura

Fraser Crescent School is centrally located in Redwood Street Upper Hutt, neighbouring Maidstone Intermediate. The school has an extensive playground area and a large playing field which backs on to Clyma Reserve and the Clyma Park Community Garden. The children at our school come from many areas within Upper Hutt, however the school has a community feel, helped by its smaller size. There are plenty of opportunities for parents, caregivers and whānau to get involved in the life of the school through the various groups which operate within the school.

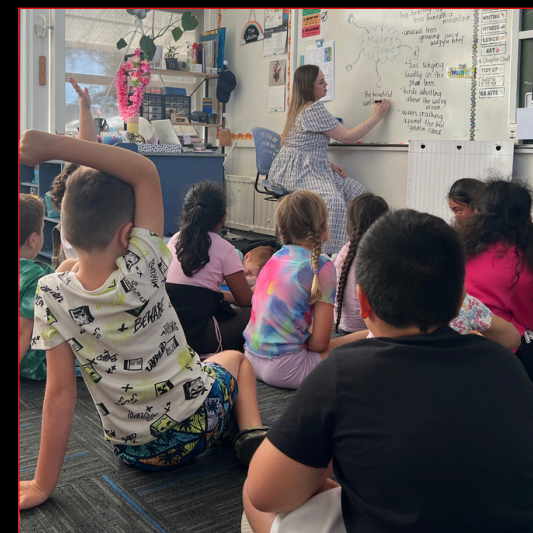
The school is well resourced and has its own heated swimming pool, a school-wide computer network, bike track and large hall. The school is enormously proud of its sporting achievements, participating in a large number of local sporting fixtures, as well as providing a before school fitness club for the children. We also ensure that we have regular excursions into the wider community, utilising many local recreational facilities.

Fraser Crescent School ensures that its community is well informed of news and events occurring within the school. We have a fortnightly newsletter that goes home, as well as being emailed and published on the school website – www.fraser cres.school.nz. We also communicate with our wider school community via Facebook (follow Fraser Crescent School). The school also provides regular updates to parents and caregivers about the achievement of their children.

This includes regular reporting and communication with stakeholders.

This document includes...

- School Values & Vision
- School Description
- Fraser Cres Curriculum
- Bi-Cultural Partnership
- Strategic Plan 2022-2024
- Annual Implementation Plan
- 2024 Student Achievement Targets





Curriculum Principles



1. Learners know themselves and take positive actions for learning.



2. Learners love school, love learning, are curious and engaged.



3. Learning competencies are woven through everything we do.



4. We learn with our heads, our hands and our hearts - Culturally Competent.



5. Learning is purposeful and leads to making a difference.

At Fraser Crescent School we have a localised and integrated curriculum, centered around both our location and people.

Our six unifying ideas are **Identity & Whanaungatanga, Whenua & Sustainability, Enterprise & Innovation, Culture & Diversity, Community & Citizenship** and **Cause & Effect**.

These ideas are explored through all areas of the NZ curriculum, accessible at varying levels. We honour our Mana Whenua Te Atiawa, by following their kawa and sharing their historical records and stories.



Fraser Crescent School - School Charter 2024



How does our school reflect New Zealand's Cultural Diversity?

The children at Fraser Crescent School represent many nationalities. As it currently sits, **49.33%** of our taura are enrolled as **Pākeha**, **29.33%** are enrolled as **Māori** and the remaining **21.33%** are a mix of a very broad range of cultural backgrounds including African, Irish, Chinese, Cook Islands Māori, Filipino, Indian, Korean, Latin American, Samoan, Sri Lankan, Tokelauan and Tongan.

How does our school reflect the unique position of Māori?

We follow the kawa and tīkanga of our Mana Whenua, Te Atiawa. Fraser Crescent School continues to work on maintaining its relationship with Ōrongomai Marae and regularly seeks feedback and support from Māori Achievement Collaborative. We hold annual *Whānau of Māori Hui* to gather Māori voice, concerns and suggestions on a range of topics.

What reasonable steps will the school take to incorporate Tikanga Māori and Te Reo into the school curriculum?

Our curriculum explores Kaupapa Māori, promotes values close to the heart of Māori and follows Tikanga Māori. All staff take part in *Te Puna Reo* online courses and deliver this content in Te Reo to their students. We run Kapa Haka, Kaea Roopu and Te Reo extension for our taura who have a passion for, or great skill, in one of those areas.

What will the school do to provide instruction in Te Reo Māori for full time students whose parents request it?

