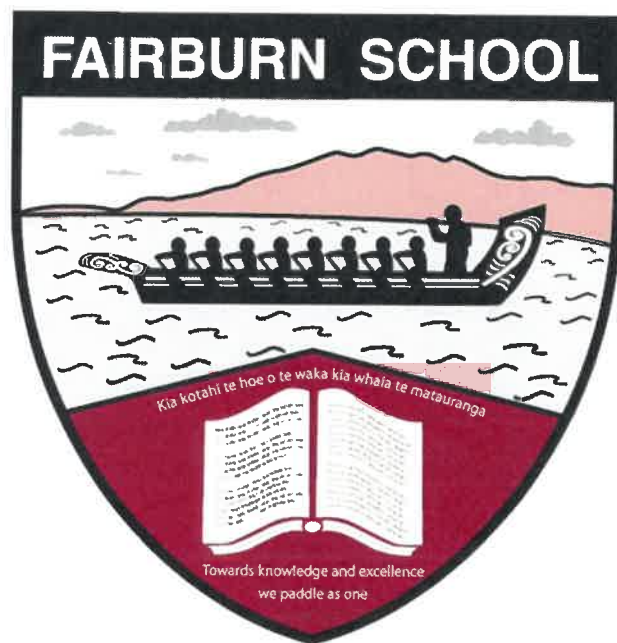


# Fairburn School

## Charter









### 2020



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

Towards knowledge and excellence, we paddle as one

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## Fairburn School Strategic Direction 2020 – 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
<p>Fairburn School and community will build and maintain ethical, respectful and inclusive <i>relationships</i> between :</p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Students and teachers</li> <li>• Teacher/Teacher</li> <li>• Teachers and parents</li> <li>• Board and staff</li> <li>• School and wider community</li> <li>• Board and wider community</li> </ul>	<p>School staff and parents/whanau will use their <i>collective knowledge</i> 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 :</p> <ul style="list-style-type: none"> <li>• Everyone is a learner</li> <li>• Everyone is a teacher and a leader</li> </ul>
<p>Fairburn School and community will work within the school <i>values</i> of:</p> <ul style="list-style-type: none"> <li>• Respect - Whakaute</li> <li>• Consideration - Whakaarohanga</li> <li>• Kindness - Ngakau Mahaki</li> <li>• Honesty - Pononga</li> <li>• Responsibility - Kawenga</li> </ul>	<p>The <i>key competencies</i> will be the context of our learning and teaching</p> <ul style="list-style-type: none"> <li>• Thinking ↔ Participating and contributing</li> <li>• Managing self ↔ Relating to others</li> </ul> <p>Underpinned by developing and using</p> <ul style="list-style-type: none"> <li>• language, symbols and text (literacy, numeracy, ICT)</li> </ul>



# 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

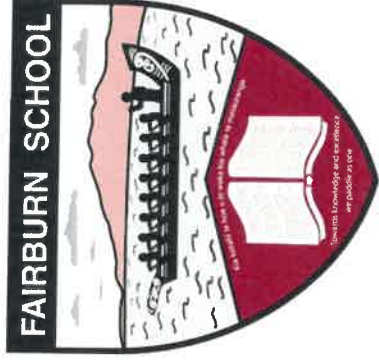
**Respect (Whakaute)** – Showing that you care about yourself and others through your actions, thoughts and words

**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 who can safely, confidently and competently interact in our digital world.

## Community Consultation

- Getting to know each other term 1 community reach out
- Fairburn Whanau Meetings/ discussion groups – once per term
- Maori whanau hui
- Student-Led Conferences, reporting to parents regarding school goals and student achievement.
- Sharing Learning – Community Open days, Matariki Celebrations, Celebrating our learning days, Sports Days , Year Book, End of year picnic, Also an opportunity to ask a set of questions regarding the school meeting the needs of the community.
- Board Consultation – Review of Strategic Plan term 4 2020

Charter Certified by the Board of Trustees

25<sup>th</sup> February 2020



## 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 -**

##### *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 assembly's
- Protocols around community meetings and activities e.g hui whakatau, 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 enrichment.
  - 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 at the next meeting. The board will consider options available, resources and access to teaching personnel with the required skills.

#### ***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



Our Targets for 2019 were set taking account of the progress made within each cohort in 2018.

