

FairfieldPrimary School Charter



2019



CONTENTS

INTRODUCTION:

Tataiako: Culturally Responsive Practice at Fairfield Primary School

Our School Community

Mission Statement, Vision, Beliefs and Values

The Fairfield Learner

Cultural Dimension

STRATEGIC SECTION:

Strategic Plan overview 2019-2021

Strategic Goals- Actions and Measures

Prioritisation Plan for implementation of initiatives

ANNUAL SECTION:

Annual Plan 2019

SCHOOL OPERATIONS AND GOVERNANCE:

Annual Plan 2019: Operations, Governance and Management

TARGETS FOR RAISING STUDENT ACHIEVEMENT:

2019 Targets for accelerating progress and achievement

Tataiako – Culturally Responsive Practice (Cultural Intelligence)

Competency	Key Idea's/Elements	What does this look like at Fairfield Primary School?
Ako	Practise in the classroom and beyond – all of us, taking responsibility for own learning and that of our Maori learners, learning community.	Policies created through consultation with Maori learners in mind - Hui each team Teachers are guided by and respond to policy and this can be seen in their interactions with the learners – teachers and whanau are also learners, learning with and being taught by the students. Provide authentic contexts for learning giving students access to Te Ao Maori, Te Reo Maori & Tikanga Maori and explore shared values.
Wananga	Communication, problem solving, innovation – we all participate with learners and communicate in robust dialogue for the benefit of the Maori learners achievement.	Professional learning and capability of educators Engagement of parents, whanau and hapu to promote and respect the learning of our children.
Manaakitanga	Values – Integrity, trust, sincerity, equity – we demonstrate integrity, sincerity and respect towards Maori beliefs, language and culture.	Great value is placed on being Maori and the unique qualities of being Maori Te Reo is used daily Maori culture is included in curriculum delivery – Karakia, waiata, school powhiri Maori names and pronounced accurately.
Tangata Whenuatanga	Place-based, socio-cultural awareness and knowledge – we affirm Maori learners as Maori – Provide contexts for learning where identity, language and culture (cultural located-ness) and whanau affirmed	Encouragement to acknowledge whakapapa through research of their own whanau links (mihi/pepeha) Research around Te Tiriti o Waitangi – the treaty, what it means, how we live the treaty today Culturally relevant activities and initiatives – (marae visits, etc)
Whanaugatanga	Relationships – students, school wide, community, with high expectations – we actively engage in respectful working relationships with Maori learners, parents and whanau, hapu and the Maori community	An open door and inclusive policy, encouraging whanau to walk in and visit anytime Regular whanau hui, personal invitations to whanau to come to school Respectful relationships are developed and maintained with whanau and hapu Positive and affirming interactions with our whanau

OUR SCHOOL COMMUNITY

Fairfield Primary School was opened in 1919 with 106 pupils. We are a U5 Decile 1B school situated on Clarkin Road, adjacent to Fairfield Park. We currently have a staff of 36 which includes a large group of support staff, the administration team and the caretaker.

We are a contributing primary school, with strong links to our local community. The majority of our students continue their education at Fairfield Intermediate, across the road from the primary school, and then later at Fairfield College. Our roll as at February 2019 is 348. We are currently experiencing a period of roll growth and recent projections would indicate that we will end the year with a roll in excess of 390. On the recommendation of the Ministry of Education, the school implemented an Enrolment Scheme at the beginning of Term 2, 2018.

The school is well resourced and includes 15 classrooms, a small hall, library, swimming pool, administration block, two adventure playgrounds and large playing fields. We are currently awaiting new roll growth classrooms to accommodate our growing student population.

Teaching programmes place a strong emphasis on literacy and numeracy. The Fairfield Learner is at the forefront of everything we do. Curriculum programmes cater for the learning needs of all our children.

We welcome all learners in our community. We are committed to their engagement in all school activities and to their achievement. We operate a number of support programmes for children with special needs and special abilities and work closely with a wide range of external agencies to provide the best possible learning outcomes for all our students.

Our students come from a diverse range of ethnic backgrounds, predominantly Maori, Tongan, European, Samoan and Asian. We treat all our children as individuals, each with their own strengths and needs. Children are encouraged to respect and learn about their own culture and the cultures of others.

Our school has a close liaison with Fairfield Kindergarten, with the majority of kindergarten children enrolling at Fairfield Primary. We are also delighted to support the development of a variety of initiatives within our Tongan community.

MISSION STATEMENT

Empowering learners to succeed

Vision

At our school:

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

Beliefs

- Quality teaching is child centered, culturally located and relevant.
- Quality teaching involves reflective practice and continuous improvement.
- Positive family and community support and participation enhance student learning.
- All members of the school community are entitled to enjoy a safe learning environment.

Values for Learning

- We learn best together.
- We work hard to build confidence and self esteem.
- We develop positive attitudes, self assurance and the ability to take risks.
- We learn to accept that you may not always succeed at the first attempt.

The Fairfield Learner values:

RESPECT

I respect people, places and property.

EXCELLENCE

I always give my best.

RESILIENCE

I never give up, even when it's hard.

Fairfield Primary School Learners show. . .

Respect

- I respect people, places and property.

Excellence

- I always give my best.

Resilience

- I never give up even when it's hard.

If I am respectful, always give my best and never give up then I am a Self Manager.



CULTURAL DIVERSITY

The unique position of the Maori Culture

At Fairfield Primary School we will recognise and value the unique position of Maori in New Zealand and the importance of the Treaty Partnership.

All students learn about Te Ao Maori including Te Reo and Tikanga.

We will acknowledge and respect the values, traditions and histories of both Maori and Pakeha New Zealanders. We will learn about Tainui, Kingitanga and Tangata Whenuatanga.

