

Fairfield School

Charter, Strategic Plan & Annual Plan 2009

The Board, principal and staff of Fairfield School, in consultation with the school community, has developed this charter. It outlines the school's vision, long-term direction, and targets for the year 2009

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Section 1: OUR SCHOOL

Our School's Vision: *Independence through Responsibility*

Fairfield school will provide learning excellence in academic, social, cultural and sporting dimensions, creating confident, connected, lifelong learners that are actively involved in developing *Independence through Responsibility*.

Our Schools Principles

The principles set out below are what we believe are important in our school . They underpin all our school decision making.

- **High expectations**
All students to learn and achieve personal excellence.
- **Treaty of Waitangi**
The school acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga
- **Cultural diversity**
The school reflects New Zealand's diversity and values the histories and traditions of all its people.
- **Inclusion**
The school is non-sexist, non-racist, and non-discriminatory; it ensures that students identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
- **Learning to Learn**
The school encourages all students to reflect on their own learning processes and to learn how to learn.
- **Community engagement**
The curriculum has meaning for students, connects with their wider lives and engages the support of their families.
- **Coherence**
The school offers all students a broad education that integrates the curriculum for further learning.
- **Future focus**
The school encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation

Our Schools Values

We encourage our children to value:

- Excellence
By aiming high and persevering in the face of difficulties
- Respect
Show consideration and kindness to ourselves and others
- Responsibility
- Honesty and Truthfulness
Showing integrity
- Innovation, inquiry and curiosity
By thinking critically, creatively and reflectively
- Diversity
As found in different cultures, languages and heritages
- Equity
Through fairness and social justice
- Community and participation
For the common good.
- Ecological sustainability
Caring for the environment

Our Schools Goals

The Goals of the Board are to:

1. Meet the changing times with **globalisation** and ensuring our children are well prepared for communication and issues, outside of Fairfield .(Beebo,Blogging etc)
2. Develop our children's understanding of **sustainability** of our world.
3. Develop our children's understanding of what is meant by **cultural diversity** here in New Zealand-Every second year have a multicultural celebration.
4. Continue to develop **written language**.
5. To develop further the **school grounds**.

← GOAL 1: Meet the changing times with globalization and ensuring our children are well prepared for communication and issues, outside of Fairfield
←To embrace new technologies to communicate. Explore and develop to use within the school and to wider community e.g. parents (classroom blog, newsletter) ←Regularly communicate with children elsewhere in the world. ←To have students comfortable with using web as a tool for enquiry.
← GOAL 2: Develop our children's understanding of sustainability of our world.
←An awareness of what makes up sustainability and how Fairfield School can play it's part. (reducing/recycling) ←Environmental education ←Actively participate in practical application. Develop Orchard/ vege garden. Learning how to grow and nurture plants for harvest.
← GOAL 3: Develop our children's understanding of what is meant by cultural diversity here in New Zealand – Every second year have a multicultural celebration.
←Become more aware of the different cultures represented within our own school community. Actively recognize special cultural days e.g. Chinese New Year, Independence Day etc, alongside established NZ days e.g. ANZACC ←History of inclusion eg Chinese ←Participate or host cultural exchanges.
← GOAL 4: Continue to develop written language.
←Actively explore opportunities for students written language produced – school magazine, newsletter, website. ←Explore opportunities for students to represent school in local, national and international events in this area.
← GOAL 5: To develop further the school grounds.
←Explore and develop a plan that encompasses all outside areas of the school with the result of enhancing the delivery of the curriculum areas of PE and environmental studies.

<p>Strategic Goal : 1 Meet the changing times with globalization and ensuring our children are well prepared for communication and issues, outside of Fairfield</p>
<p>Historical data Children at Fairfield school are innocent and protected from the issues surrounding life outside of Fairfield. Our children need to develop the knowledge about what its is like for some of those less fortunate than themselves. With the use of technology they will be able to discover what this entails and at the moment we have not got enough technology that works to allow this to happen.</p>
<p>Assessment strategy Fairfield School children can communicate with others outside of Fairfield with the use of technology.</p>
<p>Professional Development Ongoing relationship with the Dunedin College of Education Visit other schools Interclass observations Magnum Mac experience</p>
<p>Reporting Timeline Progress will be reported at three points: <ol style="list-style-type: none"> 1. End of Feb group children and establish targets for intervention if required 2. July 2009 interim report to BOT 3. December 2009 final data to BOT </p>
<p>Resources Staff, Magnum Mac, Ian Bonnie Community Trust Funding</p>
<p>Community Involvement: Parent support through homework and in class support when appropriate. Face to face seminar options on a Wednesday Other Support: St Clair school</p>

<p>Strategic Goal : 2 Develop our children's understanding of sustainability of our world.</p>
<p>Historical data We have endeavoured in the past to address this with recycling. Some teachers tried to grow gardens but this was not sustainable. We have had gardening groups but again not sustained . Children are recognising this as an issue for themselves for the future.</p>
<p>Assessment strategy When our power bill goes down and when the amount of water we use is reduced. Build raised vegetable gardens and plant out a mini orchard.</p>
<p>Professional Development Ongoing relationship with the Dunedin College of Education Visit other schools Interclass observations DCC environmental education officer</p>
<p>Reporting Timeline Progress will be reported at three points: <ol style="list-style-type: none"> 4. End of Feb group children and establish targets for help 5. July 2009 interim report to BOT 6. December 2009 final data to BOT </p>
<p>Resources Staff, DCC and University Money to build gardens and purchase trees.(\$500)</p>
<p>Community Involvement: Parent support assistance with making plots and planting with senior pupils.. Other Support: Opoho school</p>