Notwithstanding this, again, some cohorts didn't remain stable enough for the 2019 results to be strong predictions for progress. In relation to the cohort of students for whom we set the targets at the beginning of 2019 and the cohort we reported on at the end, the following information is pertinent -

Across the year, approximately 32% 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.)

297 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 2019	627
Enrolments for 2019	170
Students leaving Fairburn School in 2019	127
New Entrant component in 2019	101
Students on the 2019 ESOL funding list	205 95 migrants 110 NZ born 0 refugees
2019 Average attendance rate across the school	88 %



## Fairburn School Analysis of variance for the year ended 31 December 2019

### 2019 Targets Reading

The target group will increase their chronological reading age by more than 12 months in a year.

### Outcomes What happened?

Students (71)	Dec Results
18	6 month shift
7	1 year increase
37	1.5 year increase
2	Level drop
7	Remained the same

52% of the target group increased their reading age by more than 12 months in a year.

### Analysis and Evaluation

A key focus this year was to deliver a back to basics approach in reading using NZ based research; to develop teacher knowledge of the components of a reading programme. This started with unpacking the '5 Big Ideas' model, and how this informs practice which has been the basis of all learning.

The 'Reading Rockets' resource for planning and school wide consistency was introduced. Research shows that to become good readers, students need to increase reading mileage, and delving into quality independent activities has made teachers aware of ways to do this. By sharing a model of a reading plan, teachers started to implement all reading components in their teaching of reading.

The senior teachers (STs) and the reading team played a key role to support teachers. STs observed reading programmes and gathered baseline data to support PD and to ensure consistency of practice. Meetings were set up to discuss target students and how they were developing the area of need. Target students' data and next steps were discussed at each PLC meeting making sure that the target students were 'on track' to get to 'at' by the end of the year. Giving teachers time to discuss the data and where to next, as well as celebrate achievement was part of the PLC work.

By exploring all forms of literacy assessment used across the school allowed teachers to gain an insight into the purpose and to inform teaching practice. A running record workshop improved participants' ability to record a running record accurately and to use the information to inform students' next steps. The retell and comprehension components of the running record were moderated at PLCs to give a common understanding. In teams, opportunities to moderate target student data and next learning steps linked to the Reading Rockets resource ensured target students were moving towards 'at expectation'.

ST observation of teacher reading practice using the observation sheet created and noting the parts of the reading programme to develop further. From this, an expectation that teachers observed best practice reading programmes in their CRT time. ST also checked planning to ensure that Reading Rockets and all components of the 'Back to Basics' reading programme were evident in the teaching of reading. They also monitored target student's next learning steps as well as looked at class reading groups to ensure all students were engaged in meaningful reading. During mid-year discussions with their team to establish the focus for the 2<sup>nd</sup> inquiry cycle and focus on assessment and how it informs reading practice.

As a result of the school wide PD the Fairburn School Reading expectations in the Curriculum and Assessment folder have been updated and will be consolidated in 2020.

## Fairburn School Analysis of variance for the year ended 31 December 2019

2019 Targets  
Mathematics

Outcomes What happened?

Analysis and Evaluation

The year 2 target group will make a shift of at least 2 NUMPA stages by the end of the year.

This group was selected based on Feb NUMPA results. It showed that 78% of the group were just below the end of year expectation for year 2.

Students (78)	Dec Results
37	2 stage increase
33	1 stage increase
5	Remained the same
3	Stage drop

47% of the group achieved a 2 NUMPA stage shift in a year.

One of the key objectives over the last couple of years has been to support student's learning maths by ensuring that clear planning assessment guidelines were in place for staff to refer to and use the learning progression framework, planning and assessment guidelines. In term 1 a maths survey was designed to ascertain teachers understanding about maths planning and assessment at Fairburn School. The results were varied and allowed the team to tailor support for teachers. One key finding was that a third of the staff had trained in the Numeracy Development project and the rest had not, these prompted decisions about support for these teachers and any other teachers new to Fairburn in the future. Decisions were made about ensuring all teachers had key resources within the Fairburn learning progression framework. The key NZ based resources included Numeracy project book 5, Caxton NZCM and Figure it out. The maths team targeted support for all teachers through area meetings/ modelling sessions/ team teaching / observations. This has improved teachers' own knowledge about how maths is taught and assessed at Fairburn.

