"AMPLIFY THE AWESOME"
AT FIS WE IDENTIFY AND AMPLIFY ALL OF THE AWESOME THINGS ABOUT OUR PEOPLE, OUR TEACHING AND LEARNING, AND THE WORLD AROUND US.

MANA AHUA AKE · SENSE OF SELF
MANAWAROA · RESILIENCE
AMPLIFY THE AWESOME
EMPATHY · AROHA
INTEGRITY · NGAKAU PONO

FERGUSSON INTERMEDIATE STRATEGIC PLAN 2025

Te Kura ō Fergusson Intermediate

"Amplify the Awesome"

At FIS we identify and *amplify* all of the awesome things about our people, our teaching and learning, and the world around us.
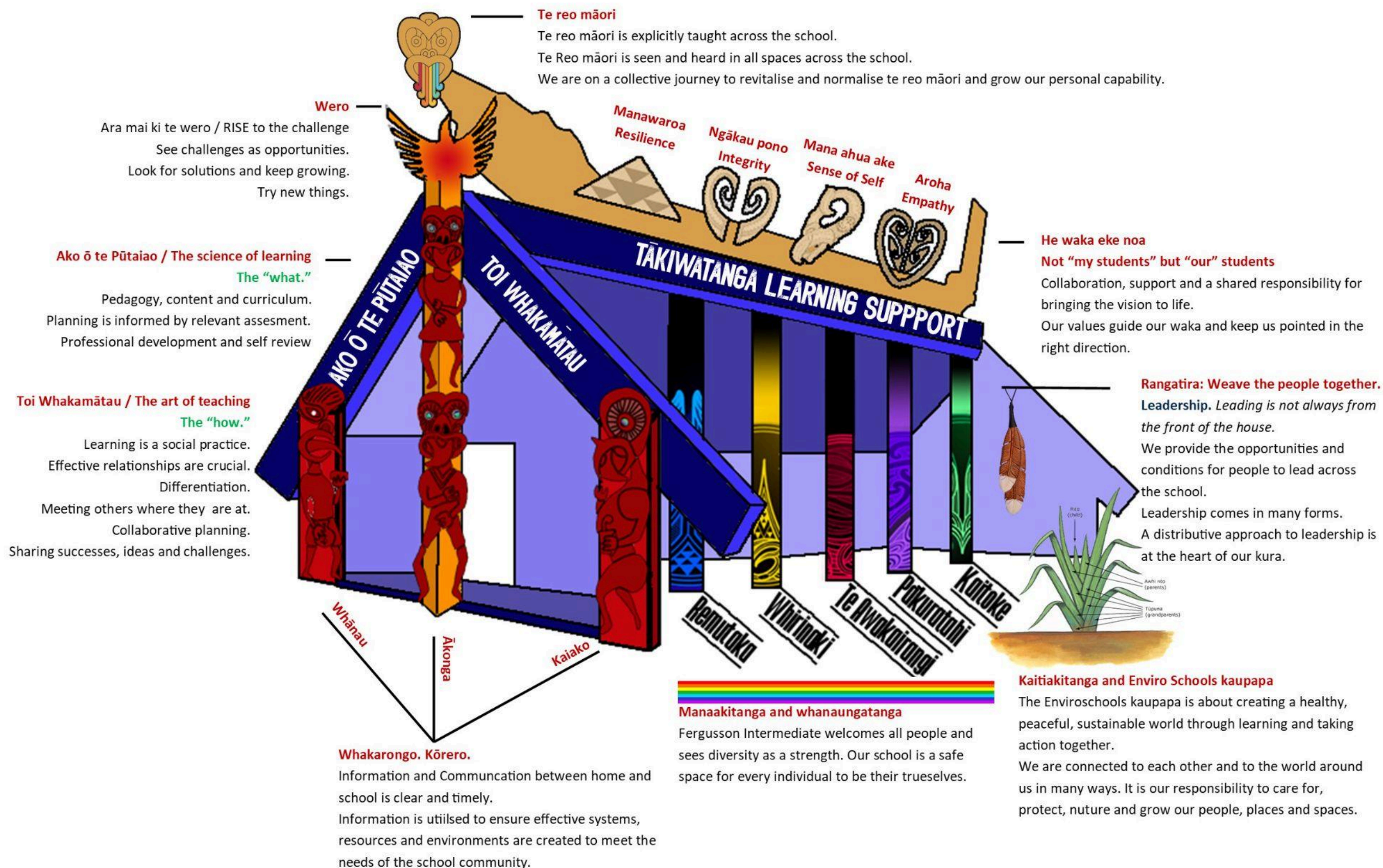
Te reo māori

Te reo māori is explicitly taught across the school.