<p>Strategic Goal : 3 Develop our children’s understanding of what is meant by cultural diversity here in New Zealand – Every second year have a multicultural celebration.</p>
<p>Historical data In the past we have major weeks of intensive maori language and mini myth and stories weeks. These have been in alternate years. After that we went having Mihiwhakatua and myths and legends. How ever we have never celebrated the culture of others apart from a Samoan week we did last year.</p>
<p>Assessment strategy Children show an empathy for other cultures and in 2009 can conduct a Mihiwhaktua.</p>
<p>Professional Development Ongoing relationship with the Dunedin College of Education Visit other schools Interclass observations ITM</p>
<p>Reporting Timeline Progress will be reported at three points:</p> <ul style="list-style-type: none"> • End of Feb group children and establish targets for help • July 2009 interim report to BOT • December 2009 final data to BOT
<p>Resources Staff, DCC and University Budget for hangi etc(\$800)</p>
<p>Community Involvement: Maori families help with hangi and preparation of food and pit digging</p> <p>Other Support:</p>

<p>Strategic Goal : 5 To develop further the school grounds.</p>
<p>Historical data Over the years we have been constantly building and putting buildings etc in places we thought fit without an actual plan or bigger picture. The time is right now to have a plan of our school ground development, especially in light with enviro science and also the Junior playground development.</p>
<p>Assessment strategy A plan is made up and started</p>
<p>Professional Development Visit other schools Travel to Alexander</p>
<p>Reporting Timeline Progress will be reported at three points:</p> <ul style="list-style-type: none"> • July 2009 interim report to BOT • December 2009 final data to BOT
<p>Resources Appropriate grounds person to draw up plans(\$1000)</p>
<p>Community Involvement: Assistance with playground Other Support:</p>

Section 2: Our School's Aims and Objectives

Our Schools Aims 2009

NAG 1: Curriculum

To foster student achievement through:

- The delivery of quality teaching and learning programmes which reflect school and community priorities while incorporating the essential learning areas, Key Competencies, and values of the NZ Curriculum
- Quality assessment practices which enable the school to identify and respond to student needs
- Effective consultation with community groups to improve the achievement of all.

NAG 2: Strategic Direction and School Self Review

To develop and maintain a strategic direction that:

- documents the ways in which the National Administration Guidelines are being implemented
- provides a framework for effective self review
- facilitates quality reporting to students, their parents and the Board.

NAG 3: Personnel

To develop and implement personnel and industrial policies which promote high levels of staff performance and job satisfaction.

NAG 4: Finance

To allocate, and monitor the use of, funding that reflects school priorities as determined by the schools Charter and strategic plan.

NAG 4: Property

To comply with the conditions of current asset management agreements in regard to school buildings, assets and facilities.

NAG 5: Health and Safety

To provide a safe physical and emotional environment and comply with legislative requirements in regard to the safety of the students and employees

NAG 6: Legislative Compliance

To comply with all relevant legislation

Our Schools Objectives 2009

NAG 1: Curriculum

The Board of Trustees will ensure that an annual plan, reflecting the schools Charter and strategic plan, sets out key objectives for curriculum delivery, assessment and student support.

NAG 1: Maori and other Cultures

The Board of Trustees will ensure that annual planning details how the cultural diversity of New Zealand, with particular emphasis on Maori, recognizing the Ngai Tahu rohi, will be reflected within the school. Annual planning will also detail the ways in which consultation will be undertaken to improve the achievement of Maori students, in-line with government policy.

NAG 2: Strategic Direction and School Self – Review

The Board of Trustees will ensure that annual planning details the way in which school self – review will enhance teaching and learning.

NAG 3: Personnel

The Board of Trustees will ensure that annual planning details the ways in which high levels of staff performance are promoted and job satisfaction enhanced.

NAG 4: Finance

The Board of Trustees will approve an annual budget that reflects priorities established within the Charter, as well as those outlined in the strategic and annual planning.

NAG 4: Property

The Board of Trustees will approve an annual plan based upon the school's ten-year property plan that ensures that school facilities and property assets are maintained at an appropriate standard for children, staff and community.

NAG 5&6: Health and Safety & Legislative Compliance

The Board of Trustees will ensure that annual planning details the ways in which the school will maintain a safe physical and emotional environment for students and employees, and comply with general legislative requirements.

Section 3: Strategic Plan 2009-2012

NAG 1: Curriculum Delivery

The delivery of the curriculum, as determined by community consultation and staff investigations of educational research, will be based upon the needs, abilities and interests of students, and reflect Key Competencies and Learning Areas.

	Responsibility	Strategic Direction 2009-2012 Curriculum Delivery
NAG 1.1 Curriculum Delivery	Principal Senior Staff	<p>Goal: To plan and implement programmes based upon the needs of our students, the priorities of our community and the NZ curriculum framework.</p> <p>Programmes, designed to reflect integrated principles, will include:</p> <ol style="list-style-type: none"> a. Key elements of the English curriculum b. Key elements of the Mathematics curriculum c. The strands of other essential learning areas, within an integrated model, based increasingly around the Key Competencies.

NAG 1.2 :Assessment and Student Progress

The Board recognizes that effective assessment is essential to quality learning. Assessment will not dominate teaching and learning but rather be an integral part of the process.