Our achievement data showed that over time our year 3 achievement levels in maths would 'dip', so this led to an analysis of why? A key area was transitioning students from counting on to part-whole thinking, ensuring students were solid at level one before moving on. Therefore, we needed to back-map and focus on the year 2 maths programmes.

The year 2 target group focus was to ensure that the teachers understood what a level one (Stage 4) learner needed, and how and when to transition a child from counting on to part-whole. It was also identified that place value knowledge was a key area that needed to be addressed. DP junior and maths leads designed area meetings, student monitoring conversations, 1-1 modelling to work on the identified goals with the year 2 teachers. This has resulted in some positive shifts.

Numicon is a resource that our junior teachers will be exploring in 2020 to enhance students number knowledge. These resources will be supplementary to their maths programmes. Numicon is aligned to the NZC and the Mathematics Learning Progressions Framework. It aims to provide an experience of numbers through a structured set of activities. It develops part-whole thinking, by using concrete materials to enhance visual learning, thinking and reasoning.

Analysing the information of the target group was the at risk/ Cause for concern after 1 year at school didn't have the basic counting knowledge so the DP juniors designed an intervention programme for groups of children to work through in a small group situation. This programme also showed some positive results.



## Fairburn School Analysis of variance for the year ended 31 December 2019

### 2019 Targets Writing

The year 5 target group will make a 2 sublevel shift in writing by the end of the year

### Outcomes What happened?

No. students	Term 4 results
24	One sublevel shift
21	2 or more sublevel shift
2	Sublevel drop
6	Remained the same

40% of the target group made a 2 or more sublevel shift in a year.

### Analysis and Evaluation

Generally, the back to basics approach has been maintained across the school and planning templates have been used. Through our regular staff meetings teachers have become more adept at using the information gathered from term writing samples, to inform term overviews, which are now detailing more specific learning goals. There has been an improvement in surface features particularly in the spelling of basic words, as a result of an emphasis on children learning the essential lists.

There has been work towards making assessment manageable that informs teaching practice throughout the school. The format for assessment is now established as a 'normal' process and teachers enjoy seeing the progression their children are making through the levels. In general children across the school have access to these samples and can talk about their next steps using child speak. At moderation meetings, there has also been a minor focus on developing teacher practice and using the Writing Book for establishing common strategies and language across the school, in areas such as planning and teaching different purposes for writing.

The reciprocal nature of reading and writing has been part of the work done in the reading PLCs which has been very useful and is work in progress and generally teachers are trying to link the two when planning and can see the benefits.

We hope to build on our results from 2019 by making more explicit links between reading and writing to continue strengthening students' knowledge and skills in literacy.

Also we will be able to build on our results through our school wide PLD focus on Assessment for learning.

## 2020 End of Year Targets

### 2020 Literacy Targets

### 2020 Maths Target

The target group will increase their chronological reading age by more than 12 months in a year

**BASELINE DATA:**

The literacy target group is created from 80 year 2-6 students (base group) who were just below expectation for their year level from term 4 running records.

The target group will make a 2 sublevel shift in writing by the end of the year.

**BASELINE DATA:**

This information was taken from the base groups Term 4 2019 writing sample.

The target group will make a positive shift in oral all categories of the oral language progressions by the end of the year

**BASE LINE DATA:**

This information was taken from the base groups Oral Language progression assessments from February 2020.

The year 4 group will make a shift of 2 NUMPA stages by the end of the year.


**BASELINE DATA:**

This is based on end of year expectations. This group will be formed on the Term 4 2019 GLaSS, Add Sub results.

