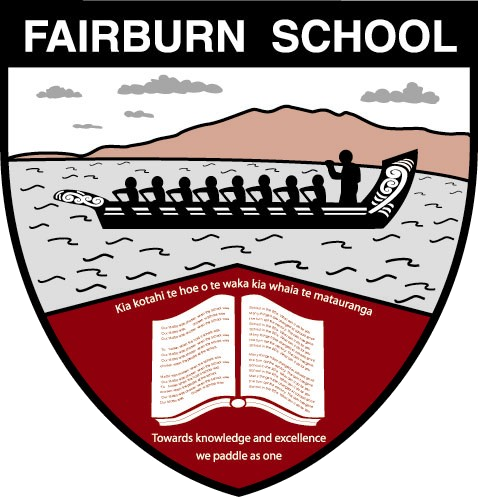


Fairburn School

Charter

2019

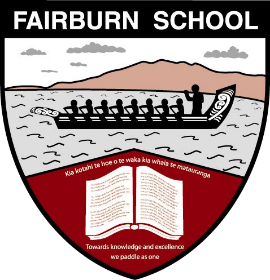


Kia kotahi te hoe o te waka kia whaia te matauranga.

Towards knowledge and excellence, we paddle as one

Contents

* Fairburn Strategic Direction 2019 -2022
* Fairburn School Mission Statement and Values
* Cultural Diversity and Maori Dimension
* Analysis of Variance
* 2019 Targets
* 2019 Literacy Annual Plan
* 2019 Mathematics Annual Plan
* Fairburn School Strategic Plan

 **Fairburn School Strategic Direction 2019 – 2022**

**Kia kotahi te hoe o te waka kia whaia te matauranga - Towards knowledge and excellence we paddle as one.**

Teaching and Learning is a highly complex process built on a number of key areas. Students will be at the center of this strategy, their learning and achievement of the NZC.

|  |  |
| --- | --- |
| **Relationships and Values** | **Knowledge and Practice** |
| Fairburn School and community will build and maintain ethical,  respectful and inclusive ***relationships*** between :   * students * Students and teachers * Teacher/Teacher * Teachers and parents * Board and staff * School and wider community * Board and wider community | School staff and parents/whanau will use their ***collective knowledge*** to build a challenging, stimulating and inclusive learning environment for educators, parents/whanau and students that promotes learning and success for all based on the following principles :   * Everyone is a learner * Everyone is a teacher and a leader |
| Fairburn School and community will work within the school ***values*** of:   * Respect - Whakaute * Consideration - Whakaarohanga * Kindness - Ngakau Mahaki * Honesty - Pononga * Responsibility - Kawenga | The ***key competencies*** will be the context of our learning and teaching   * Thinking ­­­­­­­­­­­­­­­ Participating and contributing * Managing self Relating to others   Underpinned by developing and using   * language, symbols and text (literacy, numeracy, ICT) |

**Fairburn School**

Values Statement To create a friendly and challenging environment which encourages all children to take an increasing responsibility for their own learning and behaviour and to achieve this in partnership with their families.

Fairburn School Values

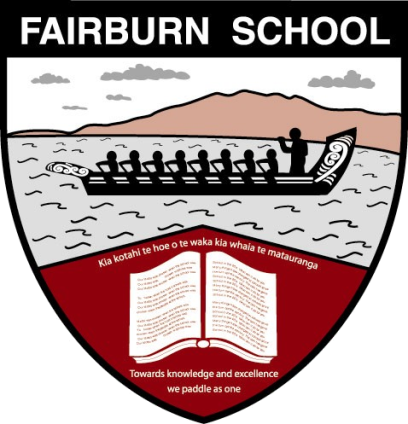
Respect (Whakaute) – Showing that you care about yourself and others through your actions, thoughts and words

Consideration (Whakaarohanga) – An awareness of others and their needs

Kindness (Ngakau Mahaki)– Willingness to help, show concern for and be friendly to others.

Honesty (Pononga) – To be honest, fair and truthful to ourselves and others. Knowing what is right and wrong even if no one is looking.

Responsibility (Kawenga) – A willingness to be accountable for your actions and making amends instead of excuses when things go wrong. Giving your best to any job.