	Responsibility	Strategic Direction 2009-2012 Curriculum Assessment
NAG 1.2 Assessment And Student Progress	Principal Senior Staff	<p>Goal: To promote a consistent approach to summative and formative assessment the school will make use of:</p> <ol style="list-style-type: none"> d. Current educational research e. Syndicate and school wide moderation of student work samples f. Nationally norm-referenced tools as deemed appropriate for the purpose g. NEMP,STAR and other recognised resources as appropriate h. National and in-house exemplars

NAG 1.3: Special Needs and Students At Risk

	Responsibility	Strategic Direction 2009-2012 Curriculum Special Needs

NAG 1.3 Assessment and Student Progress	Principal SENCO GATE committee	Goal : To identify students and groups of students who are: <ul style="list-style-type: none"> i. not achieving j. at risk of not achieving k. who have special needs – including those who may be classified as gifted and/or talented l. achieving significantly in advance of their peer group
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NAG 1.4: Special Education Resourcing

School resources will be utilized positively to address the needs of students identified in NAG 1.3 above.

	Responsibility	Strategic Direction 2009-2012 Curriculum Special Education
NAG 1.4 Special Education	Principal SENCO	Goal: To implement special needs programmes the school will use resources drawn from the: <ul style="list-style-type: none"> m. Special Education Grant n. Ongoing Resource Scheme and Transitional Resource Scheme funding o. Resource Teachers of Learning Behaviour p. Operational Grant Resources will be targeted as detailed in the school Annual Plan.

NAG 1.5: Consultation and the Unique Position of Maori Culture

The Board recognizes the uniqueness of Maori culture.

	Responsibility	Strategic Direction 2009-2012 Curriculum Bi Cultural
NAG 1.5 Maori Culture	Principal SENCO	Goal: To recognise and promote cultural diversity, with particular emphasis on Maori, reflecting the school's location within Ngai Tahu rohi, the school will: <ul style="list-style-type: none"> q. consult the school's Maori community annually through meetings and/or surveys r. develop and make known plans for improving the achievement of Maori students s. in the event of a request for maori language instruction being received, consult and seek advice to facilitate programme provision-parents, whanau, RT Maori

NAG 2: Documentation and Self-Review

NAG 2.1: National Education Guideline Implementation and Strategic Planning

To ensure transparency of school practices and compliance with regulation, the Board of Trustees recognises the importance of documenting how the National Education Guidelines are being implemented at Fairfield School. Key documents within this process include:

- The School Charter, Strategic Plan and Annual Plan
- Fairfield School Governance Manual, Policy Framework and school procedures
- Curriculum delivery and reporting documentation
- Special education documentation
- School self review practices and documentation
- Syndicate and teacher planning Student records
- Community liaison, consultation practices and associated documentation.

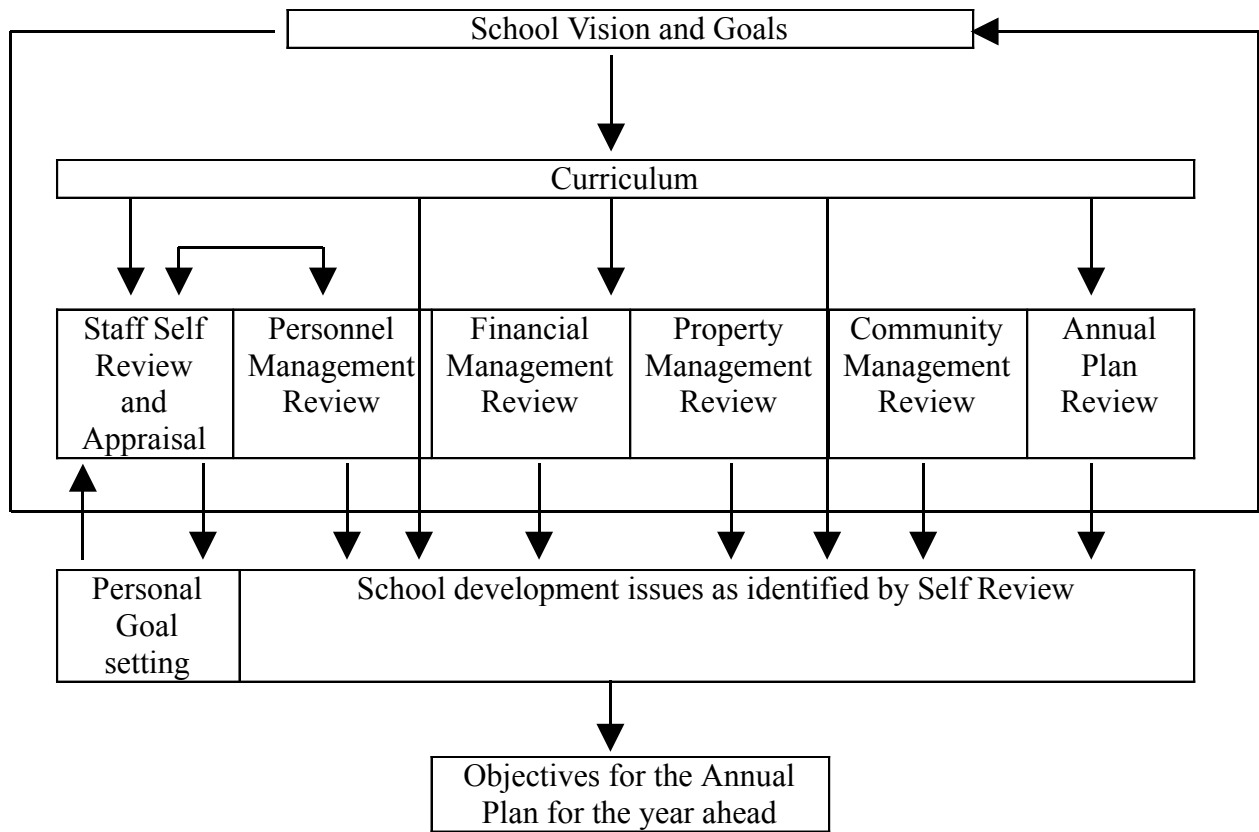
NAG 2.2: School Self-Review.