Te Reo māori is seen and heard in all spaces across the school.

We are on a collective journey to revitalise and normalise te reo māori and grow our personal capability.

Wero

Ara mai ki te wero / RISE to the challenge
See challenges as opportunities.
Look for solutions and keep growing.
Try new things.

Manawaroa
Resilience

Ngākau pono
Integrity

Mana ahua ake
Sense of Self

Aroha
Empathy

Ako ō te Pūtaiao / The science of learning
The "what."

Pedagogy, content and curriculum.
Planning is informed by relevant assesment.
Professional development and self review

He waka eke noa
Not "my students" but "our" students

Collaboration, support and a shared responsibility for bringing the vision to life.
Our values guide our waka and keep us pointed in the right direction.

AKO Ō TE PŪTAIAO

TOI WHAKAMĀTAU

TĀKIWATANGA LEARNING SUPPPORT

Toi Whakamātau / The art of teaching
The "how."

Learning is a social practice.
Effective relationships are crucial.
Differentiation.
Meeting others where they are at.
Collaborative planning.
Sharing successes, ideas and challenges.

Rangatira: Weave the people together.
Leadership. *Leading is not always from the front of the house.*
We provide the opportunities and conditions for people to lead across the school.
Leadership comes in many forms.
A distributive approach to leadership is at the heart of our kura.

Whānau

Ākonga

Kaiako

Remutaka

Whirinaki

Te Awakairangi

Pakarotahi

Koitoke

Whakarongo. Kōrero.

Information and Communcation between home and school is clear and timely.

Information is utiilsed to ensure effective systems, resources and environments are created to meet the needs of the school community.

Manaakitanga and whanaungatanga

Fergusson Intermediate welcomes all people and sees diversity as a strength. Our school is a safe space for every individual to be their trueselves.

Kaitiakitanga and Enviro Schools kaupapa

The Enviroschools kaupapa is about creating a healthy, peaceful, sustainable world through learning and taking action together.

We are connected to each other and to the world around us in many ways. It is our responsibility to care for, protect, nuture and grow our people, places and spaces.

Strategic Plan 2025

	Curriculum	Technology	Performance and leadership
Strategic goal	**Continue to develop our FIS curriculum in line with the Government priorities alongside what we see as important for our students**	**Take a deep dive into our technology curriculum to review practice, pedagogy and programmes**	**Ensure we providing coaching and support to grow and develop our people**
Strategic Initiative #1	Implement the new maths curriculum	Create an implementation plan for technology at Fergusson Intermediate	Create a more robust performance management framework to support the Professional Growth Cycle
Strategic Actions	- Develop a school scope and sequence in line with curriculum phases - Integrate the *Oxford University Press* resource into current practice - Implement *The Learner First* pedagogy consistently across the school	- Review the current technology programmes across the school with student, staff and whanau voice - Develop and share with staff and community a two year plan of what technology looks like at Fergusson Intermediate. - Introduce a tech fee of $25 to increase budgets and increase the output / products students create and take home	- Work with a team to review our current Professional Growth Cycle process - Work with a team to review our current Induction Process - Implement a robust framework to support professional growth and accountability.
Strategic Initiative #2	Prepare to implement the new English curriculum and implement a schoolwide te reo māori plan	Review use of spaces and storage options to ensure environments are clear, safe and fit for purpose	Provide opportunities for staff to lead across the school / curriculum
Strategic Actions	- Develop a school scope and sequence for syntax and punctuation - Review our current literacy programmes with a structured literacy lens - Trial a schoolwide te reo Māori programme	- An audit of current equipment and a wishlist of equipment that may be needed / required to improve or enhance programmes now and in the future (3 year plan) - Professional development for all staff on using the laser cutter and any other specialist equipment - Develop the garden/s into spaces that provide sustainable resource for the foods programme	- Grow Literacy curriculum team and provide regular professional development for them. - Grow Numeracy curriculum team and provide regular professional development for them - Release Senior Leaders to cover Amy's position in her absence and lead in the Deputy Principal space
Strategic Initiative #3	Review and clarify assessment and reporting practices	Review how we are currently using our tech team (staffing) across the curriculum / school in order to identify strengths and areas for improvement	Continue to grow student leadership with students taking a more active role in their learning programmes and opportunities provided at FIS
Strategic Actions	- Grow assessment for learning practice across the school with a focus on targeted interventions - Implement timely student and teacher reflection reporting through Edge SMS - Review our current mid and end of year reporting system in line with the new curriculum	- Release Toby Funnell for 2025 to lead a review of current programmes and systems - Trial "Literacy through tech" initiatives to use tech staff and spaces to grow confidence and capability in literacy - Have tech staff provide release for leaders throughout the year as well as cover PCT and LAT release.	1 Develop a FIS Student Leadership framework 2 Develop literacy leadership opportunities 3 Developing formal student voice groups to inform curriculum design and implementation