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 and Te Reo Maori incorporated in class programmes e.g. days of week, body parts, colours, numbers, greetings, instructions.
- 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. Tikanga weeks Terms 1 and 4.
- Marae Visit – juniors / seniors visit Hukanui or FFC Marae alternate years.
- Protocols – reflect Tainuitanga including Whakatau, Poroporoaki and Karakia as appropriate.
- Every child participates in Kapahaka- instruction groups in Waiata / Poi / Taiaha. School performance group selected annually from Year 4-6 students.
- Incorporation of poutama into school logo etc – emphasis on moving up your poutama (ie challenging learning).
- Whakatau each term to welcome new students and their whanau to the school.
- Incorporation of concepts of whanaungatanga, manaakitanga, ako into school practice

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:

- Continue to employ external facilitators to lead the development of Kapahaka groups schoolwide.
- Provide kaiawhina and whanau support for Te Reo and Kapa Haka programmes.
- Ensure that all staff have a basic understanding of tikanga maori and incorporate culturally appropriate practices in their classrooms. Lead teacher supports Te Reo implementation in all classrooms.
- Ensure professional development opportunities are available to all staff to further develop their understanding of ako, manaakitanga and whanaungatanga and to incorporate the principles of Ka Hikitia into school life.
- Support staff members who wish to increase their knowledge/fluency in Te Reo Maori.
- Explore the use of local iwi to assist the school in the delivery of programmes.

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

- Parents invited to attend hui / whanau meetings / meet the teacher afternoons.
- Home visits as appropriate. Good news phone calls etc.
- Contact made with parents/family/whanau of every student during term one. Continued liaison throughout the year.
- Open lunchtimes and other informal occasions e.g. House celebration days / BBQs, morning teas.
- Consultation through panui / newsletters.
- Representation on BOT.
- Kaumatua – meet the staff, maintain communication lines.
- Community groups – Regular liaison with Community Constable, Fairfield Interagency team etc.
- Reading together partnership programmes re-established to meet current needs.
- Opportunities for consultation focused on accelerating achievement of Maori students.

Fairfield Primary School Strategic Plan 2019-2021



Vision	<p style="text-align: center;">Empowering Learners to Succeed <i>Kia pakari kia tu mana motuhake Fakaivia ke lavamea'</i> <i>E fa'amalosia ai tupulaga ao'oga ina ia tini le fa'amoemoe</i></p>			
Values	<p>Values for learning:</p> <ul style="list-style-type: none"> · We learn best together. We work hard to build confidence and self esteem. · We develop positive attitudes, self assurance and the ability to take risks. · We learn to accept that you may not always succeed at the first attempt. <p>The Fairfield Learner: RESPECT: I respect people, places and property EXCELLENCE: I always give my best RESILIENCE: I never give up, even when it's hard If I am respectful, always give my best and never give up, then I am a SELF MANAGER</p>			
Our Strategic Goals 2019– 2021	<p style="text-align: center;">OUR PRACTICE:</p> <p style="text-align: center;"><i>Strengthen the Leadership of Learning</i></p>	<p style="text-align: center;">OUR LEARNERS:</p> <p style="text-align: center;"><i>Raise achievement for all learners</i></p>	<p style="text-align: center;">OUR COMMUNITY:</p> <p style="text-align: center;"><i>Build an Inclusive Culture for Learning</i></p>	<p style="text-align: center;">OUR PLACE:</p> <p style="text-align: center;"><i>Realign school infrastructure to create conditions for optimal learning</i></p>
2019 Initiatives	<p>Increase teacher agency by providing a variety of opportunities for collaborative and/or individual inquiry</p> <p>Enhance opportunities for Leadership development</p> <p>Embed a robust performance management process that reflects evidence based inquiry into practice</p>	<p>Practice a student focussed methodology to accelerate learning and monitor progress and achievement</p> <p>Review and respond to the potential opportunities to record and capture a rich picture of student progress</p>	<p>Continue to develop positive learning partnerships with all families and whanau especially our Maori and Pasifika communities</p> <p>Ensure that culturally responsive practices are embedded schoolwide</p>	<p>Improve learning environments to be fit for purpose and to cater for roll growth.</p> <p>Develop a Digital Strategy for Fairfield Primary School</p>

Strategic Goal “Strengthen the Leadership of Learning”

Actions and Measures

Strategic Initiative 1: <i>Increase teacher agency by providing a variety of opportunities for collaborative and /or individual inquiry</i>	Year 1 Actions and Measures: Developing	Year 2 Proposed Actions and Measures: Developing	Year 3 Proposed Actions and Measures : Embedding
<p><u>Current Reality:</u> <i>All teachers have undertaken a 20 week Inquiry related to target students in writing. Some teachers demonstrate strong evidence of effective Inquiry, others have required regular support.</i></p> <p><i>For 2019: focus has shifted to using a collaborative model with facilitated support</i></p>	<p>Allocation for PLD = 0.2 FTTE</p> <p>Teachers have been identified for differentiated levels of Inquiry i.e. Independent, Scaffolded and Directed.</p> <p>Both Spiral of Inquiry and NZC model will be used to support teachers.</p> <p>Alignment with Arinui platform will occur. All staff will be fully supported to use Arinui Appraisal/Inquiry tool through PLD.</p> <p>2 x monitoring meetings focussed on Inquiry to occur each term led by SLT.</p> <p>SLT to align goals from 2018 to develop collaborative Inquiry.</p> <p>SLT will agree on 2-3 goals in their appraisals (facilitated by Naomi Kinnaird)</p>	<p>Allocation for PLD = 0.1FTTE</p> <p>Spiral of Inquiry will have become the tool to support all Inquiry.</p> <p>Increased collaborative practice around Inquiry.</p> <p>SLTs and Andrea Ford to lead/facilitate monitoring meetings</p>	<p>Allocation for PLD=0.1FTTE</p> <p>Spiral of Inquiry will have become an embedded way of working.</p> <p>Collaborative Inquiry occurring within and across teams – and may link to SLT.</p>