The Board recognizes that effective self-review is the key to improving school practices. Through a systematic review of the schools curriculum, personnel, finance, property and community obligations, the Board and staff will monitor current performance while establishing realistic goals for the future.

The Board believes that the analysis of data relating to student achievement is a valuable tool for enhancing learning opportunities for children.

The Board has established a three-year cycle that enables data to be gathered, analysed and prioritised in a systematic and manageable way. Key resources utilised within the school review include: the curriculum summative assessment plan, the School Trustees Association School Self Review manual as well as other review documents developed within the school by board and staff members.

School Self Review



2007/10	9/2	8/3	5/4	7/5 AGM	14/6	26/7	8/9	20/10	8/12
Charter	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Charter Review	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Charter 2 Goal 4
Governance Policy		Chairperson Role	Code of Behaviour	Roles/Responsibilities	Governance Policies				
Operational Policy	Personnel				Health and Safety			Legal responsibilities	
Curriculum Statements		Literacy				Maths		Inquiry	
Special Topics	Principal Appraisal		Board orientation	Board Orientation	Principal appraisal			Budget	Principal Appraisal
Other						Self review Targets		Annual plan 2008	Self Review Targets
Summative Assessment	Reading G Words A Sounds A (Language Features)	PAT Fitness	Measurement (time) Numeracy	Speaking Music (playing) Finding Out/Sorting out	Viewing	Art-Drawing	Statistics Words A	Reading G Sounds A (Language Features) Numeracy Making Conclusions	Aquatics Fitness
2008/11									
Charter	Goal 1	Goal 2	Goal 3	Goal 4	Charter Review	Goal 1	Goal 2	Goal 3	Goal 4
Governance Policy		Chairperson Role	Code of Behaviour	Roles/Responsibilities	Governance Policies				
Operational Policy	Personnel	Reporting to the BOT		Financial Planning/Conditioning	Health and Safety			Legal responsibilities	
Curriculum Statements		Literacy				Maths		Inquiry	
Special Topic	Principal Appraisal				Principal Appraisal			Budget	Principal Appraisal
Other						Self review Targets		Annual plan 2009	Self Review Targets
Summative Assessment	Reading G Words A Sounds A (Language Features)	PAT Fitness	Measurement (time) Numeracy	Speaking Music (playing) Finding Out/Sorting out	Viewing	Art-Drawing	Statistics Words A	Reading G Sounds A (Language Features) Numeracy Making Conclusions	Aquatics Fitness

2009/12													
Charter	Goal 1	Goal 2	Goal 3	Goal 4	Charter Review	Goal 1	Goal 2	Goal 3	Goal 4				
Governance Policy		Chairperson Role	Code of Behaviour	Roles/Responsibilities	Governance Policies								
Operational Policy	Personnel			Complaints Policy	Health and Safety	Asset Protection		Legal responsibilities					
Curriculum Statements		Literacy				Maths		Inquiry					
Special Topic	Principal Appraisal				Principal Appraisal		Enrolment Scheme	Budget	Principal Appraisal				
Other						Self review Targets		Annual plan 20010	Self Review Targets				
Summative Assessment	Reading G Words A Sounds A (Language Features)	PAT Fitness	Measurement (time) Numeracy	Speaking Music (playing) Finding Out/Sorting out	Presenting Static-Posters Transactional Reports	Art-Construction	Statistics Words A	Reading G Sounds A (Language Features) Numeracy Making Conclusions	Aquatics Fitness				
Special Topics include such things as: new projects, principal appointment, new education policy , technology, being a good employer.													
This plan is part of a three year cycle which reviews all of the Boards activities and processes.													
Acknowledgement: This Governance Manual is modelled on an original document prepared by Lesley Moffat and Elaine Hines of NZSTA.													

I.NAG 3: Use of Resources – Personnel Management

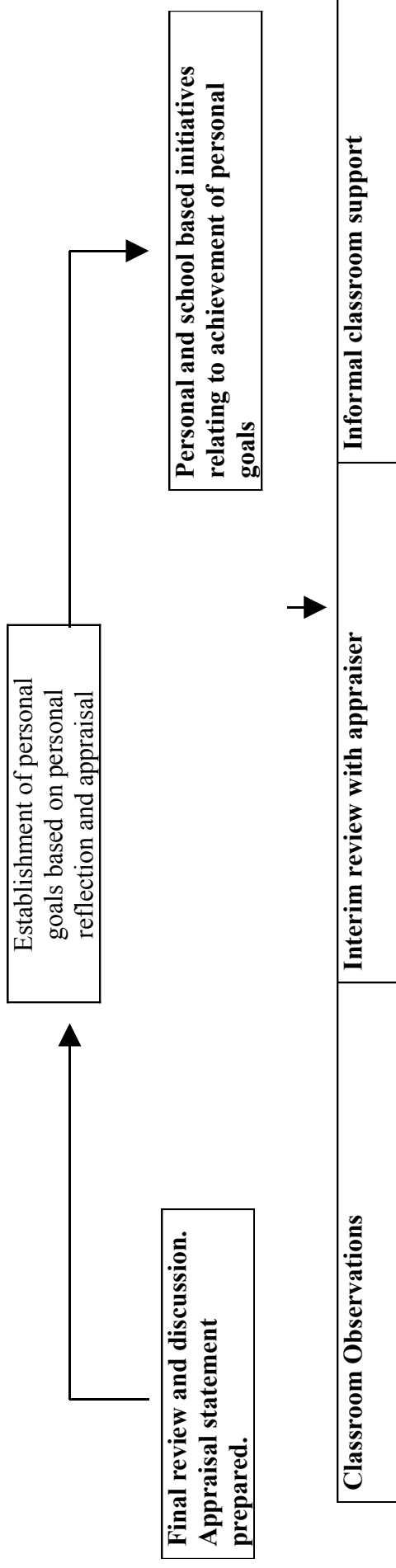
Nag 3.1: Personnel

The Board values high levels of staff competence. The Board identifies both performance management and professional development to be of particular importance. In addition, the Board recognizes the importance of staff gaining satisfaction and enjoyment from the work they undertake.