Annual plan 2025

2025	Curriculum	Technology	Performance and leadership
Strategic goal	**Continue to develop our FIS curriculum in line with the Government priorities alongside what we see as important for our students**	**Take a deep dive into our technology curriculum to review practice, pedagogy and programmes**	**Ensure we providing coaching and support to grow and develop our people**
Term One 2025	- Call back days 29 - 30th Jan Professional development - Curriculum Day 7th February - Maths PD Learner First Professional development - Implement consistent schoolwide syntax and punctuation teaching - Implement and review consistent planning template for Mathematics - Trial the formative assessment tool provided by the OUP Maths resource with a small number of staff - Continue with RTLB support for training Teacher Aides in Structured Literacy (Tier 2 Literacy Support) - Refresher training for SPRING Into Maths for Teacher Aides (Tier 2 Maths Support) - Parent Teacher Interviews and goal setting - Edge posts completed by teachers and students	- Trial our Literacy through technology programmes Monday and Tuesday afternoons - Review student feedback regarding choice options x 3 for 2024 via Google Form that was shared to students at the end of 2024. - Formal reflection from Tech' team on 5 x rotation last year and choice options and feedback around change of pedagogy and learning progressions by combining Y7 and 8 students in the same tech groups. - Collect feedback from whānau during whānau hui evenings - Send out and collate responses from a Google Form survey to all staff, finding out current thoughts and perceptions around our current tech-arts programme and what possible recommended changes or adaptations for consideration. - Compare with other Intermediate Programmes and see if there is anything obvious that is missing. - Work with Paula and the tech team to further develop the technology area of the website	- New staff induction day at FIS and also at Ōrongomai marae - Collect feedback from staff on Professional Growth Cycles - Create a PGC team - Lunchtime activities set up - all staff involved - Vai Pilatati attending the NZEI Pasifika fono hui 15-16th April, 2025. - Toby Funnell Acting DP (Deputy Principal duties distributed and allocated among SLT) - Aidan McLaughlin taking on sports leadership with support from Ed. - Create Maths and Literacy Curriculum Leadership teams - Maths Curriculum Team to participate in PLD through both TLF and WMA and share back to the rest of the staff - Appoint and train student librarians - SLT Planning day offsite Friday March 21st - Maths Observations - Part of PGC - Create and send "How can I help your Leadership Journey?" survey to Senior Leaders for feedback to support them in their role - Upper Hutt Student Leaders conference - Week 8 - 26th March - Matua Mike to attend UH Cluster Cultural Leaders hui on behalf of FIS on Friday 21st March - Begin organisation for Te Ora Atamira (WISPA) Mike and Simon - Pā Wars, Moving March, and William Pike organised with student leaders and collaborating with Upper Hutt College - EOTC and Camp organisation - Site visit and comms to whānau - Student run assemblies
Term Two 2025	- Review schoolwide syntax and punctuation teaching - Consolidate school wide formative assessment practices in Maths and Writing - Incorporate OUP student workbooks in Maths teaching and learning where appropriate - Schoolwide Maths PLD in staff hui - Twice termly review of progress and interventions for target students - Edge posts completed by teachers and students - Update written reports to whānau	- Create a booklet/ document showing the 2 Year Current Tech Arts Programme Plan and schoolwide priorities and themes that are woven throughout these programmes. - Review the technology vision document shared with ERO with staff and see if this is still current. Make appropriate changes as required. Technology and Arts Curriculum - Compare the latest Digital Technologies Curriculum with our technology curriculum to meet the requirements of the progressions and identify any gaps. Predominantly this would be via our Digital Tech, Robotics and STEAM programmes based on the current learning experiences. - Update the prospectus to include details of Technology/Arts - Connect with MOE curriculum advisors for new	- Rachel Van Der Gulik Acting DP (Deputy Principal duties distributed and allocated among SLT) - SLT Check ins - Fortnightly with Principal - Inter-Intermediate Cross Country organisation - Student leaders and staff - EOTC and Camp organisation BOT approval and sign off - Showquest - Yasmin Golding - National Young Leaders Day - Student Councilors - Student run assemblies

