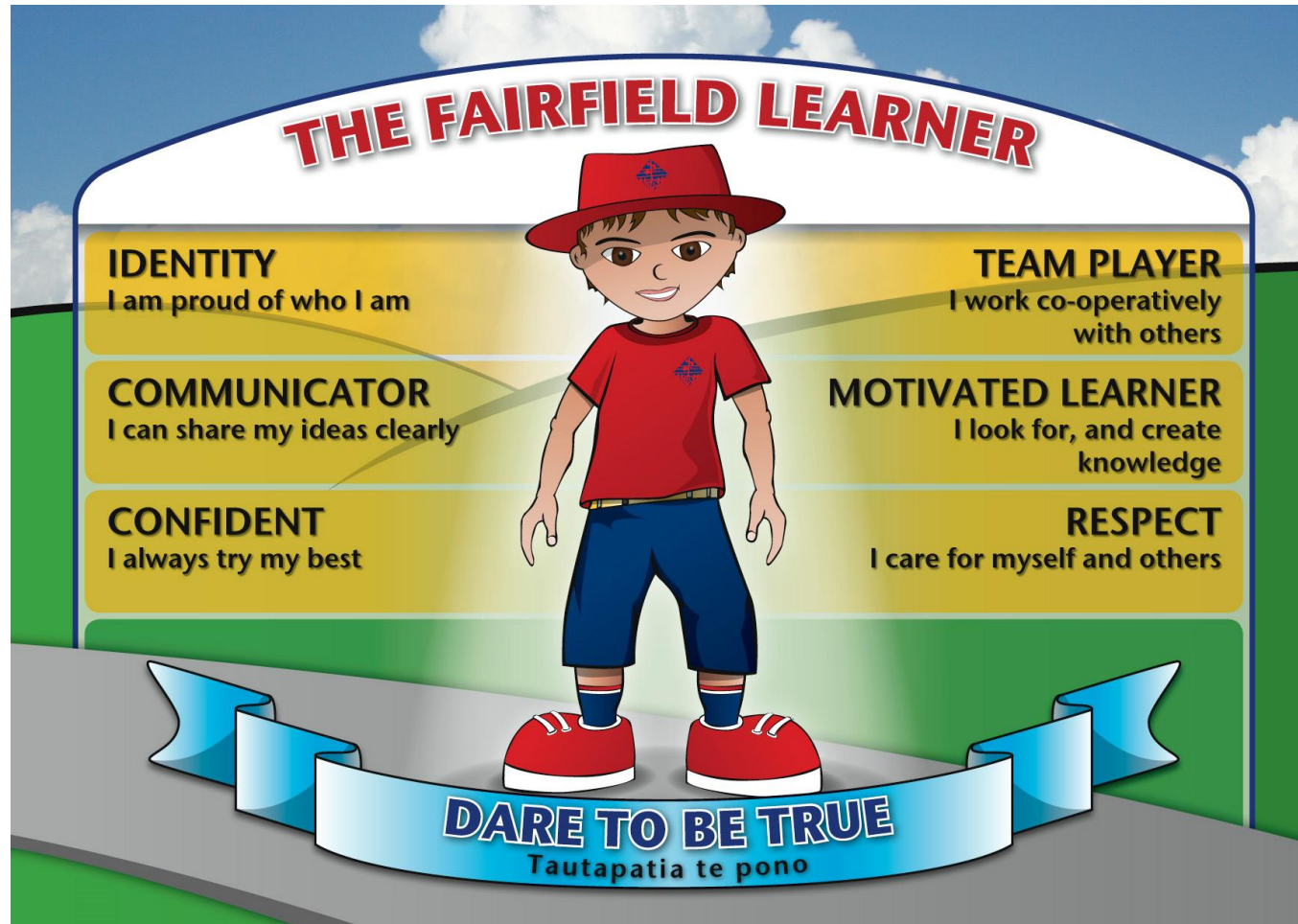


Fairfield Primary School Charter



2009

Vision

At our school:

- There is high expectations for children to achieve academically
- There is high expectations for children to behave appropriately
- Children are challenged and supported to learn
- Cultural diversity is embraced
- All members of the school community are respected and valued