Management and Professional Development

Performance

Accountability for performance rests with individuals. It is recognized however that the school leadership team have a role in promoting personal development through the use of performance appraisal processes.



A typical performance management cycle at Fairfield school.

	Responsibility	Strategic Direction 2009-2012 Personnel Management
NAG 3.1, 3.2 Perf. Management Professional Dev And EEO	Principal Individual teachers	Goal: To support staff development. The school will: <ul style="list-style-type: none"> t. annually review performance agreements u. monitor staff performance v. undertake annual appraisals with all employees w. support professional development through whole school development x. support professional development needs of individual teachers y. support professional development needs of support staff through the provision of courses and training opportunities z. provide training opportunities for the Board of Trustees aa. establish and implement EEO objectives

While the individual needs of teachers will vary from year to year, the professional needs of the staff as a whole are more predictable and will be linked strongly to the school's curriculum implementation and development practices.

The following illustrates the schools projected development priorities and timeline.

	2009	2010	2011	1012
School Development Focus	Inquiry Learning Sounds Alive Words Alive New Curriculum Learning areas	Inquiry Learning Words Alive New Curriculum Learning areas	Inquiry Learning Reading Alive PE	The Arts

NAG 4: Use of Resources Financial Management and Property Management

NAG 4.1, 4.2: Financial management

The Board of Trustees is required by legislation to allocate and control expenditure of funds as it sees fit, in the effective management of the school.

	Responsibility	Strategic Direction 2009-2012 Financial Management
NAG 4.1, 4.2 Financial Management	Principal BOT	Goal: To ensure appropriate expenditure of finances the Board will: <ul style="list-style-type: none"> bb. prepare and implement an annual budget in accordance with school policy, practice and priority cc. monitor spending to ensure that provision is made for all elements contained within this document dd. comply with all Ministry of Education and Audit Office requirements in terms of financial management and accountability

NAG 4.3: Property Management

The Board places importance upon the provision of a comfortable and safe environment for children, staff and visitors.

	Responsibility	Strategic Direction 2009-2012 Property Management
NAG 4.3 Property	Principal BOT	Goal: To ensure appropriate property management, the Board will <ul style="list-style-type: none"> ee. maintain existing grounds and building facilities ff. maintain existing capital asset items gg. develop and enhance grounds and buildings- including new 1:15 infrastructure resources hh. purchase new capital assets to facilitate the provision of quality learning

NAG 5: Use of Resources Health and Safety

NAG 5.1 Environmental Safety

In recognising the importance of a safe and emotional environment the Board of Trustees has established policy that provides clear guidelines to help ensure student and staff wellbeing.

	Responsibility	Strategic Direction 2009-2012 Health and Safety
NAG 4.3 Health and Safety	Principal Caretaker Teachers	Goal: To promote a safe and healthy environment, the school will ii. Undertake inspections inline with Health and Safety policy and supporting documents jj. Report on Health and safety inspection outcomes kk. Take action to remove, reduce, and/or minimize all hazards identified.

NAG: 6 Legislative Compliance

NAG 6.1: Legislative Compliance

The Board of Trustees recognises its obligation to comply with general legislation requirements concerning issues such as student attendance, the length of the school day and the length of the school year. Current practices ensure that compliance with such requirements is undertaken.

Section 4: Learning, Targets and Objectives 2009

National Administration Guideline 1: Curriculum

NAG 1.1 : Student Performance Curriculum Delivery

Teachers will plan and implement programmes based upon the school's curriculum and the needs/interests of students, reflective of the New Zealand Curriculum Framework.

Programmes will offer learning experiences reflective of:

- Strands and achievement objectives of the English curriculum
- Specific strands and achievement objectives of the mathematics curriculum
- The strands of other essential learning areas, reflective of students learning needs, school goals, general learning priorities and the Key Competencies.

Essential Learning Areas – Target and Curriculum Objectives 2009

Key Target - Mathematics

Target – Tables (Mathematics) By the end of term 4 ,2009 75% of year 6 children will have demonstrated recall of basic facts 2-10
Historical data 55% children at Year 6 are achieving at or above this target for 2008.
Assessment strategy Teachers will establish and share learning outcomes for students. These will establish appropriate levels of challenge and expectation. Students will receive ongoing formative feedback. Formal assessment using ENP/ANP resources will be undertaken with all children. Syndicate and cross syndicate moderation will be utilised and new teaching strategies and targets established, based on student data
Assessment strategy Teachers will establish and share learning outcomes for students. These will establish appropriate levels of challenge and expectation. Students will receive ongoing formative feedback. Formal assessment using ENP/ANP resources will be undertaken with all children. Syndicate and cross syndicate moderation will be utilised and new teaching strategies and targets established, based on student data
Professional Development Ongoing relationship with the Dunedin College of Education Visit other schools Interclass observations
Reporting Timeline Progress will be reported at three points: 7. End of Feb group children and est targets for intervention 8. July 2009 interim report to BOT 9. December 2009 final data to BOT
Resources ENP, ANP, NZ Maths, AWS, Maths Plus etc
Community Involvement: Parent support through homework and in class support when appropriate. Face to face seminar option Other Support: DCE-Colleagues,TKI