	<p><u>Measures:</u> All staff will have evidence of Inquiry recorded using Arinui. 25% of staff will have completed an Inquiry Independently. 25% of staff will have completed an Inquiry with Scaffolded support from SLT. 50% of staff will have completed an Inquiry with Directed support from SLT.</p> <p>Target student data will reflect accelerated progress.</p> <p>SLT will provide term by term reports to the Principal highlighting student achievement progress towards desired goals.</p>	<p><u>Measures:</u> All staff will have evidence of robust inquiry recorded using Arinui. 50% of staff will have completed an Inquiry Independently. 25% of staff will have completed an Inquiry with Scaffolded support from SLT. 25% of staff will have completed an Inquiry with Directed support from SLT.</p> <p>Target student data will reflect accelerated progress.</p> <p>Informed reporting will occur regularly throughout the year.</p>	<p><u>Measures:</u> All staff will have evidence of Inquiry recorded using Arinui. 75% of staff will have completed an Inquiry Independently. 25% of staff will have completed an Inquiry with Scaffolded support from SLT.</p> <p>Target student data will reflect accelerated progress.</p>
--	--	--	---

Strategic Initiative No. 2	Year 1 Actions and Measures:	Year 2 Proposed Actions and	Year 3 Proposed Actions and
Enhance opportunities for Leadership Development	Introducing	Measures:	Measures :
Developing	Embedding	Measures:	Measures :
<p><u>Current Reality:</u> Senior Leadership team is operating effectively. Lisa, Gene and Rob demonstrate strongly effective capability in leading Practice Analysis Conversations relating to effective Teacher Practice in Literacy. Teachers are supported to gather relevant evidence towards appraisal.</p> <p>2019: Explore the notion that every teacher is a Leader.</p>	<p>Middle Leaders PLD \$3000 Senior Leaders PLD \$8000 PLD Facilitator linked to COL</p> <p>Senior Leadership team will identify two collaborative Inquiry goals as a focus. COL coaching and mentoring programme will be undertaken. Growing Middle Leaders capability will be a focus this year. Board to support opportunities for SLT to travel to ACEL, IWBNet or Edulead conferences. Define/clarify IST roles</p> <p><u>Measures:</u> Documented evidence of PAC demonstrates shifts in teacher practice.</p> <p>Middle Leaders and SLT appraisal will reflect strong evidence of effective Inquiry.</p>	<p>SLT will support Team Leaders to develop the Practice Analysis skills, so that they may lead some PACs in terms 3 and 4 with one identified teacher in their team.</p> <p>Middle Leaders will identify one goal to undertake a Leader focussed collaborative inquiry.</p> <p>Embed IST roles and ensure they have clear parameters etc</p> <p><u>Measures:</u> Survey of Middle Leaders and SLT undertaken to evaluate how staff and students voice their understanding of the Leader's strengths and needs. Data gathered will support appraisal goals for the following year.</p>	<p>SLTs and Team Leaders will undertake Practice Analysis conversations around videoed practice once a term with all teachers.</p> <p><u>Measures:</u> Survey of Middle Leaders and SLT undertaken to evaluate how the wider school community voice their understanding of the Leader's strengths and needs. Data gathered will support appraisal goals for the following year.</p>

<p>Strategic Initiative No. 3</p> <p><i>Embed a robust performance management process that reflects evidence based inquiry into practice.</i></p> <p><u>Current Reality:</u> The current appraisal process has strong systems in place around teacher appraisal. Arinui will support all staff with appraisal in 2019 and will strengthen the processes around the appraisal process. Teachers have a better understanding of the links between the RTCs and Inquiry. The Principal will continue to employ an Independent appraiser.</p> <p>Staff have been issued with copy of new PTCs.</p>	<p>Year 1 Actions and Measures: Developing</p> <p>Arinui Tool – all staff \$8000 TOD ½ day PLD for all staff Support for appraisers</p> <p>Review job descriptions to align with new PTCs.</p> <p>Familiarise all staff with Our Code/Our Standards.</p> <p><u>Measures:</u> Completed Arinui documentation by Week 6 in Term 4 – all staff. Principal/Appraiser and Teacher meetings to occur in Week 7. Goals and any individual action plans recorded in preparation for 2020.</p> <p>Internal self review of appraisal system to determine way forward for 2020.</p>	<p>Year 2 Proposed Actions and Measures: Developing</p> <p>Cohesive schoolwide appraisal system with all evidence aligned to PTCs.</p> <p><u>Measures:</u> Dependent on the outcome of the review of the Arinui system at the end of 2019.</p>	<p>Year 3 Proposed Actions and Measures : Embedding</p> <p>Cohesive schoolwide appraisal system with all evidence aligned to PTCs.</p>
---	---	---	---