Fairburn School will

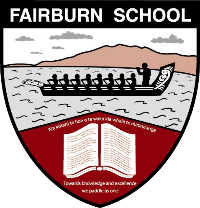
* Be a Health Promoting School
* Be A positive, safe, learning environment
* Promote Environmentally Sustainable practices
* Implement an Inquiry Learning Model
* Prioritise literacy and numeracy
* Embrace and acknowledge our cultural and ethnic diversity
* Develop a school learning culture that produces digital citizens whi can safely, confidently and competently interact in our digital world.

Community Consultation

* Getting to know each other 13th March 2019,
* Fairburn Whanau Meetings – once per term
* Maori whanau hui
* Student-Led Conferences, reporting to parents regarding school goals and student achievement. Also an opportunity to ask a set of questions regarding the school meeting the needs of the community.
* Sharing Learning – Community Open days, Matariki Week, Book week, Celebrating our learning days, Sports Days , Year Book
* Board Consultation – Review of Strategic Plan term 4 2019

Charter Certified by the Board of Trustees

19th February 2019



**FAIRBURN SCHOOL**

**Cultural Diversity and Maori Dimension**

***Acknowledging the unique position of Maori***

Fairburn School acknowledges the bi-cultural nature of NZ society and the rights and responsibilities of Maori as Tangata Whenua and equal partners under the Te Tiriti o Waitangi.

**Fairburn School will reflect its Maori Dimension by -**

***New Zealand’s Cultural Diversity***:

Our school has a unique sense of cultural diversity. There are over 20 different ethnic groups represented on either the staff or within the student community. Fairburn School acknowledges this diversity in a range of ways including:

* Tataiako will be the base document for staff around meeting the Standards for the teaching profession as part of the staff development and performance management processes. Tataiako – cultural competences of teachers of Maori learners. Tapasa – Cultural competencies framework for teachers or Pacific learners.
* Regular ethnic community group meetings with interpreters when appropriate
* Ka Hikitia and Tataiako will provide the context for working with and consulting the community. These documents will guide our engagement (collectively and as individual ethnic groups) around school goals both for curriculum and the wider school activities
* Including different cultural perspectives in the classroom programmes
* Giving consideration to the varying cultural perspectives in planning extra-curricular activities
* Culture Groups as an on-going “work in progress” for all students

***Incorporating te reo me ona tikanga into the school’s curriculum*:**

Fairburn School will have the thread of te reo me ona tikanga woven through its classroom programmes

and the wider activity of the school including :

* Nga kupu hou (Phrases of the week learned by the teachers )
* Signage in classrooms and other working/teaching areas.
* Waiata included in weekly assemblys
* Protocols around community meetings and activities e.g powhiri, karakia where appropriate
* Maintain our Kapa Haka group for students keen to develop their involvement in and understanding of

te reo me ona tikanga

* Integrating te reo me ona tikanga into inquiry units and programmes
* Te Reo Maori extension class as a weekly opportunity for students to continue the maintenance of their reo
* Te Reo instruction timetabled and/or woven through the daily classroom programmes
* Matauranga Maori Professional learning opportunities planned for staff Maori whanau hui

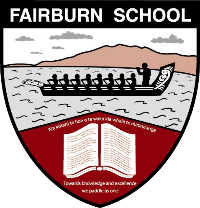
**Providing Instruction in Te Reo Maori:**

* Permanent part-time teaching role for students whose whanau elect to have them in the Te Reo Programme.
* Support whanau engagement and Te Reo provision throughout the school

Whanau who require more than this need to approach the board with their request in writing and

it will be submitted with the principals report oat the next meeting. The board will consider options

available, resources and access to teaching personnel with the required skills.



Our Targets for 2018 were set taking account of the progress made within each cohort in 2017.

Notwithstanding this, again, some cohorts didn’t remain stable enough for the 2018 results to be strong predictions for progress. In relation to the cohort of students for whom we set the targets at the beginning of 2018 and the cohort we reported on at the end, the following information is pertinent -

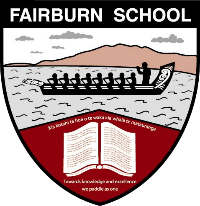
Across the year, approximately 35% of the students attending Fairburn School were identified as meeting the criteria for ESOL funding and support programmes that assist in the development of their fluency in English.

(Whilst the number of ESOL students is similar, the students are not all the same as some come on to the list and others drop off.)