Key Target: Student Performance – Written Language

<p>Target- Written language (English) By the end of term four, 2009 children demonstrating statistically significant progress in written language competence as evidenced by an average effect – size shift (ESS) of more than 0.4</p>
<p>Historical data Through written work analysis it became evident that the majority of students had a strong reliance on visual memory when encoding. There was very little evidence of students cross checking this knowledge, against auditory analysis, in order to confirm/deny their attempts. It became apparent that the majority of the students do not have enough auditory knowledge, or the processes, necessary to employ this strategy.</p>
<p>Assessment strategy A random cohort of Students from Y1,Y3,Y5,and Y7 will be assessed against a standardised assessment to gain entry data on auditory strategies and phonological knowledge</p>
<p>Reporting Timeline Progress will be reported at two points: 1. July 2009 interim report to BOT 2. December 2009 final data to BOT</p>
<p>Review Strategy Student data collected in February will be contrasted with November data and analysed statistically – by class, by Team, by whole – school. Gender and ethnicity data will also be considered if feasible. An effect – size shift of more than 0.4 will be interpreted as being attributable to influence of class programmes and the quality of learning experiences offered. (Average effect – size shift = 0.24. Effect – size shift > 0.4, is beyond the realm of “chance”, Hattie 2006)</p>
<p>Resources Kate Lloyd, College Advisors, other schools.</p>
<p>Community Involvement Parent helpers</p>
<p>Other Support Colleagues TKI</p>
<p>Results</p>

Key Target: Student Performance – Swimming

Target – Swimming (PE) By the end of T4, 90% of our year 8 children will be swimming 200 metres confidently and competently.
Historical data Data suggests that most of our children are not achieving as well as we would like. Children in year 8 have had difficulties in the past to swim 50 metres
Assessment strategy Teachers will establish clear targets for students. These will be shared with students establishing appropriate challenge and expectation. Students will receive ongoing formative feedback . Formal assessment using the levelled criteria will be ongoing throughout the year. Division moderation will be utilised
Review strategy Class rooms will review student progress at the close of term 1 to monitor progress to date. Limited progress will result in: <ul style="list-style-type: none">➤ Review of teaching strategies➤ Use of advisory staff➤ Review of student understandings to ensure children understand targeted outcomes➤ Review resources
Professional Development Ongoing relationship with the Dunedin College of Education Visit other schools Interclass observations Use of resource teachers of maori
Reporting Timeline Progress will be reported at two points: <ol style="list-style-type: none">1. July 2009 interim report to BOT2. December 2009 final data to BOT
Resources Jill Clark, College of ed, Correspondence school, local community
Community Involvement Swimsation, Punch Tremaine and parents
Other Support DCE Colleagues TKI Correspondence school

Deliver programmes in line with school planning and assessment requirements

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
English - Junior	Helen LeMasurier	\$4300	<ol style="list-style-type: none"> 1. Maintain and update instructional reading resources with an emphasis on expanding set numbers. 2. Add resources to parent tutoring programmes 3. Purchase software to support literacy 4. Purchase new chapter books for years 3&4 5. To support resources for Reading Recovery

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Mathematics	Michelle Garforth	\$2000	<ol style="list-style-type: none"> 6. Maintain and update maths resources with an emphasis on expanding set numbers. 7. Add resources to TA programmes

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
English – Words Alive Sounds Alive	Helen LeMasurier	\$3000	<ol style="list-style-type: none"> 8. Purchase resources to support classroom programmes 9. 6.Provide release for teachers to observe lessons 10. Kate to do initial assessment

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
PE and Health	Kathryne Tofia Gail Milton	\$5490	<ol style="list-style-type: none"> 11. To up date and replace resources 12. To provide PD 13. To provide touch uniforms

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
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Library	Krystene Todd	\$3158	<ul style="list-style-type: none"> 14. To continue with library plan 15. To maintain and build up fictional books 16. To maintain and build up fictional books to support Inquiry 17. To develop the library environment.
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E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Integrated Curriculum Inquiry	Helen LeMasurier Hamish Macdonald Jan Lee	\$4000	18. Material resources

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Maori	Kathryne Tofia	\$1025	<ul style="list-style-type: none"> 19. To update and replace resources 20. To provide the school and community with hangi experience 21. To provide for tutor

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Gifted and Talented	Rachel Kilsby	\$1000	<ul style="list-style-type: none"> 22. To help identify children 23. Introduction of internet support 24. To assist with competition fees 25. To purchase new materials

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
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English - Junior	Helen LeMasurier	\$4000	<p>26. Maintain and update instructional reading resources with an emphasis on expanding set numbers.</p> <p>27. Add resources to parent tutoring programmes</p> <p>28. Purchase software to support literacy</p> <p>29. Purchase new chapter books for years 3&4</p>
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E.L.A	Person Responsible	Budget	Specific Objectives - 2009
The Arts Visual	Michelle Garforth Jo Cook-Bonney	\$7000	<p>30. To provide consumable items for all classes, to facilitate visual arts programme</p> <p>31. Integrate art process into Inquiry</p>

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
The Arts Performing	Anthony Breese Jo Cook Bonney Alison Tay Heather Brown	\$3000	<p>32. Purchase music equipment for school wide use</p> <p>33. Purchase and expand percussion instruments to support the delivery of music programme</p> <p>34. Develop skills of dance</p> <p>35. Integrate dance into Inquiry</p>

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
English - Senior	Hamish MacDonald	\$4000	<p>36. Maintain and Update reading resources for years 4-8</p> <p>37. Top up and replace dictionaries years 4-8</p>

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Education Outside the classroom	Hamish MacDonald	\$600	<p>38. Purchase more compass</p> <p>39. Enhance safety procedures</p>

The Board recognises that effective assessment is essential to quality learning. Teachers are expected however, to avoid the possible negative impact of over assessment on teaching and learning programmes. Assessment will not dominate teaching and learning but rather be an integral part of the process. The ways in which summative (formal) data is gathered, stored and reported is detailed in the schools curriculum delivery and reporting documentation. Assessment priorities have been developed following community consultation.