Beliefs

- All children can learn
- Quality teaching is child centered
- Quality teaching involves reflective practice and continuous improvement
- Positive whanau and community support and participation enhances students learning
- All members of the school community are entitled to enjoy a safe learning environment

MISSION STATEMENT

**Fairfield Primary School:
Where children learn how to learn**

Educational Values

- Enthusiasm
- Building confidence / self esteem
- Developing self assurance
- Risk taking
- Co-operation
- Developing positive relationships
- Learning to accept that you don't always succeed at the first attempt

Values

- Identity *I am proud of who I am*
- Communicator *I can share my ideas clearly*
- Confident *I always try my best*
- Team player *I work co-operatively with others*
- Motivated Learner *I look for and create knowledge*
- Respect *I care for myself and others*

OUR CULTURAL DIVERSITY

The unique position of the Maori Culture

At Fairfield Primary School we will recognize and value the unique position of Maori in New Zealand and the importance of the treaty partnership. All students will have the opportunity to acquire some knowledge of Maori language and culture. We will acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders.

The school will incorporate tikanga Maori into the curriculum by:

- Pronouncing names correctly
- Promoting involvement in a diverse range of cultural activities. i.e culture groups
- Practise respect for each culture e.g. eye contact, no sitting on tables, no shoes in classrooms
- Teachers' planning reflects New Zealand's dual cultural heritage
- EEO principles are met when employing staff
- Tikanga Maori incorporated in class programmes as appropriate e.g. days of week, body parts, colours, numbers, greetings
- Waiata incorporated into assemblies etc. Sing national anthem in both Maori and English
- Bilingual signage and instructions where appropriate
- Acknowledging dual cultural heritage when planning learning experiences
- Powhiri – as appropriate
- Marae Visit – juniors / seniors visit FFC Marae alternate years
- Basic protocol – including Karakia when appropriate
- Kapa Haka group – instruction groups in Waiata / poi / Taiaha
- Incorporation of poutama into school logo etc – emphasis on moving up your poutama (ie challenging learning)

New Zealand's cultural diversity

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Africa, Europe and the South Pacific.

In order to provide instruction in te reo Maori for full time students whose parents request it, the school will endeavour to:

Encourage staff to participate in tikanga maori. i.e. Te Reo, Professional Development opportunities etc.
Provide kaiawhina and whanau support for Te Reo and Kapa Haka programmes.
Professional development opportunities available to all staff.

Steps taken to discover views and concerns of the school's Maori community:

- Parents invited to attend hui / whanau meetings / meet the teacher evenings
- Home visits as appropriate
- Endeavour to contact / meet all parents Term 1 every year. Continued liaison throughout the year. Good news, phone calls etc
- Open lunchtimes and other informal occasions e.g. Summer swim / BBQs, morning teas
- Consultation through panui / newsletters
- Representation on BOT
- Whanau group – raise profile of Whanau group within school community
- Kaumatua – meet the staff, re-establish communication lines
- Community groups – Regular liaison with Community Constable, Campus Police, Fairfield Interagency team, Police Rock On
- Home-School literacy partnership programme

STRATEGIC GOALS

2006 - 2009

(a) Student Achievement

- (i)** Literacy – to enable children to be effective readers by improving the reading levels of all students, with a particular focus on Years 1-3
- (ii)** Numeracy- to improve student achievement in the Number strand of mathematics
- (iii)** To support identified groups of children to improve their achievement
- (iv)** Development of procedures to provide an overview of the state of student achievement in comparison to national norms

(b) Building a Learning Community

- (i)** Improving teacher effectiveness
 - continuous improvement
 - reflective practice
 - relationships with students
- (ii)** Regular planning and assessment documentation
- (iii)** Foster and extend school and community links through the development of home/school partnerships in literacy and numeracy
- (iv)** Focus on inquiry learning and the development of ICT capability school wide through participation in ICTPD cluster contract

(c) School Management

- (i)** Audit and review all administrative systems
- (ii)** ICT development
 - Upgrade and complete Network
 - Review Strategic Plan
 - Laptops for teachers scheme
 - Upgrade SMS system
- (iii)** Remodel B Block East and administration centre including new library and staffroom
- (iv)** Multi purpose teaching/ performance space