Presently there are teaching staff within the school who could run an immersion programme, however all our classrooms are currently mainstream, so significant restructuring within the school would need to occur to meet such a request. If required, assistance may be provided to find another school appropriately equipped to provide such a programme, whilst Fraser Crescent School is not in a position to adequately establish an immersion programme.





Fraser Crescent School - Strategic Plan 2022 - 2024

Connecting Today's Children to Tomorrow's Learning

STRATEGIC GOALS

STRATEGIC INITIATIVES

SUCCESS

Empowered People

Strategic Goal One:

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

- 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.

Our people positively collaborate to engage all learners in success.

Vibrant Learning Places

Strategic Goal Two:

Enhance our environments to maximise opportunities for all.

- 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.

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

Engaging Curriculum

Strategic Goal Three:

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

- 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.

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



3 Year Strategic Roadmap

Goals	2022				2023				2024				Success
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
Strategic Goal 1: Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff).	Develop a positive and connected staff culture that promotes well-being.						Staff culture check in				Staff culture check in		Our people positively collaborate to engage all learners in success.
	Staff have a rich, future-focussed tool kit to empower them to activate our curriculum of Tomorrow's learning. NPDL Focus				Staff have a rich, future-focussed tool kit to empower them to activate our curriculum of Tomorrow's Learning.				Teachers & Support Staff work collaboratively to plan for meeting the diverse needs of learners.				
						Students are partners in creating and leading engaging learning programmes.					Leadership opportunities cater to the diverse skill set of students		
Strategic Goal 2: Enhance our environments to maximise opportunities for all.	Classroom modernisation project						Learning spaces support and enable our curriculum principles.		Health & Safety review of grounds				Our learners experience rich learning opportunities across a range of settings, reflective of the unique bi-cultural nature of Aotearoa.
								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.				
Strategic Goal 3: Engage and empower our staff to embrace and activate our Fraser Curriculum.		Review, rewrite and activate our Fraser Curriculum.							Assessment/Reporting focus group established. Make changes that reflect community requests. Staff review of curriculum, create list of suggested changes.			Our children know themselves as learners, using their strengths and competencies purposefully to make a difference in their lives.	
			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.				



Annual Implementation Plan

ANNUAL PLAN: GOAL ONE Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff).		Initiative 1: Teachers & Support Staff work collaboratively to plan for meeting the diverse needs of learners.		
Outcome: Our people positively collaborate to engage all learners.		Measures: <ul style="list-style-type: none"> - Staff Culture Review – Chris Rowan July 2021 (follow up review in April 2022) - NZCER Teacher Workplace Survey September 2024 		
Key Actions	Accountable	Responsible	Resources	Complete by
Share initiatives and plans for 2024 at January Teacher Only Days. Revisit this throughout the year.	Holly King	Teaching Team	Time at Teacher Only Day Staff Meeting revisits	Start of school year Regular revisits
Revisit ways of working guidelines. Emails, messenger, meetings (Jan TOD)	Holly King	Teaching Team	Time at Teacher Only Day	Start of school year – Revisit as needed
Ensure regular visits and observations for classroom teachers.	Holly King John Channer	Teaching Team	Potential release time for teachers to see each other, or time for leadership to visit classrooms.	Ongoing throughout the year
Run 'culture check-ins' at staff meetings and implement actions based on past findings and NZCER Teacher Workplace Survey.	Holly King John Channer	Teaching Team	Staff meeting time when needed	Ongoing as required

Fraser Crescent School - School Charter 2024



ANNUAL PLAN: GOAL ONE Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff).		Initiative 2: Leadership opportunities cater to the diverse skill set of students		
Outcome: Our people positively collaborate to engage all learners.	Measures: - Whānau Hui feedback - Taku Reo Survey			
Key Actions	Accountable	Responsible	Resources	Complete by
Student leadership groups set up with different strengths and skillsets in mind	Holly King Rebecca Jackson Zoe Draper	Senior Teaching Team	Release time for Zoe.	Ongoing throughout the year.
Māori values considered around the way giftedness is identified and strengthened.	Holly King	Holly King Danielle Tairoa Patrick Melaugh	Funding for Danielle	Term 1.
Continue to participate in the Māori Achievement Collaborative professional development sessions. Undertake staff and student surveys measuring Te Reo proficiencies. Maintain Te Reo extension, Kaea leadership group, Mātauranga Māori, and Ako o te wiki.	Holly King	Holly King Danielle Tairoa Teaching team	Release time Funding for Danielle Resources for Maori arts etc.	Staff Te Reo survey term 1. Ongoing throughout the year
Look at developing leadership in middle and junior school. Opportunities where students can be identified and supported with journey earlier.	Holly King	Junior Teaching Team	Release time.	Ongoing throughout the year.