To promote a consistent approach to summative (formal) assessment the school will make use of:

- Syndicate and cross-syndicate moderation of student work samples
- Standardised materials where appropriate and available-Running records, PAT, PM Benchmark kits, Probe
- NEMP and ARB resources, SEA and Six Year Nets. ENP and ANP data
- National exemplars, ‘asTTle’ resources as available
- SMS computer software

NAG 1.3 – Special Needs and Students at Risk

On the basis of quality assessment information, students and groups of students will be identified who are :

- Not achieving
- At risk of not achieving
- Who have special needs – including those with in the gifted and talented spectrum

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Support & GATE Programmes	Helen LeMasurier	\$	40. Deliver learning support to children identified as needing extra support, using Special Education Grant 41. Deliver Reading Recovery programmes – up to 4 children daily 42. Implement programme for Gifted and Talented students
	Jackie Rogan	\$19,000	
	Rachelle Kilsby	\$19,000	

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Literacy & Numeracy Initiatives	Helen LeMasurier	Defined within curric Budgets	43. Support literacy through the parent support programmes 44. Deliver/monitor Reading Recovery programme 45. Implement Numeracy Support intervention across the school 46. Provide targeted, small group and individual literacy support

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
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Reading Recovery	Jackie Rogan	\$600	47. 45. Implement and monitor Reading Recovery 48. Monitor post R/R student progress for one year after discontinuation 49. Implement literacy support programme 50. Purchase consumable items in support of programme
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E.L.A	Person Responsible	Budget	Specific Objectives - 2009
At Risk of Not Achieving	Team Leaders SENCO (H LeMasurier) Principal	\$4000	51. Analyse PAT data 52. Monitor literacy and Numeracy progress over time and analyse 53. Monitor achievement data 54. Coordinate syndicate moderation of student work 55. Utilise Sounds Alive/Words data

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Perceptual Motor Programme	Krystene Todd		56. Deliver PMP to junior classes 57. Purchase consumables items 58. Collate and analyse assessment data to evaluate programme effectiveness and value

NAG 1.4 – Special Education Resourcing

School resources will be utilised positively to address the needs of students identified in NAG 1.3 above. These resources will be drawn from the:

- Special Education Grant
- Ongoing Resource Scheme
- Transitional Resource Scheme Funding
- The School's Operational Grant
- Resourcing for the Future Grant.

Resources will be targeted through a range of strategies as detailed in the school's Special Education Programme

NAG 1.5 – Consultation and Recognition of the Unique Position of Maori Culture

In consultation with the school’s Maori community, the school will develop and make known its plans for improving the achievement of Maori students. Consultation will be undertaken on an annual basis.

Parent feedback from consultation in 2008 highlighted the need to revisit the schools target for Maori children. Consequently, the Board adopted a suggestion:

“Maori children achieving the same as or better than pakeha children.”

In addition, all families will be consulted on major issues affecting the education of children and communicated with on a regular basis.

E.L.A	Person Responsible	Budget	Specific Objectives - 2009
Community Consultation	Principal / BOT Team Leaders	\$4000	57. Maintain school data base, including ethnicity data 58. Review school values programme 59. Consult community on curriculum priorities 60. Forward school newsletters to all families 61. Forward class newsletters to families once a term.

NAG 2: Documentation and Self-Review

NAG 2.1 – National Education Guideline Implementation and Strategic Planning

To ensure transparency of school practices and compliance with regulation, the Board of Trustees recognises the importance of documenting how the National Education Guidelines are being implemented at Fairfield School. Key documents within this process include:

- The School Charter
- Curriculum delivery and reporting documentation
- Special education needs documentation
- School self review practices and documentation
- Syndicate and teacher planning
- Student records
- Community liaison, consultation practices and associated documentation

NAG 2.2 – School Self-Review

The Board recognises that effective self-review is the key to improving school practices.

	Person Responsible	Budget	Specific Objectives - 2009
Self Review Curriculum	Principal / BOT Curriculum Leaders		62. Report student achievement against Curriculum Targets. <ul style="list-style-type: none"> • Report summative student achievement to Board as per Assessment Plan 64. Analyse data and establish school response to facilitate ongoing development and additional support where appropriate. 65. Investigate asTTle as external tool - writing, reading

	Person Responsible		Specific Objectives - 2009
Self Review Policy/Practice	BOT Member as Delegated		66. Complete self-review as per our timetable 67. Analyse self-review data and establish school response to facilitate ongoing development

	Person Responsible		Specific Objectives - 2009
Community Consultation	Principal / BOT Curriculum Leaders		68. gather data in regard to Board and school performance through use of community survey. 69. Analyse data and establish school response to facilitate ongoing development

NAG 2.3 Reporting

	Person Responsible		Specific Objectives – 2009 Reporting
Reporting	Principal Senior Staff		<p>70. Provide feedback to students, both verbal and written, in regard to academic and social achievement.</p> <p>71. Provide regular information to parents through three-way conferences and written reports.</p> <p>72. Consult Maori community to confirm plans and targets for achievement of Maori students</p> <p>73. Consult Maori community to establish appropriate reporting processes</p> <p>74. Be available for, and responsive to, informal parent contact throughout the year.</p>

NAG 3: Personnel Management

NAG 3.1 Personnel

The Board values high levels of staff competence. In addition, the Board recognises the importance of staff gaining satisfaction and enjoyment from the work they undertake.