Documentation to support strategic goals:

Student Achievement

- School policies
- Curriculum implementation plans
- Assessment schedules
- Professional development plans
- Teachers programmes of work
- Student records
- Targets for student achievement
- Student portfolios
- Analysed data on student achievement

Building a Learning Community

- Staff development overviews
- School information books
- School organisation booklets
- Parent newsletters
- Board of trustees, PTA and Whanau meeting reports
- Transition to school- *Preparing for School* booklet
- Curriculum review

School Management

- Charter
- School policies and procedures
- Performance Management Plan
- EEO
- Annual budget
- Ten Year property plan
- Hazard identification Manual
- School organization folders
- Meeting minutes: BOT/Staff
- Self review documentation

From Goal to strategies for improving student achievement:

Goal a(i): To enable children to be effective readers.			
Objectives	Strategies	2009 Implementation	Self Review / Reporting
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>What will we do this year?</i>	<i>Where have we got to and what do we intend to do next?</i>
<p>Improve reading levels of all students</p>	<ul style="list-style-type: none"> • Collect summative data to monitor progress • Professional development to improve comprehension • Professional development to improve use of running records as a formative assessment tool 	<ul style="list-style-type: none"> • PM Benchmark / Probe testing February and November • Asstle testing October • PAT testing- March • Ongoing 6 year and SEA testing • Continue professional development in E.NET and Junior Literacy • Team PD on use and analysis of running records • URGENCY – High expectations 	
<p>Focus on target group of identified children reading at just below, well below and well above expected reading level</p>	<ul style="list-style-type: none"> • Analyse 2008 results and identify target groups in every class 	<ul style="list-style-type: none"> • Target group monitored each term • GATE programme- Term 2-4 • Focus on inquiry learning models 	
<p>Improve the ability of junior children to read and write high frequency words quickly and also to improve their alphabet and sound knowledge</p>	<ul style="list-style-type: none"> • Analyse 2008 results and identify target group in every class • Teacher Aide to work in every junior class at least 2x weekly to implement and monitor programme 	<ul style="list-style-type: none"> • Beginning stages of preschool programme established with aim of enabling a better start to school • Modified programmes with TA working in classrooms rather than withdrawal groups to make more efficient use of time and skills 	<ul style="list-style-type: none"> - Finding that children with low sound knowledge of alphabet are taking too long and 'clogging' system. Need to incorporate alphabet programme to move these children ahead

From Goal to strategies for improving student achievement:

Goal a(iii): To support identified groups of students to improve their achievement.			
Objectives	Strategies	2009 Implementation	Self Review / Reporting
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>What will we do this year?</i>	<i>Where have we got to and what do we intend to do next?</i>
Project to improve the ability of identified Year 1-3 students to read and write basic sight words	<ul style="list-style-type: none"> -Each class allocated support staff hours to implement and monitor programme - Regularly practise and review the writing of early words 	<ul style="list-style-type: none"> - Teachers set up independent activities to reinforce skills - Word lists sent home - Individual word lists made up for each child 	<p>Reviewed at the end of each term Review EPF at end of year- 3rd year milestone report</p>
Refinement of student management system and procedures	<ul style="list-style-type: none"> -Ongoing readings and professional development- RTLB support -Revisit successful strategies -Effective behaviour plan 	<ul style="list-style-type: none"> -PD for new staff – especially PRT's -Student management plan discussed with new students and parents at enrolment -Visit Sth Auckland schools to look at successful programmes and strategies 	<p>Reviewed annually and modified as required</p>
Programmes to support ESOL students	<ul style="list-style-type: none"> -Small groups withdrawn form classroom to work on individualized programmes -In class support for teachers and students -Target programmes to meet the needs of new migrants and refugees 	<ul style="list-style-type: none"> - Continued regular monitoring of programmes to meet needs - Senior teacher released for 2009 to lead ESOL schoolwide 	<p>Review criteria for selection and monitor effectiveness of programmes (end of each term) Testing for MOE funding 2x annually</p>
Development of programmes to support gifted and talented students	<ul style="list-style-type: none"> -Identify criteria for GATE programmes -Develop school policy and guidelines -Visit other schools to view successful programmes in action - Participate in GATE PD as available 	<ul style="list-style-type: none"> - Begin development of inquiry learning programme in senior school - Employ part time teacher to facilitate development (Amy) - Identify students based on set criteria and data collection 	<p>Review progress to date in November and set goals for next year</p>

From Goal to strategies for improving student achievement:

Goal b (i): To improve teacher effectiveness by fostering a culture of continuous improvement.

