



Fairfield Primary School Charter 2021



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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 or 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 of March 2021 is 365. We are continuing to experience steady 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 18 teaching spaces, a small hall, library, swimming pool, administration block, two adventure playgrounds and large playing fields. A new block of 4 classrooms was completed in December 2020 and planning is currently underway for a new multipurpose/hall space to be completed this year.

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).

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 (where appropriate) to lead the development of Kapahaka groups schoolwide.

Kahui Ako In School Teacher position dedicated to supporting/enhancing partnership with Maori community.

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/ Facebook groups
- ☑ 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 2021-2023



<p>Vision</p>	<p>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>			
<p>Values</p>	<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>			
<p>Our Strategic Goals 2021– 2023</p>	<p>OUR PRACTICE: <i>Strengthen the Leadership of Learning</i></p>	<p>OUR LEARNERS: <i>Ensure a responsive curriculum is planned, implemented and assessed by effective teachers</i></p>	<p>OUR COMMUNITY: <i>Build an Inclusive Culture for Learning by strengthening the connections between school and the community</i></p>	<p>OUR PLACE: <i>Realign school infrastructure to create conditions for optimal learning</i></p>
<p>2021 Initiatives</p>	<p>Introduce NZTC Rauhuia Leadership Strategy to embed concept of “Every teacher is a Leader”</p> <p>Enhance opportunities for Leadership development</p> <p>Implementation of Professional Growth Plans for all teachers</p>	<p>Practice a student focussed methodology to accelerate learning and monitor progress and achievement</p> <p>Design and implement a local curriculum that challenges teachers and learners.</p> <p>Ensure a focus on maths, NZ History and Digital literacy for 2021</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>Nurture and foster staff and student wellbeing</p>	<p>Continue to Improve learning environments to be fit for purpose and to cater for roll growth.</p> <p>Implement a Digital Strategy for Fairfield Primary School</p>

**Strategic Goal: Strengthen the Leadership of Learning
Actions and Measures**

<p>Initiative 1: <i>Introduce NZTC Rauhuia Leadership Strategy to embed concept of “Every Teacher is a Leader”</i></p>	<p>Year 1 Actions and Measures: Developing</p>	<p>Year 2 Proposed Actions and Measures: Developing</p>	<p>Year 3 Proposed Actions and Measures : Embedding</p>
<p>Current Reality: Rauhuia launched March 2021. Most teachers have limited knowledge of the strategy</p>	<p>Introduce Rauhuia Leadership Strategy to all staff. Utilise resources from NZTC as they become available.</p>	<p>Resources/ Implementation as per NZTC guidelines</p>	
<p>Initiative 2: <i>Enhance opportunities for Leadership development</i></p> <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.</p> <p>More opportunities need to be created for middle / curriculum leadership.</p>	<p>Middle Leaders PLD \$2000 Senior Leaders PLD \$6000 PLD Facilitator linked to COL</p> <p>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>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>SLTs and Team Leaders will undertake Practice Analysis conversations around videoed practice once a term with all teachers.</p>

<p>Initiative 3: <i>Implement Professional Growth Plans for all teachers</i></p> <p>Current Reality: Changes to Appraisal requirements as per Accord and implementation of new PG Plans</p>	<p><u>Measures:</u> Documented evidence of PAC demonstrates shifts in teacher practice.</p> <p>Middle Leaders and SLT Professional Growth Plans will reflect strong evidence of effective Inquiry.</p> <p>Implement Professional Growth Plans for teachers and SLT in accordance with MOE and NZTC guidelines. Update performance Management policy and guidelines to reflect legislative changes</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 PG Plan goals for the following year.</p> <p>All staff to familiarise themselves with new requirements for appraisal. Draft model of PG plans trialled. Term 1 and 2- combined draft PG PPlan based on Digital Literacy PD Term3 and 3- all teachers to trail own PG goals</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 PG plan goals for the following year.</p> <p>Policy and guidelines reviewed and updated to meet new legislation.</p> <p>Plan established for 2022</p>
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Strategic Goal: Raise Achievement for All Learners