227 students either arrived or left our school during the year. This level of “change” requires a significant school-wide/system response and careful resource allocation to enable staff to meet the needs of such a “dynamic” and ever-changing student body.

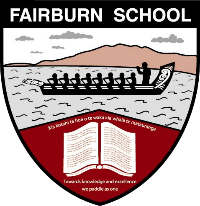
This data highlights the complexity of teaching and learning at Fairburn School.

|  |  |
| --- | --- |
| Number of students reported on in 2018 | 627 |
| Enrolments for 2018 | 227 (33% enrolling over the year) |
| Students leaving Fairburn School in 2018 | 103 ( 15% of the school population) |
| New Entrant component in 2018 | 120 |
| Students on the 2018 ESOL funding list | 238  93 migrants  145 NZ born  0 refugees |
| 2018 Average attendance rate across the school | 88.3% |



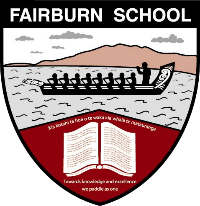
***Fairburn School Analysis of variance for the year ended 31 December 2018***

|  |  |  |
| --- | --- | --- |
| 2018 Targets Writing | Outcomes What happened? | Analysis and Evaluation |
| At least 50% of Year 1 students at or above early level one of the NZC  At least 60% of Year 2 students at or above level one of the NZC  At least 65% of Year 3 students at or above early level two of the NZC  At least 65% of Year 4 students at or above level two of the NZC  At least 65% of Year 5 students at or above early level three of the NZC  At least 60% of Year 6 students at or above level three of the NZC  Specific student cohort: To further increase the number of year 4 boys achieving at or above level 2 of the NZC | 42% of year 1 students are achieving at or above early level one  48% of year 2 students are achieving at or above level one  67% of year 3 students are achieving early level two or above  51% of year 4 students are achieving level two or above  45% of year 5 students are achieving early level three or above  53% of year 6 students are achieving level three or above  Baseline data showed that 3% (2) were working at level 2.  Overall 33% (16 ) of the year 4 boys achieved at or above the expectation.  Of this group 35 students made one sublevel shift.  15 students made 2 sublevel shifts and 4 students made no shift. | Analysing our OTJ data confirms what our ongoing assessments continue to show that our year 1 and 2 students did not reach the appropriate benchmark in literacy. We continue to track this, and know that a lot of our students enter school with poor literate cultural capital and varied preschool experiences. We will continue to work on our transition to school processes, foundation learning programmes and working with whanau through our starting school meetings.  Writing was our curriculum focus for 2018 which focused on a Back to Basics approach, to ensure that foundation skills were in place at all levels of the school through explicit and effective teaching practices.  The curriculum team worked to ensure the consistency of writing learning progressions were unpacked and used across the school.  This year we introduced school wide writing assessment and moderation each term. Through targeted student monitoring and analysis of data and classroom practice teachers have had a more focused approach with to meet the needs of the students and utilising the writing components as outlined in the Fairburn School writing guidelines to address the needs.  Senior teachers provided support and guidance for their teams through observations, modelling, checking planning and practice analysis conversations to ensure consistency of programmes and effective practice in writing. Senior teachers and the writing team also supported teachers with their teaching inquiries which focused on an area of practice in writing  There has been a deliberate focus on motivation and engagement in writing across the school by ensuring students had the opportunity to publish their work. This resulted in classroom, library and parent displays. Children are feeling more successful, motivated and enthusiastic about writing. Some teachers are improving writing mileage through Sustained Silent Writing. Children are given more opportunities to write outside of writing sessions eg diary writing, special events like Matariki week.  For 2019 we will continue to look at consistency of practice in literacy and reinforcing the link between writing and reading. This will help address key areas that still pose a need for many of our students in particular at level 2 and 3 ( language features, inferential writing, and maturity in writing through development of vocabulary).  The team identified a need to continue to focus on spelling programmes looking at using the essential lists e.g. by the end of year 4 they should know 70% of the essential list. So students will be motivated to get their ideas down and write and not stumble over because of unknown words.   To assist teachers with OTJ in writing the team will alternate writing assessments to test from nonfiction to fiction. Classroom teachers will to continue to track students each term. |