Objectives	Strategies	2009 Implementation	Self Review / Reporting
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>What will we do this year?</i>	<i>Where have we got to and what do we intend to do next?</i>
Improve the quality of written planning and documentation	Clearly documented school wide expectations -Ongoing monitoring and support -Cooperative planning -Focus on integrated planning	-Planning guidelines updated and distributed -Regular monitoring of planning by AP and DP -Regular feedback to staff on quality of planning. Focus on consistency and appropriateness for needs	
Improve the quality of schoolwide assessment practices	-Consolidate uniform practices schoolwide -Continue upgrading of computerized system for monitoring student achievement	AP & DP to facilitate and provide ongoing support especially to PRTs. -SMS: Update MUSAC Student manager and Attendance packages - Release Lead Teacher to implement ICTPD and develop new network	
Foster and develop a culture of reflective practice	-Continue focus on professional development -Professional readings distributed and discussed on a regular basis as part of staff meeting schedule -Foster and encourage development of professional journals	- AP leading devtpt of coaching partnerships -Schooling strategy and other relevant documents -New curriculum document -Maintenance of reflective professional journal -Appraisal goals to reflect priority of fostering culture of continuous improvement (focus on literacy and ICT professional development goals)	Staff meetings and appraisal interviews to evaluate progress late 2008 and set direction for 2009

From Goal to strategies for building a learning community:

Goal b(iii): School engagement with parents/whanau and communities			
Objectives <i>What are we planning to do?</i>	Strategies <i>How are we going to do it?</i>	2009 Strategies <i>What will we do this year?</i>	Self Review / Reporting <i>Where have we got to and what do we intend to do next?</i>
Use community support to enhance literacy initiatives	<ul style="list-style-type: none"> - Rotary readers - Duffy book programme - Review parent involvement in setting goals for children - Home / school reading programme 	<ul style="list-style-type: none"> - Regular visits from Rotary readers - Children receive books - Hero Assemblies - Beginning of year interviews 	
Improve transition to school	<ul style="list-style-type: none"> - School / EC interaction - Preschool visits to school - Teachers visits to kindergartens 	<ul style="list-style-type: none"> - ENET project - Updated "Turning Five" booklet - NE teachers meetings with new parents - Visit South Auckland schools to observe good practice. 	
Work with community to improve road safety	<ul style="list-style-type: none"> - Involved in Roadsense programme - Police support - Fairfield Park strategies. BOT liaison - Fairfield Primary Road Traffic management plan 	<ul style="list-style-type: none"> - Roadsense – Liaison person working in school with lead teacher - Whole school involvement - Police monitor traffic safety 	
Project Energise / Fruit in Schools scheme	Continue Active Schools project Fruit in schools Completed Term 1 2010		Milestone reports
Develop and extend Maori and Pacific Island families' involvement in school	<p>Home- School Literacy Partnership programme: focus on improving student achievement for identified cultural groups through six partnership after school sessions and 3 training days involving teachers and parent leaders</p> <ul style="list-style-type: none"> -Tongan and Samoan Culture Groups Term 3 culminating in cultural festival, parents and families co-lead and support - KapaHaka Term 2 & 3 - encourage parent participation 	<ul style="list-style-type: none"> - Strengthen whanau group - Appoint lead teacher to Pasifica initiative - Parent involvement in culture groups - Refine Home School programme to make more manageable. <ul style="list-style-type: none"> - ESOL T/L to focus on development of small Home School groups with Pasifica parents. 	Aim to develop Home School as part of Enrolment programme in 2010.