		● Technology Curriculum and see if Fergusson Intermediate can be involved in the consultation process. ● Work with Paula and the tech team to further develop the technology area of the website	
Term Three 2025	● Review schoolwide reading programmes ● Schoolwide Maths PLD in staff hui ● Twice termly review of progress and interventions for target students ● Open Days - Curriculum in action ● Edge posts completed by teachers and students	● Look into technology curriculum goals of the technology and arts curriculum. Do these goals align and need updating for Technology and Digital Technologies curriculum and outcomes. Create learning goals for the Arts. Unpack these goals and link these goals into planning and assessment practices. ● Attend PD opportunities to enhance teaching and pedagogical practices and learn about up to date technologies including AI trends and relevance to different programmes ● Review Technology and Arts reporting system via Edge. ● Update 2026 Tech and Arts Programme and ensure staffing is covered to start 2026 and programmes are relevant and confirmed and resourced appropriately. ● **Participate in the Curriculum Insights and Progress study:** During **Term 3** two registered and trained teacher researchers | kaiako kairangahau will visit our school for two days. They will work with up to 27 randomly selected students in Year 8 to undertake assessments focused on **technology and the arts**. ● Hands on Visits - Welcoming contributing schools and sharing our programme ● Work with Paula and the tech team to further develop the technology area of the website	● Ed Banks Acting DP (Deputy Principal duties distributed and allocated among SLT) ● Maths Observations - Part of PGC ● Camp Makahika - All syndicates attending ● Student run assemblies ● Staff intentions and Stay Interviews conducted ● Principal Professional Growth Cycle reported to BOT ● Class placements and transition visits / supports begin (in and out) ● Open Evening - Community information, communication and connections
Term Four 2025	● Review schoolwide syntax and punctuation teaching ● Curriculum Day 24 October - Maths PLD ● Twice termly review of progress and interventions for target students ● Edge posts completed by teachers and students ● **Participate in the Curriculum Insights and Progress study:** Early in **Term 4**, our school will be asked to administer online or paper-based assessments in **reading, writing and mathematics** to the same group of randomly selected students. These assessments will be undertaken on devices available at our school, at a time that is convenient.	● Attend PD opportunities to enhance teaching and pedagogical practices and learn about up to date technologies including AI trends and relevance to different programmes ● Speak to client school and get feedback on the 2025 programme and feedforward for the 2026 programme ● Share Tech and arts Programmes during Open Evening (is this Term 3 or 4?) ● Try and get access to the new draft Technology Curriculum (due to be ready at the earliest for the end of 2025) and see how our subjects and teaching aligns with the proposed updated curriculum document through an advisor for the new Technology Curriculum. ● Work with Paula and the tech team to further develop the technology area of the website	● Amy returns in DP Role ● Class placements and transition visits / supports (in and out) ● Student run assemblies ● Host Te Ora Atamira (WISPA) Mike and Simon ● Review of leadership portfolios, units and staff appointments as required. ● Prizegiving ● Year Eight Formal