***Fairburn School Analysis of variance for the year ended 31 December 2018***

|  |  |  |
| --- | --- | --- |
| 2018 Targets Reading | Outcomes What happened? | Analysis and Evaluation |
| At least 60% of Year 1 students at or above chronological age  At least 60% of Year 2 students at or above chronological age  At least 75% of year 3 students at or above chronological age  At least 75% of year 4 students at or above chronological age  At least 75% of year 5 students at or above chronological age  At least 75% of year 6 students at or above chronological age | 44% of year 1 students are achieving at or above chronological age  49% of year 2 students are achieving at or above chronological age  68% of year 3 students are achieving at or above chronological age  61% of year 4 students are achieving at or above chronological age  60% of year 5 students are achieving at or above chronological age  69% of year 6 students are achieving at or above chronological age | Our achievement data shows most groups within 15% of the end of year targets with the exception of year 1 and 2. This year we have focussed on writing as our school wide professional learning focus and this has strengthened teacher’s pedagogy, students’ knowledge and skills in literacy by reinforcing the reading and writing reciprocal link.  We have continued the focus on the importance of ‘gifting language’ through set school wide strategies.  We continue to run the following literacy support programmes for students in school: Parent reading programme Reading together  Reading Recovery Rainbow reading  STEPs ESOL groups  Quick 60 Phonics Groups  Tomatis listening therapy Oral Language groups  Teachers have undergone a range of learning opportunities that specifically target literacy: 2018 PLC and student monitoring Sheena Cameron and Louise Dempsey resources  Reading assessment workshops ,  All new teachers attended Yolanda Sorryl Phonics programme/  Utilised CRT to observe reading specialist teachers in our special programmes teams.  2019 the professional learning focus will be reading, ensuring consistency of literacy practices and assessment across the school. There will also be a continued focus on foundation literacy and starting school partnerships with whanau. |



***Fairburn School Analysis of variance for the year ended 31 December 2018***

|  |  |  |
| --- | --- | --- |
| 2018 Targets Mathematics | Outcomes What happened? | Analysis and Evaluation |
| At least 70% of Year 1 students at or above early level one of the NZC  At least 75% of Year 2 students at or above level one of the NZC  At least 65% of Year 3 students at or above early level two of the NZC  At least 60% of Year 4 students at or above level two of the NZC  At least 65% of Year 5 students at or above early level three of the NZC  At least 66% of Year 6 students at or above level three of the NZC  Specific Student Cohort:  To further increase the percentage of year 3 students achieving at or above e  arly level 2 | 65% of year 1 students are achieving at or above early level one  59% of year 2 students are achieving at or above level one  48% of year 3 students are achieving early level two or above  53% of year 4 students are achieving level two or above  55% of year 5 students are achieving early level three or above  63% of year 6 students are achieving level three or above  In 2017 the year 2 group 62% achieved at or above expectation. 2018 EoY results showed that 48% of students achieved at or above the end of year expectation. | Our achievement data tells us that all age groups were not achieving the target set and in particular the Year 3 level. In 2018, was a new way of thinking and therefore teaching, for many of our teachers?  Our focus was to not only build student number knowledge but also to build their strand knowledge to ensure we were moving away from using the NUMPA Project as the main thrust of our maths framework to instead use the NZC as our core document.  To continue this, the maths team have been connecting the NZC with the LPF and building teachers’ knowledge at each level of the strand components. Through deepening teacher knowledge, the teachers were learning to focus on strand aspects as well as number, when informing our OTJs.  Analysis of this new way assessing showed us that there were significant gaps in students’ knowledge throughout the school and the strand components. This will have impacted on the end of year results and particularly at Year 3 where they are transitioning from Level 1 of the NZC to Early Level 2. It is important to keep in mind that our targets were set from the previous year and were predominantly based on number. While we did not ‘hit’ our target, we now understand it is important to teach the whole curriculum so that students will have a holistic understanding of mathematics. Therefore we will continue, to build and strengthen teacher’s maths content knowledge across the NZC. We will continue to enhance the teaching strategies that were introduced in 2017 such as rich mathematical tasks.  We also want to strengthen our assessment processes to increase teachers understanding of what success looks like at each point of the continuum. We want to move the balance from a heavy reliance of summative assessment to ongoing formative assessments that informs the teaching and learning in particular, strand dimensions such as geometry, measurement and statistics.  Another important part of this journey, is our commitment to our students becoming more confident in their maths knowledge by helping them to make connections to real life and to problem solve (the application of maths). To consciously gift the mathematical language that students need to articulate their learning and next steps.  In 2019 the Maths Curriculum Team will explore what students need to be taught to transition from Level 1 of the NZC to Early Level 2 and how this can be addressed in teaching programmes. |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ February 2019