Actions and Measures

<p>Strategic Initiative No. 1 <i>Practice a student focussed methodology to accelerate learning and monitor progress and achievement</i></p> <p><u>Current Reality:</u> Refer NS Variance reports 2019/20 Videoed practice and follow up Practice Analysis Conversations have occurred in 2020 and continue in 2021. 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>Year 1 Actions and Measures: Developing</p> <p>2x IST positions (Sue R and Hera) 0.4 Literacy Leaders (Lisa and Sue R))</p> <p>0.2 Attendance/Achievement Initiative (Mefi, Hera)</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>Monitoring meetings to be established around target student achievement.</p>	<p>Year 2 Actions and Measures: Implementation</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>Year 3 Actions and Measures : Embedding</p> <p>Actions will be based on outcomes and review from the previous year. PLD is an ongoing priority.</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>Ensure focus on Maths, NZ History and Digital literacy for 2021</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>History curriculum trialled in all teams Extensive PLD in Digital Literacy to support implementation</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>History and Digital Literacy embedded</p>
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<p>Initiative 2: <i>Design and implement a local curriculum that challenges teachers and learners</i> Current Reality: While we already utilise alot of local resources and contexts, there is always room to refine and extend these opportunities to ensure we provide the best opportunities available for all our students. Some community resources currently under utilised. History curriculum implementation will support this goal.</p>	<p>Review our current processes to ensure that we have a curriculum that embraces and embeds local resources, incorporating the local culture and history relevant to the students lives.</p> <p>All staff to attend Kahui Ako PLD day on 4 June- engaging with Ngati Wairere, history curriculum, building relationships with local iwi etc.</p> <p>National refresh of curriculum documents- as advised by MOE</p> <p>Implementation/ alignment of NELPs</p>	<p>Continue work begun in 2021.</p> <p>Implement and trial revised curriculum. Align with cultural competencies, digital technologies</p> <p>Revisit Reporting to Parents- Assessment, partnership model.</p>	<p>Dependent on 2021/22 outcomes</p>
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Strategic Goal: Build an Inclusive Culture for Learning by strengthening the connections between school and the community

Actions and Measures

Strategic Initiative 1:	Year 1 Actions and Measures:	Year 2 Actions and Measures:	Year 3 Actions and Measures :
<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: Pounamu Poutama surveys 2018/19</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>Review undertaken re: Maoritanga and actions have continued to be</p>	<p>Developing</p> <p>Tongan and Samoan Week celebrations \$2000</p> <p>Tikanga/Kapahaka programmes \$4000</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>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. (Through Kahui Ako)</p> <p>Hold Tikanga Weeks twice a year.</p> <p>Reactivate Kapahaka Performance Whanau group.</p>	<p>Developing</p> <p>Tongan and Samoan Week celebrations \$2000</p> <p>Tikanga/Kapahaka programmes \$4000</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>Continue to engage with local iwi to assist in activating whanau engagement</p> <p>Continue to strengthen engagement based on a variety of initiatives already implemented.</p> <p>Continue to support Kapahaka whanau to engage more fully in student learning</p>	<p>Embedding</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>Review dependent on progress made.</p> <p>Review dependent on progress made.</p>

<p>implemented in relation to this community consultation.</p> <p>Tikanga week engages the community in Powhiri.</p>	<p>Engage an outside provider to deliver Kapahaka and Tairanga programmes and support school activities.</p> <p>Re-establish contact 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 2021</p> <p>Attendance project: 20 students identified T1 2020 for monitoring and support. Monitor attendance weekly and achievement 2x per term based on agreed measures. Continue this project in 2021.</p>	<p>As for 2021</p> <p>As for 2021</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>Increase number of students in monitoring group based on identified need.</p> <p>Mefi to liaise with Rob and Vicki. Incrementally increase the number of targeted families according to need.</p>	<p>Review Kapa Haka and TOPA dependent on progress made in 2019/20</p> <p>Solidarity</p> <p><u>Measures:</u> Actions dependent on outcomes from 2021/2</p>
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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>Staff are using and referring to Tataiako 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 Pacifica Culture.</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 2022?)</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>

<p>Initiative 3: <i>Nurture and foster staff and student wellbeing</i></p>	<p>Review Induction processes for all new staff. Revisit PB4L and student management guidelines for all staff to ensure consistency Provide a variety of outdoor and offsite experiences for students as appropriate Ensure pastoral support available for students, staff and whanau as necessary/appropriate Explore options for flexible/ off site work for staff eg CRT days offsite Investigate other ways to support staff wellbeing utilised in other schools Trial the Wellbeing Survey with students and staff</p>	<p>To be decided based on outcomes from 2021</p> <p>Dependent on outcomes of Wellbeing survey</p>	
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Strategic Goal: Realign School Infrastructure to create conditions for Optimal Learning
Actions and Measures