Strategic Goal: Raise Achievement for All Learners

Actions and Measures

Strategic Initiative No. 1 <i>Practice a student focussed methodology to accelerate learning and monitor progress and achievement</i>	Year 1 Actions and Measures: Developing	Year 2 Actions and Measures: Implementation	Year 3 Actions and Measures : Embedding
<p><u>Current Reality:</u> Refer Accelerating Student Achievement Plan 2017/8. Refer NS Variance report 2018. Videoed practice and follow up Practice Analysis Conversations have occurred in 2018. Target students related to Inquiry have been closely monitored with Time 1 and 2 data gathered – and successful pedagogical practice identified. Lack of specialist support for identified high needs students is an ongoing challenge.</p>	<p>2x IST positions (Sue R and Susan) 0.4 Literacy Leader (Lisa)</p> <p>0.2 Attendance/Achievement Initiative (Mefi)</p> <p>Support programmes to include: Reading/Maths: Rainbow Reading, ALL, ESOL, Maths Support, Literacy Support, Oral Language groups, DAP.</p> <p>SLT to develop a register of teachers in order to support teacher practice with differentiated PLD.</p> <p>Monitoring of teacher practice will occur based on teacher strengths and needs.</p> <p>Planned professional learning and reading relating to accelerated progress \$10,000</p> <p>Monitoring meetings to be established around target student achievement.</p>	<p>Differentiated PLD is offered to all staff based on previous appraisal, self evaluation and staff strengths and needs.</p> <p>Strong systems are in place to effectively monitor teacher pedagogical content knowledge. This also enables appropriate forward planning to ensure PLD targets teacher needs linked to the strategic plan.</p> <p>Systems are in place to support Middle Leaders lead regular monitoring meetings.</p> <p>New Staff: Focus on induction Policy/guidelines to be reviewed.</p> <p>Research into SF methodology (Ande)</p>	<p>Actions will be based on outcomes and review from the previous year. PLD is an ongoing priority.</p>

	<p>Pilot programme: Mefi to implement Foki tei api (Returning Home)</p> <p><u>Measures:</u> Evidence of target student accelerated achievement using specified tools. E.g. FPS Writing progressions or R.O.L (Schoolwide)</p> <p>1 x videoed Monitoring meeting to be videoed in Term 3 and shared at follow up staff meeting exemplifying focussed teacher talk relating to strategies/pedagogy that has had a positive impact on student achievement.</p> <p>Each teacher will select one video of their guided instructional practice plus follow up PAC write up to support Appraisal Evidence.</p> <p>Improved attendance of identified students evident in term by term report.</p> <p>TAI documentation will reflect target student accelerated learning.</p>	<p>Extend achievement initiative programme based on previous years data.</p> <p><u>Measures:</u> Evidence of relevant student progress.</p> <p>Evidence of high quality teaching practice possibly captured with video.</p> <p>Recorded evidence of high levels of achievement for all students.</p>	<p><u>Measures:</u> Evidence of relevant student progress.</p> <p>Evidence of high quality teaching practice possibly captured with video.</p> <p>Recorded evidence of high levels of achievement for all students.</p>
--	--	--	---

<p>Strategic Initiative 2:</p> <p><i>Review and respond to the potential opportunities to record and capture a rich picture of student progress.</i></p> <p><u>Current Reality:</u> Post NS Environment: Continue to adapt/review current systems to ensure best practice learning and assessment procedures are in place.</p>	<p>Year 1 Actions and Measures: Introducing</p> <p>Ensure that teachers are using data effectively to inform student progress. Develop an action plan to address the shift in focus around student assessment. (Ongoing)</p> <p>Alterations to assessment schedule.</p> <p>Alterations to format and guidelines for reporting to parents.</p> <p>Provide opportunities for parent awareness of any proposed changes.</p> <p><u>Measures:</u> A 2019 assessment schedule will be actioned.</p> <p>A trial reporting framework/template/digital platform for parents and students will be trialled with staff supported by Senior Leaders to implement this.</p>	<p>Year 2 Actions and Measures: Developing</p> <p>Deepening teacher understandings and responsiveness to the assessment practices and engaging parents in the process.</p> <p><u>Measures:</u> Reporting framework will be confirmed and utilised by all staff independently – aligned with relevant NAGs.</p> <p>Continue using FFPS Progressions to monitor progress.</p> <p>Provide summative data to COL at end of Yr2/4/6</p>	<p>Year 3 Actions and Measures: Embedding</p> <p>Possible consultation with the community to review and/or confirm the reporting framework.</p> <p><u>Measures:</u> All staff use reporting framework to optimise providing learners and whanau with relevant assessment information.</p>
---	--	--	---

Strategic Goal: Build an Inclusive Culture for Learning
Actions and Measures

Strategic Initiative 1:	Year 1 Actions and Measures:	Year 2 Actions and Measures:	Year 3 Actions and Measures :
Developing	Developing	Developing	Embedding
<p><i>Continue to develop positive learning partnerships with all families and whanau especially members of our Maori and Pasifika communities.</i></p> <p><u>Current Reality:</u> Refer: Culture Counts Report 2017 and Pounamu Poutama surveys 2018</p> <p>Pasifika Community is highly engaged.</p> <p>Identified curriculum leader for Te Reo Maori to support Staff and Students in language and tikanga learning.</p> <p>Schoolwide scaffolded Maori language and culture guidelines/implementation Plan– Years 0-6.</p> <p>Home-School Partnerships has begun through attendance/achievement group plus the TAI.</p> <p>2015 Review undertaken re: Maoritanga and actions have continued</p>	<p>Tongan and Samoan Week celebrations \$2000</p> <p>Tikanga/Kapahaka programmes \$8000</p> <p>Reading Together \$500</p> <p>Consolidate parent/partnership programme with Tongan community. Continue to support the development of Pasifika Parents Group.</p> <p>Extend Ako Va'avave to a wider group of students</p> <p>Contact Ngati Wairere with a view to developing a reciprocal relationship and engaging their support to build a collaborative plan to support and activate parent engagement.</p> <p>Hold Tikanga Weeks twice a year.</p>	<p>Tongan and Samoan Week celebrations \$2000</p> <p>Tikanga/Kapahaka programmes \$8000</p> <p>Reading Together \$500</p> <p>Continue to encourage Pasifika fanau to take an active role in their students learning and to participate in the variety of programmes offered.</p> <p>Extend Ako Va'avave to all students</p> <p>Continue to engage with local iwi to assist in activating whanau engagement</p> <p>Continue to strengthen engagement based on a variety of initiatives implemented in 2018/9</p>	<p>Pasifika and Maori celebrations to receive allocated funding.</p> <p>Funding to provide relevant support for activities/events that strengthen relationships within our community.</p> <p>As for 2019. Review dependent on progress made.</p> <p>Review dependent on progress made.</p>