In fulfilling its obligations under National Administration Guideline 3, the Board identifies the following personnel management matters to be of particular importance.

Performance Management

Under current employment contracts, particularly those pertaining to professional staff, it is clear that accountability for personal performance rests with individual teachers. It is also recognised however that the school leadership team have a role in promoting personal development through the use of performance appraisal processes. To this end the following personnel goals will be implemented.

	Person Responsible	Budget	Specific Objectives - 2009
Performance Management	Principal Principal/Senior staff Sue Grave		75. Review performance agreements for all staff 76. Monitor staff performance in line with BOT policy and contract provisions. 77. Undertake annual performance appraisals. 78. Enhance teacher capacity using focused development experiences. 79. Report broad outcomes to Board. 80. Coordinate deployment of teacher aides to maximize efficiency of human – resource 81. Ket dates – March 1 (goals confirmed), June 1 (support sessions). Sept 1 (observations), Dec 1 (draft goals est)

Professional Development

On- going professional development for all staff, reflecting the school's vision of learning, is one of the key outcomes of a quality performance management system and well- structured self-review process. Professional development reflects the Ministry of Education priorities; (i) building leadership capacity, (ii) school-based professional learning, (iii) development of pedagogical knowledge of teachers and (iv) building a community of learners.

Professional development that targets the *professional needs of individual teachers*, may include: teacher development courses, professional conferences, tertiary level paper, and colleague observations/visits.

Professional development opportunities targeting the **needs of support staff** will be facilitated through the provision of courses and training sessions.

	Person Responsible	Budget	Specific Objectives - 2009
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Professional Development	Principal Leadership Team	<p>82. Implement professional development linked to current <u>whole school development priorities</u> through the use of seminars, guest speakers and workshops -</p> <ul style="list-style-type: none"> * Integrated Inquiry – whole school workshops, seminars and school observation visits/ professional exchanges (EHSAS) * Sounds Alive /Words Alive-whole school workshops, seminars, class application * NZ Curriculum – Teaching and pedagogy – ongoing staff focus – implementing revised curriculum <p>83. Support professional development which targets the <u>personal professional needs of individual teachers</u>, relating to appraisal outcomes and personal goals</p> <p>84. Promote the <u>professional development of support staff</u> through the provision of training courses and involvement in school seminars where relevant and/or appropriate.</p>
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Trustee Training and Development

The Board recognises the importance of having a skilled and competent Board. Consequently, Training opportunities will be provided through the use of either external training agencies such as the School Trustees Association or through other arrangements made locally in response to Board needs. Board training is especially important with newly elected Board.

NAG 3.2 – Equal Employment Opportunity

The Board of Trustees recognises the importance of Quality EEO practices. Consequently, EEO objectives will be established and implemented on an annual basis in line with Trustee policy.

	Person Responsible	Budget	Specific Objectives - 2009
Equal Employment Opportunity	BOT EEO person		85.. Review EEO policy and procedures. Update staff database. 86. Report findings to Board 87. Modify practices, if appropriate, to reflect “best practice” models

Management

NAG 4.1, 4.2 – Financial Management

The Board of Trustees is required by legislation to allocate and control expenditure of funds as it sees fit, in the effective management of the school.

	Person Responsible		Specific Objectives - 2009
Financial Management	Principal		88. Prepare/implement annual budget in line with policy and school priorities, ensuring provision is made for targets and objectives identified in this document 89. Monitor expenditure through regular reviews, and reporting of financial variations, by the principal 90. Comply with Ministry of Education and Audit Office requirements

A detailed copy of the budget is available from the school office

NAG 4.3 – Property Management

The Board recognises that it has significant property obligations the must be met if the school is to remain a safe and attractive place.

	Person Responsible	Budget	Specific Objectives - 2009
Buildings/Group Maintenance & Development	Principal	\$156,391	Building Maintenance and Development 91. Maintain and Implement the 10 Year Maintenance Programme 92. Implement 5 Year property plan including 1.15 teaching space
	Property Delegation	\$25,536	
Asset Development	Principal BOT	\$35,000	93. Comply with goals in 10 year asset plan including: *purchase additional ICT equipment

National Administration Guideline: 5 – Health and Safety

NAG 5.1 – Physical and Emotional Safety

In recognising the importance of a safe physical emotional environment the Board of Trustees has established policy, which provides clear guidelines to help to ensure student and staff wellbeing. Relevant policies include:

- Health and Safety
- Sexual Harassment
- Sexual, Physical, Emotional Abuse
- EEO
- Behaviour Management

Specific goals for 2009 include:

	Person Responsible	Budget	Specific Objectives - 2009
Health & Safety	Deputy Principal		94. Implement Health/Safety monitoring and reporting plan 95. Undertake inspections as detailed 96. Report outcomes to Board as detailed in reporting plan 97. Monitor staff emotional and physical well being 98. Support teachers to resolve behaviour – related issues 99. Provide health/safety information for staff.

National Administration Guideline : 6 Legislative Compliance

NAG 6.1 – Legislative Compliance

The Board of Trustees recognises its obligation to comply with general legislation. Current school practices ensure that compliance with such requirements is undertaken. Policy is reviewed on a monthly cycle. This years policy review includes:

	Person Responsible		Specific Objectives - 2009
Policy Review	Principal BOT		100. Identify policy for review on programmed basis 101. Consult key groups – Board, staff, parents, local iwi – as appropriate 102. Report findings to Board 103. Ensure updates are completed by clerical staff