Strategic Initiative 1:	Year 1 Actions and Measures:	Year 2 Actions and Measures:	Year 3 Actions and Measures:
<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. Enrolment scheme has been implemented in 2018, Term 2. Hall is currently being used for School Lunch Scheme distribution and is not fit for purpose. 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 align="center">Introducing</p> <p>Increase to minor capital works (Operations grant) Furniture audit to be undertaken to meet 2021 needs. Plan for outdoor learning spaces and replacement of old Adventure Playground (to be demolished to make way for hall extension) Develop a positive marketing strategy for the school to ensure we optimise opportunities created by infill housing and Greenhills developments. Continue to focus on building the schools positive reputation in the wider community.</p> <p><u>Measures:</u> Multipurpose Hall space completed by December 2021.</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 align="center">Developing</p> <p>Sufficient funding and teaching spaces achieved to meet needs of current roll.</p> <p>Multipurpose space approved in 2018 to be completed by end of 2020– addition to end of Room 11 to maximise space, reconfigure foyer to create food technology space.</p> <p>Continue refurbishment programme of existing classrooms 2,3,4,12,14,15</p> <p><u>Measures:</u> Outdoor spaces underway. Classroom and multipurpose spaces completed. Active and positive ongoing promotion/marketing strategy in place.</p>	<p align="center">Embedding</p> <p>Sufficient funding and teaching spaces achieved to meet needs of current roll.</p> <p><u>Measures:</u> 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: Introducing	Year 2 Actions and Measures: Developing	Year 3 Actions and Measures : Embedding
<p data-bbox="147 282 607 314"><i>Develop a Digital strategy for FPS.</i></p> <p data-bbox="147 362 360 394"><u>Current Reality:</u></p> <p data-bbox="147 402 658 474">Significant investment in chromebooks and ipads in 2019/20</p> <p data-bbox="147 481 602 553">SNUP reviewed 2018, wireless and switches upgraded.</p> <p data-bbox="147 561 607 633">Roll growth has placed pressure on existing infrastructure.</p> <p data-bbox="147 641 607 713">Server upgrade and move to Cloud based system 2018/19</p>	<p data-bbox="707 322 1088 354">Continue to invest in devices:</p> <ul data-bbox="707 362 981 474" style="list-style-type: none"> -Ipads -Chromebooks -TVs in all classrooms <p data-bbox="707 521 1128 633">Select ‘Digital team’ members and Develop planned curriculum overview for digital learning.</p> <p data-bbox="707 721 1070 753">Plan for teacher PLD in 2021</p> <p data-bbox="707 841 1113 952">All staff familiarised with TKI resources to support the digital strategy.</p> <p data-bbox="707 960 1133 1032">Digital ‘team’ to attend any MOE courses throughout the year.</p> <p data-bbox="707 1072 869 1104">U Learn PLD</p> <p data-bbox="707 1152 1144 1303">Term 4: Self-Review by teachers undertaken to indicate strengths and needs and digital pedagogical content knowledge.</p> <p data-bbox="707 1343 1128 1447">Ed Tech Consultancy \$3000 MOE PLD resourcing allocated in 2020</p>	<p data-bbox="1178 322 1610 394">Continue investment in hardware as per budget</p> <p data-bbox="1178 521 1559 593">‘Digital Team’ in place to lead Digital Strategy in 2021/22</p> <p data-bbox="1178 721 1619 793">Comprehensive PLD plan for all teachers in place for 2022</p> <p data-bbox="1178 841 1619 952">All staff utilising relevant TKI support and implementing PLD learning.</p>	<p data-bbox="1648 322 2089 394">Actions to be developed based on Review of previous years progress</p> <p data-bbox="1648 521 2089 673">‘Digital Team’ in place to lead Digital Strategy. 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 capabilityb) provide opportunities for enhanced learningc) 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 voiceb) 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 2021 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>
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Fairfield Primary School 2021 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	2021 Input	Who	2021 Output	2021 Outcome
Strengthen the Leadership of Learning	<ul style="list-style-type: none"> Introduce NZTC Rauhuia Leadership Strategy to embed the concept of <i>Every Teacher is a Leader</i> 	PLD to outline the strategy as developed by NZTC Videos: History of Leadership Strategy and Whats next? Teachers familiarise themselves with the document and begin to explore capabilities of leadership	Anne NZTC	Teachers develop an awareness and familiarisation with the Rauhuia strategy. Teachers begin to unpack what capabilities of leadership might look like. Progress dependent on availability of information from the NZTC Stewardship Group.	Improved professional knowledge for all teachers og Rauhuia strategy.
	<ul style="list-style-type: none"> Enhance opportunities for leadership development 	Middle leaders PLD \$3000 Senior Leaders PLD \$6000 Opportunities for SLT to attend NZ based conferences as appropriate. Kahui Ako PLD Day 4 June 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	Unified teams with strong leadership actions
	<ul style="list-style-type: none"> Implementation of a Professional Growth Cycle which focuses on how teachers use and meet Our Code, Our Standards Ngā Tikanga Matatika, Ngā Paerewa in their everyday practice 	All teachers familiarise themselves with the resources from NZTC Staff meetings to revise Our Code, Our Standards and the elements of the PGC Ensure all job descriptions are aligned to Professional standards	Anne Rob Naomi	Complete review of job descriptions to align with Standards for the Teaching Profession Ensure all teachers have a working knowledge of the PG cycle and resources. Plan for all teachers by end of 2021 Naomi Kinnaird to work with Anne to develop Professional Growth Plans	Cohesive schoolwide system. Evidence collated to align with new Standards for the Teaching Profession Teachers understanding of the PGC (Professional Growth Cycle) and an improvement of professional practices
Ensure a responsive curriculum is planned, implemented and assessed by effective teachers	<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 Term data analysis reported to Principal and BOT	Target students have made accelerated progress