<p>to be implemented in relation to this community consultation.</p> <p>Tikanga week engages the community in Powhiri.</p>	<p>Reactivate Kapahaka Performance Whanau group.</p> <p>Continue to work with the REAL Organisation to deliver Kapahaka and Tairanga programmes and support school activities.</p> <p>Continue to work with Talents of the Pacific Group to engage and support Pasifika families, support Tongan and Samoan Language weeks and the Cluster Cultural Festival.</p> <p>Continue to progress the concept of Pasifika community moving from Involvement-----</p> <p><u>Measures:</u> Complete a Community consultation review to compare school responsiveness to previous data and inform actions for 2019/20</p> <p>Ako Va'avave- increase % of Pasifika students attending and measure improvement in maths and reading data based on measures agreed for 2019</p>	<p>Continue to support Kapahaka whanau to engage more fully in student learning</p> <p>As for 2019</p> <p>As for 2019</p> <p>Engagement-----</p> <p><u>Measures:</u> Repeat consultation on an annual basis to measure improvements/changes to engagement levels and student achievement.</p> <p>Set measures based on 2019 data.</p>	<p>Review REAL and TOPA dependent on progress made in 2019</p> <p>Solidarity</p> <p><u>Measures:</u> Actions dependent on outcomes from 2018/9</p>
--	---	---	--

	Attendance project: 20 students identified T1 2019 for monitoring and support. Monitor attendance weekly and achievement 2x per term based on agreed measures	Increase number of students in monitoring group based on identified need.	
--	---	---	--

Strategic Initiative No. 2	Year 1 Actions and Measures: Introducing	Year 2 Actions and Measures: Developing	Year 3 Actions and Measures : Embedding
<p><i>Ensure that culturally responsive practices are embedded schoolwide.</i></p> <p><u>Current Reality:</u></p> <p>Refer: Culture Counts Report 2017/8.</p> <p>Staff are using and referring to Tataikato through their appraisal process.</p> <p>SLT have been this process using their appraisal format since 2017.</p> <p>Strengthened teacher content knowledge of tikanga through PLD and the role of the Curriculum Leader in Te Reo/Tikanga and Pasifika Culture.</p>	<p>Culture Counts – Stage 2 PLD for all teachers 1 x per term (COL priority)</p> <p>Initiate a parent support group of Maori parents based on Tongan model. (Mefi to coach staff to implement with Maori community.)</p> <p>Linking to curriculum focus – all students will visit a Marae at either, FIS, FFC or Hukanui.</p> <p>Multicultural signage in all public areas of the school English, Maori, Tongan, Samoan</p> <p><u>Measures:</u> Capture evidence of student voice re: engagement and learning after Marae visit.</p> <p>Capture evidence of teacher voice re: deepening of understandings in relation to Te Reo/Tikanga and Pasifika Culture. Evidence of Tataiako /Tapasa documents being utilised by all teachers</p>	<p>Consider the actions in the Culture Counts review and develop a strategy to address them.</p> <p>Staff to become familiar with Tapasa document</p> <p>Engage in PLD opportunities offered by the COL as/when appropriate.</p> <p>Planned visit to Tonga to strengthen teacher cultural competencies. (July)</p> <p><u>Measures:</u> Capture evidence of community ‘voice’ with regard to the school’s capability to undertake culturally responsive practice.</p> <p>Capture evidence through Leaders classroom walkthroughs in Term 4 to gain a snapshot of level of culturally responsive practice in each classroom</p>	<p>Set actions based on previous years review</p> <p><u>Measures:</u> Dependent on previous years review and outcomes</p> <p>Utilise new Te Kotahitanga tools if available</p>

Strategic Goal: Realign School Infrastructure to create conditions for Optimal Learning

Actions and Measures

Strategic Initiative 1:	Year 1 Actions and Measures: Introducing	Year 2 Actions and Measures: Developing	Year 3 Actions and Measures: Embedding
<p><i>Improve learning environments to be fit for purpose and to cater for roll growth.</i></p> <p><u>Current Reality:</u> Currently have a 5YA and a property plan – however school has grown significantly in the last 2 years which has created an urgent need for additional teaching and multipurpose space.</p> <p>Enrolment scheme has been implemented in 2018, Term 2. Hall is currently being used for classroom space and is not fit for purpose.</p> <p>All whole school events need to be held offsite at Fairfield Intermediate as we are unable to accommodate current student numbers at the whole school level.</p>	<p>Increased Roll growth funding</p> <p>3-year review of 5YA and top up to furniture grant</p> <p>Increase to minor capital works (Operations grant)</p> <p>Furniture audit to be undertaken to meet 2019 needs.</p> <p>Additional teaching and multipurpose space approved by MOE late 2018. Anne/Gene to liaise with MOE project managers to ensure completion by the end of 2019.</p> <p>Plan for outdoor learning spaces and Adventure Playground.</p> <p>Develop a positive marketing strategy for the school to ensure we optimise opportunities created by</p>	<p>Sufficient funding and teaching spaces achieved to meet needs of current roll.</p>	<p>Sufficient funding and teaching spaces achieved to meet needs of current roll.</p>