ANNUAL PLAN 2009

TEACHING AND LEARNING PROGRAMMES

Literacy- focus on effective teaching, planning and assessment

- Target groups
- EPF (Home /School Partnership project)
- MOE Jnr Literacy PD

Mathematics:

Schoolwide Numeracy PD

Transition to School:

- ENET action research project
- Liaison with local EC providers
- NE parent/teacher interviews on enrolment
- School Entry- Target focus junior school

Assessment:

- Implementation of AToL strategies schoolwide
- Asstle PD- senior school staff
- MUSAC Student Manager-PD all staff
- Literacy/Numeracy revise in line with National Standards

ICTPD Cluster Contract

Eastern Arterial Cluster- see attached action plan for 2009

The Arts:

- Pacific Island Culture Group- continue in T2/3
- KapaHaka- T2/3 option
- Haka Hiva – T2/3

FINANCE

Review financial management policy
Review guidelines and responsibilities in conjunction with review of admin structure

ICT: complete upgrade of MUSAC Student Manager, ICTPD Contract- complete remodel of IT Room

Desktops in classrooms programme
EPF and ENET funding milestone reports

Prof Devpt- Outside provider for literacy PD
Outside provider for numeracy PD

PROPERTY

Ref: Annual property plan and 5YP
Completion of landscaping around Junior block

Development of IT Suite- upgrade server and network

A Block roof

B Block East- complete classroom upgrades – CRT room – East foyer & Rm5

Demolition of old boys toilet block (B block East)

PRIORITY AREAS FOR IMPROVING STUDENT ACHIEVEMENT

- **Literacy- focus on raising achievement of all students with particular emphasis on students reading below their chronological age and/or with moderate special needs.**
- **Assessment- linking assessment to learning outcomes and success criteria.**
- **Attendance- focus on improving student attendance and monitoring systems**

HEALTH AND SAFETY

Complete removal of dead trees from native area

Arborist- 3 year maintenance plan

Air conditioning maintenance contract

WorkSafe- ongoing systems review

Exterior signage- road frontage

Truancy- "Rock-On" project

Firewise project

Project Energise- Fruit in Schools scheme

Canteen- review procedures

Hazard identification- quarterly review

SELF REVIEW / REPORTING

Review as per schedule

Curriculum implementation plans to align with new curriculum, new planning and assessment handbooks

Review Maori/ student achievement policies

Financial and Property management – review of procedural guidelines

Portfolios- reporting to parents

EPF milestone reports

ICTPD milestone reports

Board Training

PERSONNEL

Professional Development:

Enhancing literacy and numeracy knowledge to support staff –School support and MOE
Student Manager, ENROL training
ICTPD Cluster contract- 3rd year, continued focus on Lead Teacher and classroom teachers.

Conferences:

Learning@School- DP and IT Lead Teacher
ULearn- Principal & leadership team
ICP Singapore - Principal
NZPS – DP

Schooling Strategy:

New Curriculum document- PD
Focus on Engaging Families and Whanau
Home School Partnership

Staffing:

PRT Programme- 2x Year 1
5x Year 2
ESOL and IT Team Leaders

Leadership Team:

– Review unit structure
-Creation of ESOL and IT Team leaders
-Two new curriculum team leaders

Admin Team:

Review structure, job descriptions, roles

EPF- 3rd year new contract, \$32,000 to fund T/A junior literacy support programmes and Home/School partnership

EEO obligations will be met

Self review cycle will reflect BOT priorities.

ENGAGING WITH FAMILIES/WHANAU AND COMMUNITY

Communication

Portfolios- parent discussions
Parent / student conferences- July
Newsletters- school and team
Website
Transition to School meetings
H/S parent leader training sessions