	<ul style="list-style-type: none"> Design and implement a local curriculum that embraces and embeds local resources incorporating the local culture and history relevant to the students lives 	<p>Engage stakeholders, establish key priorities and areas for change Scope and research the local area/richness View and explore examples of local stories. All staff to attend Te Pae Here /Ngati Wairere PLD day on 4 June Participate and trial new History curriculum</p>	Gene Sue Susan	<p>Robust learning and assessment by learners in <u>all</u> curriculum areas. Teachers able to utilise broad NZC</p> <p>2 year project to complete the curriculum review. Internal self review model as recommended by ERO. Alignment with cultural competencies, digital technologies-- embedded rather than layers (TBC 2022)</p>	
Build an inclusive culture for learning by strengthening partnerships	<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>Tikanga/ Kapahaka programmes \$5000 Reading Together \$500</p>	Anne Mefi Tamara Hera SLTs	<p>Consolidate existing parent partnership programmes Reinforce partnership with Pasifika communities Implementation of Pasifika Plan (see docs) Strengthen engagement of Maori whanau Build relationship with local iwi to enhance whanau participation</p>	<p>Maori parents more engaged in their children's learning Increased whanau participation in support groups Pasifika parents actively engaged in wide range of school activities 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 Board of Trustees to begin to implement NELP priorities into strategic planning and review cycles 	<p>Participate in Kahui Ako baseline data collection exercise Term 1 Parent/ student voice through data collection and consultation Participate in opportunities offered by Kahui Ako as appropriate Teachers PLD Tapasa document</p> <p>Ensure that all Senior staff and BOT members are familiar with the NELP Statements and that the priorities are incorporated into future planning and review cycles</p>	Anne SLTs	<p>Further consultation with Maori community re strategies for engagement Initiate a parent support group of Maori parents based on Tongan model successfully developed in 2017/8 All teachers familiar with Tapasa document</p> <p>By end of 2021 all senior leaders and BOT are familiar with NELPs and are able to integrate them into future planning cycles</p>	<p>Improved engagement with whanau Investigate the possibility of a group of interested teachers visiting Tonga July 2022 to learn more about culture/identity etc</p> <p>School will gradually incorporate NELPS into plans and practice as per MOE requirements.</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>Implementation of 5YA projects</p> <p>Multipurpose space completed by Dec 2021</p> <p>PMS- new contract Year 2</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 Dec 2020</p>	<p>Classroom space adequate to meet growing roll</p> <p>Enrolment scheme in place- review the need for this annually</p> <p>Multipurpose/ Hall project completed</p>