	<p>infill housing and Greenhills developments.</p> <p>Continue to focus on building the schools positive reputation in the wider community.</p> <p><u>Measures:</u></p> <p>Roll growth classrooms on site by the end of 2019.</p> <p>Completed plan for upgrade of outdoor learning spaces.</p> <p>3-year plan for furniture upgrade and replacement to meet ILE.</p>	<p><u>Measures:</u></p> <p>Outdoor spaces underway.</p> <p>Classroom and multipurpose spaces completed.</p> <p>Active and positive ongoing promotion/marketing strategy in place.</p>	<p><u>Measures:</u></p> <p>To be determined based on outcomes from previous years and also whether expected roll growth has eventuated.</p>
--	---	---	---

Strategic Initiative No. 2	Year 1 Actions and Measures:	Year 2 Actions and Measures:	Year 3 Actions and Measures :
<i>Develop a Digital strategy for FPS.</i>	Introducing	Developing	Embedding
<p><u>Current Reality:</u> Significant investment in chromebooks and ipads in 2018. SNUP reviewed 2018, wireless and switches upgraded. Roll growth has placed pressure on existing infrastructure. Server upgrade and move to Cloud based system 2018</p>	<p>Continue to invest in devices: -Ipads -Chromebooks -TVs in all classrooms</p> <p>Select ‘Digital team’ members and Develop planned curriculum overview for digital learning.</p> <p>Plan for teacher PLD in 2019/20 Gene to attend IWBNet conference i9n Melbourne</p> <p>All staff familiarised with TKI resources to support the digital strategy. Digital ‘team’ to attend any MOE courses throughout the year.</p> <p>U Learn PLD</p> <p>Term 4: Self-Review by teachers undertaken to indicate strengths and needs and digital pedagogical content knowledge.</p> <p>Ed Tech Consultancy \$3000 SLT PD budget to fund Gene’s trip to IWBNet Conference</p>	<p>Continue investment in hardware as per budget</p> <p>‘Digital Team’ in place to lead Digital Strategy in 2020</p> <p>Comprehensive PLD plan for all teachers in place for 2020</p> <p>All staff utilising relevant TKI support and implementing PLD learning.</p>	<p>Actions to be developed based on Review of previous years progress</p> <p>‘Digital Team’ in place to lead Digital Strategy in 2020 – potential for new staff to be inducted into this team.</p>

	<p><u>Measures:</u> Students are increasingly involved with digital devices in ways that</p> <ul style="list-style-type: none"> a) improve their digital capability b) provide opportunities for enhanced learning c) offer students ways to engage with an on-line audience. <p>Evidence of this may be captured through:</p> <ul style="list-style-type: none"> a) student voice b) classroom observations/walkthroughs by Digital Team (capturing Time 1 data as baseline in Term 1 and Time 2 data in Term 4.) c) classroom blogs/emails and other authentic on line contexts 	<p><u>Measures:</u></p> <p>To be set based on 2019 outcomes</p> <p>Schoolwide Teacher self-review data shared at the SLT level to identify strengths and needs for future PLD.</p>	<p><u>Measures:</u></p> <p>To be set based on progress</p>
--	---	--	--

Prioritisation Plan for implementation of initiatives

	2018				2019				2020			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
T.A.I	<div></div>				<div><div></div><div></div><div></div></div>							
Leadership Development	<div></div> <div></div> <div></div>	<div></div>								<div></div> <div></div> <div></div>		
Appraisal	<div></div>				<div><div></div><div></div><div></div><div></div></div>							
Assessment and Reporting					<div></div>							
S.F.M	<div></div>				<div><div></div><div></div><div></div><div></div></div>							
Whānau Partnership					<div></div>							
Cultural Responsiveness	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div>				<div></div>						
School Infrastructure					<div></div>							
Digital strategy					<div></div> <div></div>	<div></div> <div></div> <div></div> <div></div>	<div></div>					
Oral Language	<div></div>				<div></div> <div></div> <div></div> <div></div> <div></div>							

Fairfield Primary School 2019 Annual Plan Overview

Our Vision	<i>Empowering Learners to Succeed</i>			
Our Values	<i>The Fairfield Learner :</i>			
	<i>Respect</i>	<i>Excellence</i>	<i>Resilience</i>	<i>Self Management</i>

Strategic Aims	Strategic initiatives	2019 Input	Who	2019 Output	2019 Outcome
Strengthen the Leadership of Learning	<ul style="list-style-type: none"> Increase teacher agency by providing a variety of opportunities for collaborative and/or individual inquiry 	2x teacher meetings per term PLD Facilitator Andrea Ford Ande to continue to provide support to teams - see her plan	Gene Rob Lisa Ande Sue R	Continue using templates developed in 2018 All teachers undertake collaborative inquiries in teams. 1 to 1 support if required from Ande or ISTs	Improved/increased collaborative practice re teaching as Inquiry. All teachers will have a shared understanding of the inquiry process Collaborative reflective journals will provide evidence of inquiry process each term.
	<ul style="list-style-type: none"> Enhance opportunities for leadership development 	Middle leaders PLD \$3000 Senior Leaders PLD \$8000 Opportunity to each SLT to attend an international conference this year PLD facilitator through Kahui Ako COL to provide PLD for ISTs	Anne SLTs	All middle leaders attend Leadership Centre PLD. Kahui Ako Coaching and Mentoring programme. Planned programme of professional reading and research Support and guidance from SLTs Lisa – sabbatical term 3	Unified teams with strong leadership actions
	<ul style="list-style-type: none"> Embed a robust performance management process that reflects evidence based inquiry into practice 	Arinui tool – all staff \$3800 T/O half day PLD all staff Support for appraisers	Rob Naomi	Complete review of job descriptions to align with Standards for the Teaching Profession Familiarise all staff with <i>Our Code, Our Standards</i> Relaunch NZ Curriculum Naomi Kinnaird to lead SLT Appraisal process	Cohesive schoolwide system. Evidence collated to align with new Standards for the Teaching Profession
Raise achievement for all learners	<ul style="list-style-type: none"> Practice a student focussed methodology to accelerate learning and monitor progress and achievement 	Monitoring of teaching practice by SLT 2x per term Support programmes-for priority learners in reading, maths Attendance/ Achievement initiative Identified target groups in every class	Rob Gene Lisa Mefi	Continue to identify target groups with greater emphasis on numbers, names, needs Planned actions to accelerate progress Regular monitoring of all students, focus on all priority learners Teachers linking target groups and inquiry to TAI Term data analysis reported to Principal and BOT	Target students have made accelerated progress
	<ul style="list-style-type: none"> Review and respond to the potential opportunities to record and capture a rich picture of student progress 	Unknown at this stage. Awaiting new government policy directions after review feedback on 30 June Utilise strengths of ISTs to support raising achievement in reading	Gene Sue Susan	Alterations to assessment schedule and reporting to parents requirements ISTs support improved teacher capability in assessing/ moderation in literacy.	Robust learning and assessment by learners in <u>all</u> curriculum areas. Teachers able to utilise broad NZC beyond NS