Paula Passfield, Principal

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ February 2019

Jasmin Kovach, Chairperson



***2019 School wide End of Year Targets***

|  |  |  |
| --- | --- | --- |
| 2019 Reading Target | 2019 Writing Target | 2019 Maths Target |
| The target group will increase their chronological reading age by more than 12 months in a year | The Year 5 target group will make a 2 sublevel shift in writing by the end of the year. | The year 2 target group will make a shift of at least 2 NUMPA stages by the end of the year. |
| **BASELINE DATA:**  In 2018 33% of students achieved below expectation (cause for concern) in reading across the school. These students will be the target group for 2019. | **BASELINE DATA:**  2018 data showed that 33% of year 4 males achieved at or above level 2 of the NZC . These students will be the year 5 target group for 2019. | **BASELINE DATA:**  2019 based one end of year expectations   |  |  |  |  | | --- | --- | --- | --- | |  | NUMPA Stage | Number of students |  | | Level one | Stage 1 | 15 | At Risk | | Stage 2 | 38 | Year 2  Target group (Cause for concern) | | Stage 2-3 | 7 | | Stage 3 | 23 | | Stage 4 | 3 | At expectation | | L2 | Stage e5 | 1 |  | |

***2019 Fairburn School Expectations based on 2018 Results***

|  |  |  |
| --- | --- | --- |
| 2019 Expectations for Reading | 2019 Expectations for Writing | 2019 Expectations for Maths |
| At least 60% of Year 1 students at or above chronological age  At least 60% of Year 2 students at or above chronological age  At least 65% of year 3 students at or above chronological age  At least 65% of year 4 students at or above chronological age  At least 65% of year 5 students at or above chronological age  At least 65% of year 6 students at or above chronological age | At least 60% of Year 1 students at or above early level one of the NZC  At least 60% of Year 2 students at or above level one of the NZC  At least 65% of Year 3 students at or above early level two of the NZC  At least 60% of Year 4 students at or above level two of the NZC  At least 60% of Year 5 students at or above early level three of the NZC  At least 60% of Year 6 students at or above level three of the NZC | At least 70% of Year 1 students at or above early level one of the NZC  At least 70% of Year 2 students at or above level one of the NZC  At least 65% of Year 3 students at or above early level two of the NZC  At least 60% of Year 4 students at or above level two of the NZC  At least 60% of Year 5 students at or above early level three of the NZC  At least 65% of Year 6 students at or above level three of the NZC |

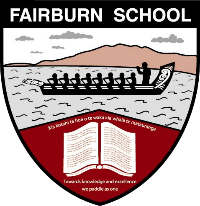
Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_ February 2019