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"> - Walk through completed - Notes finalised - Priorities identified and shared with BOT 			
Key Actions	Accountable	Responsible	Resources	Complete by
School walk through with detailed notes identifying hazards and health and safety issues. Items to be prioritised and considered for 5YA, 10YPP.	Holly King	Holly King John Milroy Kathie McMahon	Release time for Kathie and John	Notes to be completed by end of Term 1.

ANNUAL PLAN: GOAL TWO Enhance our environments to maximise opportunities for all.		Initiative 2: Spaces throughout the school reflect the bicultural nature of Aotearoa.		
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 - Reduction in negative playground incidents - Final sign-off and all code of compliance documentation complete 			
Key Actions	Accountable	Responsible	Resources	Complete by
Review our learning spaces and develop a plan (likely to be staged in phases) to ensure that our outdoor spaces reflect the bicultural nature of New Zealand, promote our Fraser Values and Curriculum principles. Fundraising and seeking funds from trusts and grants may also be part of this initiative.	John Channer	John Channer Holly King	TBC Development budget to be set.	Draft plan to be completed by the end of Term 3.

Fraser Crescent School - School Charter 2024



ANNUAL PLAN: GOAL TWO

Enhance our environments to maximise opportunities for all.

Initiative 3:

Students are connected to learning opportunities in settings beyond the classroom, including in the community, at home, online and beyond.

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

Measures:

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Key Actions	Accountable	Responsible	Resources	Complete by
Staff are provided PD around online tools and programmes that will maximise and support their classroom programmes.	Holly King	Holly King Kaitlyn Whatton	Te Puna Reo Edge Progression Google PD	Term 2
Teaching teams arrange out of classroom learning experiences multiple times per term to enhance learning and fuel student connectedness.	Rebecca Jackson	Teaching Teams		Ongoing.

Fraser Crescent School - School Charter 2024



ANNUAL PLAN: GOAL THREE
Engage and empower our staff to embrace and activate our Fraser Curriculum.

Initiative 1: Assessment/Reporting focus group established. Make changes that reflect community requests. Staff review of curriculum.
Initiative 2: Connect our students to a rich, localised curriculum which caters to the needs, passions and talents of our diverse learners.

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

- Measures:**
- A completed Fraser Curriculum.
 - Guidance is provided in all key aspects of our local Fraser Curriculum
 - Student Voice about what they learnt with their inquiry units
 - Engagement register data and improving results
 - Improved student attendance

Key Actions	Accountable	Responsible	Resources	Complete by
Review the development of our Fraser Curriculum. Ensure the incorporate aspects of the curriculum refresh and the MAC document Te Whare Tapu o the Ngākau Māori. Review current assessment practices and draft changes.	Holly King Rebecca Jackson	Teaching Team	Release time	End of Term 2
Make improvements to the Engagement, Attendance and Equity Register. Ensure the register data is completed by the end of the first term, so that programmes, supports and interventions can get underway. Address recommendations from the 2023 Engagement, Attendance and Equity Register review.	Kaitlyn Whatton John Channer	Teaching Team Support Staff Student Support Team	\$10,000.00 Engagement Fund Release time for Kaitlyn	Data entered by the end of Term 1. Interventions starting in Terms 2 and 3
Review and continue to develop Attendance Strategy. This will include gathering various attendance data, meeting with children and whānau to understand reasons behind absenteeism, undertake home visits, continue attendance incentive programme, and explore before school connection programmes.	Linda Ristau John Channer	Teaching team Student Support Team	\$10,000.00 Attendance Fund	Data gathering complete by the end of Term 1 Interventions starting in Term 2



Student Achievement Targets 2024

Goal One: 60% of competency goals will be achieved to level green (traffic light system).

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

Goal Three: Best Fit Levels– See list below for targeted shifts in writing, reading and maths achievement for selected students in Year 3-6.

Year 3 Reading - There are 21 students identified at Early 1 in Year 3. Our Goal in Year 3 is that 15 students will make at least one year's progress and 6 students will make at least two year's progress by the end of the year.

Year 4 Writing- There are 22 students identified At Early 1 in Year 4. Our Goal in Year 4 is that 15 students will make at least one year's progress and 7 students will make at least two year's progress by the end of the year.

Year 5 Reading- There are 12 students identified at Early 2 in Year 5. Our Goal in Year 5 is that 8 students will make at least one year's progress and 4 students will make at least two year's progress by the end of the year.

Year 6 Maths- There are 10 students identified At 2 in Year 6. Our Goal in Year 6 is that 6 students will make at least one year's progress and 4 students will make at least two year's progress by the end of the year.