Build an inclusive culture for learning	<ul style="list-style-type: none"> Continue to develop positive learning partnerships with all families and whanau especially our Maori and Pasifika communities 	<p>Tongan, Samoan and Maori Tikanga Week celebrations \$3000</p> <p>Ako Va'avave project</p> <p>Tikanga/ Kapahaka programmes \$5000</p> <p>Reading Together \$500</p>	Anne Mefi Hera SLTs	<p>Pilot programme- Mefi to implement <i>Foki ki api (Returning Home)</i> project with Tongan parents</p> <p>Consolidate existing parent partnership programmes</p> <p>Extend Ako Va'avave to all students</p> <p>Reinforce partnership with Pasifika communities</p> <p>Strengthen engagement of Maori whanau</p> <p>Build relationship with local iwi to enhance whanau participation</p>	<p>Maori parents more engaged in their children's learning</p> <p>Increased whanau participation in support groups</p> <p>Pasifika parents actively engaged in wide range of school activities</p> <p>All Pasifika parents meeting regularly with Mefi re their children's learning</p>
	<ul style="list-style-type: none"> Ensure that culturally responsive practices are embedded schoolwide 	<p>Participate in Kahui Ako baseline data collection exercise Term 1</p> <p>Parent/ student voice through data collection and consultation</p> <p>Participate in opportunities offered by Kahui Ako as appropriate</p> <p>Teachers PLD Tapasa document</p>	Anne SLTs	<p>Analyse outcomes of 2019 consultation</p> <p>Plan for Teachers visit to Tonga in 2020</p> <p>Further consultation with Maori community re strategies for engagement</p> <p>Initiate a parent support group of Maori parents based on Tongan model successfully developed in 2017/8</p> <p>All teachers familiar with Tapasa document</p>	<p>Improved engagement with whanau</p> <p>Investigate the possibility of a group of interested teachers visiting Tonga July 2020 to learn more about culture/identity etc</p>
Realign school infrastructure to create conditions for optimal learning	<ul style="list-style-type: none"> Improve learning environments to be fit for purpose and to cater for roll growth. 	<p>Increased roll growth funding</p> <p>Year 3 reassessment of 5YA</p> <p>Increase furniture grant budget to reflect roll growth</p> <p>Roll growth classrooms and multipurpose space completed by Dec 2019</p> <p>PMS- new contract Year 1</p>	Anne Gene BOT	<p>Furniture Audit to meet ILE expectations</p> <p>Plan for Outdoor learning spaces</p> <p>Continue to Implement Enrolment Scheme</p> <p>New classrooms completed</p> <p>Repaint of school completed as per PMS contract</p>	<p>Classroom space adequate to meet growing roll</p> <p>Enrolment scheme in place- review the need for this annually</p> <p>Scoping plan for Hall project begun</p> <p>3 Year Plan for Furniture replacement / upgrade completed.</p>
	<ul style="list-style-type: none"> Develop a Digital Strategy for Fairfield Primary School 	<p>Upgrade to server</p> <p>Ed Tech Consultancy \$3000</p> <p>PLD for leaders/ U Learn</p> <p>Investment in infrastructure and devices :</p> <ul style="list-style-type: none"> -chromebooks, ipads - TVs or similar in all classrooms <p>Ensure budgets reflect roll growth</p> <p>Gene to attend IWBNet Digital Leadership conference Melbourne in August</p>	Gene D. S Team	<p>Select Digital Team members and develop a curriculum overview for digital learning to be actioned in 2019</p> <p>Plan for targeted PLD in 2019 to improve teacher capability</p> <p>All staff familiarised with TKI resources to support the digital strategy.</p> <p>Digital Team to attend any MOE courses/PLD offered to improve pedagogical knowledge / capability</p>	<p>Team of Senior Leaders and interested teachers in place to lead Digital Strategy in 2019/20</p>

**FAIRFIELD PRIMARY SCHOOL CHARTER:
SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT SECTION: 2019**

Curriculum:

Key school documents that inform the Fairfield Primary School Charter relating to curriculum include;

- School Curriculum Framework
- Fairfield Learner – a profile of what an effective learner at Fairfield Primary School looks like
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Learner Profiles; displays achievement expectations for learners at each year level
- Associated Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Annual Plan

HUMAN RESOURCES:

Key school documents that inform the Fairfield Primary School Charter relating to human resources include;