	<ul style="list-style-type: none"> • Develop a Digital Strategy for Fairfield Primary School 	<p>Planned programme of professional development for all staff, initially whole staff then in teams</p> <p>Ed Tech Consultancy \$3000 PLD for leaders/ U Learn Investment in infrastructure and devices : -chromebooks, ipads - TVs or similar in all classrooms Ensure budgets reflect roll growth</p>	<p>Gene Geoff D. S Team</p>	<p>Plan for targeted PLD in 2021 to improve teacher capability (carried over from 2020) All staff familiarised with TKI resources to support the digital strategy. 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 2021/22</p>
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**FAIRFIELD PRIMARY SCHOOL CHARTER:
SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT SECTION: 2021**

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
- Fairfield Primary School Pasifika Action 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

2021 Annual 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

Mathematics 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 Mathematics and Numeracy

Calendar Year 2021

- There 21 identified Year 4 students that currently not achieving at Fairfield Primary Expectations. The target for this group is to have them achieving at Level 2 of the NZ Curriculum in Mathematics and Strategy Stage 5 in Numeracy
- There 20 identified Year 5 students that currently not achieving at Fairfield Primary Expectations. The target for this group is to have them achieving at Early Level 3 of the NZ Curriculum in Mathematics and Strategy Stage 6 in Numeracy
- There 33 identified Year 6 students that currently not achieving at Fairfield Primary Expectations. The target for this group is to have them achieving at Level 3 of the NZ Curriculum in Mathematics and Strategy Stage 6 in Numeracy

Baseline data:

Achievement judgments were made with reference to the Fairfield Primary Mathematics Progressions and supported by a range of evidence including curriculum work and work within the classroom Mathematics programme. Furthermore, GloSS testing and JAM tests are used to support these judgements.

Analysis of Mathematics achievement information shows:

- **46% (21 students) of 2020 Year 3 students are below their expected level at the end of Term 4, 2020.** These students are deemed to be 'at risk' of further underachievement without targeted intervention. Teachers of these students need to be using a student focussed methodology approach.
- Maori students are the dominant ethnicity in this cohort ,13/21 'At Risk' students are of Maori Ethnicity. Of the remaining 8 students, 6 are Pasifika and 2 NZ European.
- There is no significant gender disparity with the 21 'At Risk' students – 12 are female and 9 are male students.
- **35% (20 students) of 2020 Year 4 students are below their expected level at the end of Term 4, 2020.** These 20 students are deemed to be 'at risk' of further underachievement without targeted intervention. Teachers of these students need to be using a student focussed methodology approach.
- Maori students are the dominant ethnicity in this cohort, 9/20 'At Risk' students are of Maori Ethnicity. Of the remaining 11 students, 6 are Pasifika and 2 NZ European and 3 are of other ethnicities.
There is no significant gender disparity with the 20 'At Risk' students, 10 are female and 10 are male students.

- **50% (33 students) of 2020 Year 5 students are below their expected level at the end of Term 4, 2020.** These 33 students are deemed to be 'at risk' of further underachievement without targeted intervention. Teachers of these students need to be using a student focussed methodology approach.
- Maori students are the dominant ethnicity in this cohort, 21/33 'At Risk' students are of Maori Ethnicity. Of the remaining 12 students, 7 are Pasifika, 4 are NZ European and 1 is of other ethnicities.
- There is no significant gender disparity with the 33 'At Risk' students, 15 are female and 18 are male students.

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 / Tamara Mark / Lupe Ngu	Increased attendance for students with historical attendance issues. Increase in home school interaction and partnerships
Term 1 - Ongoing	Pauline Crow and Sue Ross working with identified 'At Risk' students	Sue Ross Pauline Crow	Regular data monitoring and reporting to SLT and teachers. Accelerated progress of Mathematics and Numeracy achievement for these students
Term 2 - Ongoing	Maths Target students are identified and a planned programme to accelerate their progress and achievement to be implemented in class	Gene Duncan Sue Ross Year 4/5/6 Teachers	Regular tracking/monitoring of students' progress and achievement against the Fairfield Reading Progressions.
1x per Term	Undertake team and staff meeting to ensure consistency of mathematic pedagogy and moderation of mathematics.	Gene Duncan Pauline Crow Sue ross	Teacher reflection - Individual teachers showing evidence of their learning and how these are implemented into their teaching practice.
2x per term	Directed observations during CRT. These observations will be focused effective teaching practice.	All teaching Staff	
Ongoing	ESOL	Lisa Deane Chris Trevithick	

Ongoing	Professional development for Beginning Teachers	Adam Ross Donna Walsh	Increased teacher pedagogical content knowledge in literacy.
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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 2021.*