Jasmin Kovach, Chairperson

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ February 2019

Paula Passfield, Principal



***Fairburn School Strategic Plan 2019 - 2022***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2019 | 2020 | 2021 | 2022 |
| NAG 1 :  Curriculum and Student  Achievement | PLC focus 2019: Reading  Consistency of practice | PLC Focus 2020:  Core Area (literacy or numeracy) depending on identified needs | PLC Focus 2021:  Core Area (literacy or numeracy) depending on identified needs | PLC Focus 2022:  Core Area (literacy or numeracy) depending on identified needs |
| Preparation of Digital technology curriculum  Developing E- Learning planning framework | Introduction of Digital technology curriculum  Implementing E learning framework |  |  |
| Continue engagement of Maori and Pasifika whanau  Connect with new whanau | Continue engagement of Maori and Pasifika whanau  Connect with new whanau | Continue engagement of Maori and Pasifika whanau  Connect with new whanau | Continue engagement of Maori and Pasifika whanau  Connect with new whanau |
| NAG 2 :  Documentation and self review | Key focus:  Reading  Matauranga Maori  Minor focus:  Performance Management  (Tataiako / introducingTapasa)  Student Welbeing  Health and Safety  The Arts | Key focus:  Literacy or Mathematics  Digital learning  Inquiry learning  Minor focus:  Performance Management  ( Tataiako / Tapasa)  Reporting to parents  Student Welbeing  Health and Safety | Key focus:  Literacy or Mathematics Health and PE  EOTC  ERO visit  Minor focus:  Student Welbeing  Health and Safety | Key focus:  Literacy or Mathematics The Arts  Minor focus:  Student Welbeing  Health and Safety |
| Develop an action review timeline for 2019 | Develop an action review timeline for 2020 | Develop an action review timeline for 2021 | Develop an action review timeline for 2022 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2019 | 2020 | 2021 | 2022 |
| NAG 3 :  Personnel | Provide PLD for staff in relation to Literacy – Reading focus | Provide PLD for staff in relation to current focus | Provide PLD for staff in relation to current focus | Provide PLD for staff in relation to current focus |
| Operational policy review  as per BOT delivery plan | Operational policy review  as per BOT delivery plan | Operational policy review  as per BOT delivery plan | Operational policy review  as per BOT delivery plan |
| NAG 4  Property and finance |  |  |  |  |
| Maintain a/ renew leased devices  Environment – gardens  School cooling system | Maintain a/ renew leased devices | Maintain a/ renew leased devices | Maintain a/ renew leased devices |
| Follow 10ypp | Follow 10ypp | Follow 10ypp | Follow 10ypp |
| Continue to monitor roll | Continue to monitor roll | Continue to monitor roll | Continue to monitor roll |
| NAG 5 :  Health and Safety | Monitor attendance to ensure students are optimising learning opportunities | Monitor attendance to ensure students are optimising learning opportunities | Monitor attendance to ensure students are optimising learning opportunities | Monitor attendance to ensure students are optimising learning opportunities |
| KOS  Digital citizenship  Health Promoting school | Digital citizenship | KOS  Digital citizenship | KOS  Digital citizenship |
| Positive learning  Staff UBRS training |  |  |  |
| Requirement Food Act |  |  |  |
| NAG 6 :  Legislation |  |  |  |  |
| NAG 7: | Charter by 1st March | Transitional Strategic plan for 2020 | Strategic Plan Annual implementation plan 2021 | Strategic Plan  Annual implementation plan 2022 |
| NAG 8 : | Submit Analysis of variance with Charter | Submit Statement of variance | Submit Statement of variance | Submit Statement of variance |

**Fairburn School: Reading Plan 2019**

*Kia kotahi te hoe o te waka kia whaia te matauranga.  Towards knowledge and excellence we paddle as one.*

**Key objective:**  To promote a school culture where reading is valued, celebrated and prioritised by the whole school community

|  |  |  |
| --- | --- | --- |
| **Goals and what they look like** | **Actions** | **Who and When** |
| 1: To ensure consistent programmes and pedagogy supports the teaching and learning of reading throughout the school  *The “Back to Basics” approach to the teaching of reading through professional development in 2019 will be the basis of developing ‘sound’ reading practice across the school* | * All teachers are expected to develop their reading programme using the school wide expectations as outlined in the 2019 PLC work, school assessment schedule and curriculum folder * Reading is taught daily * Reading mileage - SSR and ‘reading to’ will happen daily * Teachers across the school will use the planning resource ‘Reading Rockets’ developing a common ‘Language of Learning’ across the school * Students will use the Reading Rockets resource to help them set goals and monitor their own progress * New teachers will be guided and supported to meet school expectations | Senior teachers, Tutor teachers and the  2019 readiing team  A particular focus for inquiry cycle one –terms one and two  As developed across the year |
| 2: To ensure assessment informs reading teaching practice throughout the school  *Assessment practices will be consistent throughout the school and will inform the planning and teaching of reading* | * Ongoing formative assessment for accurate reading group placement * Running Records accurately recorded * Moderation of Running Record comprehension answers * ST observations and target student progress ‘clear line of sight’ * OTJ moderation– the keys to making best fit judgments * Target students – names, needs and results across the year | Reading team leads  Senior teachers  DP & AP  Ongoing |
| 3: To support reading engagement across the school with reading partnerships between home, school and the wider community to support learning  *Promote the library as a hub, resource and central to developing a ‘love’ of reading* | * School wide library online book request system introduced * Library environment -develop ‘great reads’ corner, displays, lunchtime activities to celebrate reading * Student library monitors in key library roles – library badges * Parent/ grandparents/ community volunteers–eg- police officer/retirement home as lunchtime readers in the library * Library skills and information skills developed * Supporting reluctant readers with book choices * Library blog * Library book buying with advise from National Library service | Reading team leads  DP & AP  Teachers  A particular focus for inquiry cycle two –terms three and four |