- Job descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles and Responsibilities Schedule
- Accidents and Medical Register
- Personnel & Curriculum Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Annual Plan

Finances:

Key school documents that inform the Fairfield Primary School Charter relating to finances include;

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Annual Plan

PROPERTY:

Key school documents that inform the Fairfield Primary School Charter relating to property include;

- 10 Year Property Plan
- 5 Year Property Agreement
- Maintenance Schedule
- Hazards Register
- Health and Safety Procedures
- Evacuation Procedures
- Insurance
- Associated Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Operational Plan

HEALTH AND SAFETY:

Key school documents that inform the Fairfield Primary School Charter relating to health and safety include;

- Strategic Plan
- Annual Plan
- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures
- Fairfield Primary School Health & Safety Guidelines Handbook
- Associated Policies
- Fairfield Primary School Strategic Plan
- Fairfield Primary School Operational Plan

SUPPORTING DOCUMENTATION

Curriculum and Internal Evaluation

2019 Annual Plan

2018/9 Sustainability Plan

Learning Progressions documents

Curriculum policies and procedures

Teaching and Learning implementation and action plans

Assessment reporting schedule

Teachers planning documentation

Student records and portfolios

Targets and analysed data on student achievement

Internal Evaluation folder

Oral Language PLD Plan

MOE PLD Plan

Our Learning Community

Job descriptions and performance agreements

Performance Management folder- SLT and PRT handbooks

Staff professional development plans

School information books

School organisation booklets

Parent newsletters

Board of Trustees meeting reports

Transition to school- *Preparing for School* booklet

Community consultation documentation

MOE publications: *Ka Hikitia, Tataiako, Pasifika Education Plan, Success for all, Tapasa etc.*

Asset and Systems management

Charter and strategic plans

Governance File-School policies and procedures

BOT Governance Handbook

EEO policy and guidelines

Annual budget and audited accounts

Ten Year property plan and annual property development plan.

Hazard identification manual

School organization folders

Meeting minutes: BOT/Staff

Health and safety documentation

Achievement Targets

Strategic aim:

To raise achievement for all learners

Annual objective:

Use a student focused methodology to accelerate learning and monitor progress and achievement.

Targets:

Accelerate the progress of all learners not achieving at their expected level in Reading

The 20 Year 5 students that are achieving at early Level 2/Level 2 will be achieving at early Level 3 of the NZ Curriculum in Reading.

The 27 Year 6 students that are achieving at Level 2/early Level 3 will be achieving at Level 3 of the NZ Curriculum in Reading.

Baseline data:

Achievement judgments were made with reference to the Fairfield Primary Reading Progressions and supported by a range of evidence including curriculum work and work within the classroom reading programme.

Analysis of achievement information with reference to our Reading Progressions shows:

- 38% (20 students) of 2019 Year 5 students are below their expected level and 13% (7 students) are significantly below their expected level.
There gender disparity within this cohort, 11 girls not achieving vs 16 boys not achieving.
Maori students
- 46% (27 students) of 2019 Year 6 students are below their expected level and 13% (8 students) are significantly below their expected level.
There is a significant gender disparity within this cohort, 13 girls not achieving vs 22 boys not achieving.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Term 1 -Ongoing	Pacifica Programme Home Visits – fostering home/school partnerships Pacifica families.	Mefi Naufahu	Increased attendance for students with historical attendance issues. Students achievement in Reading, Writing and Mathematics will increase

Term 1 - Ongoing	Reading Recovery trained teacher implementing a specialist reading programme to target a larger number of students throughout 2019	Lynda Luke	Regular data monitoring and reporting to SLT and teachers. Accelerated progress of reading achievement for these students
Term 2 - Ongoing	Reading Target students identified and a planned programme to accelerate their progress and achievement to be implemented	Gene Duncan Sue Ross Year 5/6 Teachers	Regular tracking/monitoring of students' progress and achievement against the Fairfield Reading Progressions.
2x per Term	Undertake team and staff meeting to ensure consistency of Reading pedagogy and moderation of reading.	Gene Duncan Susan Stucki Sue ross	
2x per term	Directed observations during CRT. These observations will be focused effective teaching practice.	All teaching Staff	
	Target programmes for individual students– Rainbow Reading, Alphabet program, Reading withdrawal groups.	Teacher Aides Sue Ross	
Ongoing	Oral Language Professional Development	Lisa Dean	Improved oral language levels for students. Increased teacher pedagogy around oral language.
Ongoing	Literacy Professional Development for Teachers in Years 5-6 classrooms	Gene Duncan Sue Ross	Increased teacher pedagogical content knowledge in literacy.
Ongoing	ESOL	Lisa Deane Chris Trevithick	
Ongoing	Professional development for Beginning Teachers –	Chris Robertson Belinda Harrison	Increased teacher pedagogical content knowledge in literacy.
2 x per Year	Videoing reading instructional lessons - reflection analysis with the class teacher and team leader.	Lisa Deane Gene Duncan All Staff	
Term 2 - Ongoing	Teacher collaborative Inquiry	Ande Ford Gene Duncan Lisa Deane Rob Newton	Inquiry documentation and student data.

Monitoring

- *Teaching and Planning checks twice a term by Senior Leadership Team (Principal, Deputy Principals and Assistant Principal)*
- *Student progress and reporting data is analysed at class level by teacher, Team Level by the Team Leaders and School wide by the Assistant Principal.*
- *Priority/target student's achievement is recorded and analysed at schedule data collection points throughout 2019.*

Resourcing

- *Reading Recovery Specialist Teacher - FTTE Lynda Luke*
- *Literacy IST – Sue Ross*
- *\$12000 - Teacher aides' salaries for targeted programmes*