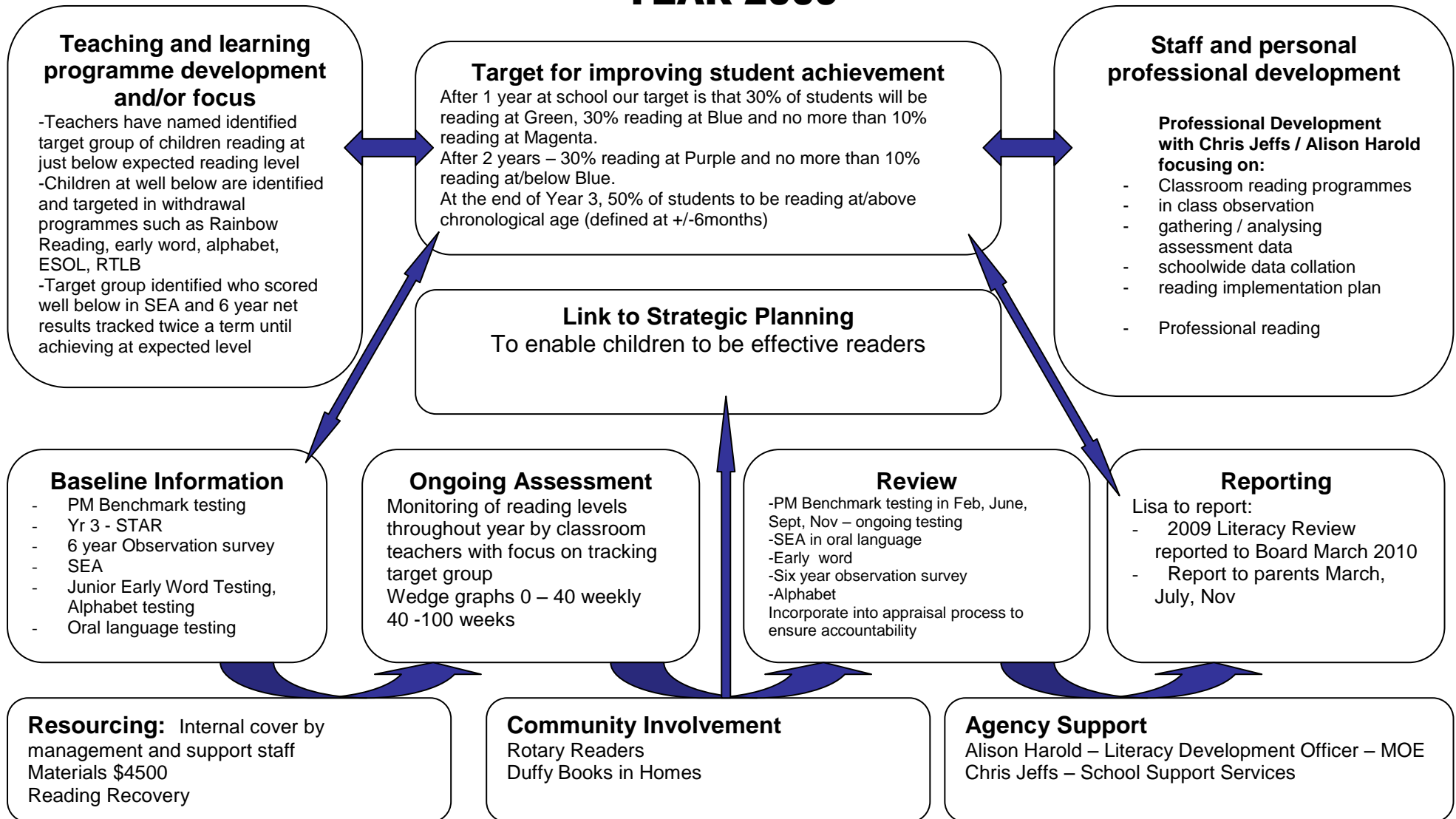
Collaboration

Fairfield Cluster Music festival
Saturday netball and Touch tournaments
Rotary Readers
Haka Hiva PI Culture Group- parent participation
KapaHaka
Community Constable – FF Park
Campus Police – FF Int

Consultation

Charter and strategic plan
Health curriculum
Student achievement plans (Maori and PI communities)
Traffic Safety Plan - HCC
National Standards
New curriculum

ACHIEVEMENT TARGET FOR FAIRFIELD PRIMARY SCHOOL HAMILTON YEAR 2009



ACHIEVEMENT TARGET FOR FAIRFIELD PRIMARY SCHOOL HAMILTON YEAR 2009