**Fairburn School: Writing Plan 2019**

*Kia kotahi te hoe o te waka kia whaia te matauranga.  Towards knowledge and excellence we paddle as one.*

**Key objective:**  To promote a school culture where written language is valued, celebrated and prioritised by the whole school community

|  |  |  |
| --- | --- | --- |
| **Goals and what they look like** | **Actions** | **Who and When** |
| 1: To ensure consistent programmes and pedagogy supports the teaching and learning of written language throughout the school  *The “Back to Basics” approach to the teaching of writing developed through professional development in 2018, is the basis of what ‘good’ writing practice looks like throughout the school* | * All teachers are expected to develop their writing programme using the school wide expectations as outlined in the school assessment and curriculum folder * Planning templates developed in 2018 will be used by all teachers * School learning progressions will inform teaching strategies and DATs * Writing is to be taught daily * Students will use child speak learning progressions to help them set goals and monitor their own progress * Spelling programmes will be based on the learning of essential words * New teachers will be guided and supported to meet school expectations | Senior teachers  2018 writing team  Ongoing with a particular focus in term 1 for new teachers  Tutor teachers |
| 2: To ensure assessment is manageable and informs teaching practice throughout the school  *Assessment practices will be consistent throughout the school and will inform the planning and teaching of written language* | * Same format for the assessment of writing samples each term used in 2018, will be used in 2019 * Two samples will be fiction based and two will be non-fiction based * It is expected that writing books are monitored daily using the methods developed in 2018 | Senior teachers  DP & AP  Ongoing |
| 3: To support the reciprocal nature of reading and writing  *The links between reading and writing will strengthen students’ knowledge and skills in both curriculum areas* | * Teachers will be supported to plan lessons and activities that reinforce the reciprocal nature of reading and writing including ‘free’ writing opportunities * Weekly reflections will include a focus on the outcomes of this work (reading/writing links) * Links between writing and reading will be reinforced at the reading PLCs where applicable | 2018 writing team  2019 reading team  Ongoing |

**Fairburn School: Mathematics Plan 2019**

*Kia kotahi te hoe o te waka kia whaia te matauranga.  Towards knowledge and excellence we paddle as one.*

**Key objective(s):**

To strengthen teachers understanding of maths knowledge (Planning, assessment and delivery) to support students’ learning.

|  |  |  |
| --- | --- | --- |
| **Goal and what it looks like** | **Actions** | **Who and When** |
| **GOAL 1**  **PLANNING & ASSESSMENT**  Ensure that clear planning assessment guidelines are put in place for staff to refer to and use  :   * LPFs for all aspects * Planning programme(s) * Assessment   *Teachers will have a clear understanding of what a maths programme and assessment in maths looks like at F.S* | * Term 1 baseline survey to find out teachers’ understanding about maths, planning and assessment * Fine tune our assessment processes to enhance teachers understanding of what success looks like at each point of the continuum. * Ensure that in Term 4, Year 2 students working at stage 4 and up are assessed using GloSS/ diagnostic test * Clarify administering of GloSS/Jam assessment/Diagnostic test * Using formative assessment to inform their teaching /planning/where to next * Maths teams to direct teachers to the green folder and the components of a good maths programme and will demonstrate how to use maths resources to plan and teach number strand | Maths team  Principal  Term 1  Maths team  Term 1, 2, 3, 4 |
| **GOAL 2**  **YEAR 2 FOCUS GROUP**  Increase teachers knowledge and the importance of transitioning between counting on and part-whole thinking  *The end of year data will show a shift towards more year 2 students achieving at expected level ( level one- stage 4)* | * Analyse data and identify gaps to address the needs of the year 2 students, this group will be tracked over the year. * A maths intervention programme will be designed and used with withdrawal groups of year two students from the cause for concern or well below category. * Workshops and in class support for year 2 teachers to focus on transitioning between counting on and part whole thinking. | Junior AP  Maths Lead teachers  Classroom teachers of Year 2 classes  (Term 1,2,3,4) |

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