NZC	NUMPA Stage	Number of students (89)	
Level 1	Stage 1		
	Stage 2	3	At Risk
	Stage 3	4	
	Stage 4	43	
Level 2	Stage e5	22	Cause for concern
	Stage 5	8	AT
Level 3	Stage e6	4	
	Stage 6		

## 2020 Fairburn School Expectations based on 2019 Results

2020 Expectations for Reading	2020 Expectations for Writing	2020 Expectations for Maths
At least 60% of Year 1 students at or above chronological age	At least 60% of Year 1 students at or above early level one of the NZC	At least 70% of Year 1 students at or above early level one of the NZC
At least 60% of Year 2 students at or above chronological age	At least 60% of Year 2 students at or above 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 chronological age	At least 65% of Year 3 students at or above early level two of the NZC	At least 70% of Year 3 students at or above early level two of the NZC
At least 65% of year 4 students at or above chronological age	At least 60% of Year 4 students at or above 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 chronological age	At least 60% of Year 5 students at or above early level three 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 chronological age	At least 60% of Year 6 students at or above level three of the NZC	At least 65% of Year 6 students at or above level three of the NZC

Signed:   
 Date: February 2020  
 Paula Passfield, Principal

Signed:   
 Date: February 2020  
 Donna Wynd, Chairperson

## Fairburn School Strategic Plan 2020 - 2022

	2020	2021	2022
NAG 1 : Curriculum and Student Achievement	<p>PLC Focus 2020: Assessment for learning through literacy Core Area (literacy or numeracy) depending on identified needs</p> <p>Implement Digital technology curriculum Implementing E learning framework</p> <p>Continue engagement of Maori and Pasifika whanau Tapasa Framework Connect with new whanau</p> <p>Key focus: Literacy or Mathematics Digital learning Inquiry learning</p> <p>Principal PD – Springboard Trust Programme Minor focus: ( Tataiako / Tapasa ) Reporting to parents Student Wellbeing</p> <p>Develop an action review timeline for 2020</p>	<p>PLC Focus 2021: Assessment for learning Core Area (literacy or numeracy) depending on identified needs</p> <p>Preparation for Maori History Implementing Digital Tech</p> <p>Continue engagement of Maori and Pasifika whanau</p> <p>Connect with new whanau</p> <p>Key focus: Literacy or Mathematics Health and PE EOTC ERD visit</p> <p>Principal PD – Springboard Trust Programme Minor focus: Performance Management Student Wellbeing The Arts</p> <p>Develop an action review timeline for 2021</p>	<p>PLC Focus 2022: Core Area (literacy or numeracy) depending on identified needs</p> <p>Introduction of Maori History</p> <p>Continue engagement of Maori and Pasifika whanau</p> <p>Connect with new whanau</p> <p>Key focus: Literacy or Mathematics The Arts Digital Learning</p> <p>Principal PD – Springboard Trust Programme Minor focus: Student Wellbeing Health and PE</p> <p>Develop an action review timeline for 2022</p>
	NAG 2 : Documentation and self review		

	2020	2021	2022
NAG 3 : Personnel	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
NAG 4 Property and finance	Maintain a/ renew leased devices	Maintain a/ renew leased devices	Maintain a/ renew leased devices
	Environment – gardens, hard surfaces	Scoping got 5 YA 2022	
	Follow IDypp	Follow IDypp	Follow IDypp
	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
	Digital citizenship	KOS	Digital citizenship
	Wellbeing programme	Digital citizenship	Digital citizenship
	SWIS and Starship community services ADHB		Wellbeing programme
NAG 6 : Legislation	Positive learning – UBRS follow up		
	New legislation requirements will be addressed and that where necessary new guidelines will be developed and implemented. Procedural and Administrative Guidelines associated with "Legislation" will be regularly reviewed	(refer to BOT Policy and associated procedure review cycle)	
NAG 7:	Transitional Strategic plan for 2020 Charter for 2021	Strategic Plan Annual implementation plan 2021	Strategic Plan Annual implementation plan 2022
	Submit Statement of variance	Submit Statement of variance	Submit Statement of variance
NAG 8 :			



# Fairburn School: Literacy Plan 2020

*Kia kōwhiri te hōu o te waka kia whāia te matauranga. Towards knowledge and excellence, we paddle as one.*



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

Goals and what they look like	Actions	Who and When
<p>1: To ensure consistent programmes and pedagogy supports the teaching and learning of reading and writing throughout the school</p> <p><i>The "Back to Basics" approach to the teaching of reading and writing through professional development in 2018 (writing) and 2019 (reading) is the basis of what 'best practice' reading and writing teaching looks like across the school</i></p>	<ul style="list-style-type: none"> <li>➤ All teachers are expected to develop their reading and writing programmes using the school wide expectations as outlined in the 2018 and 2019 PLC work, school assessment schedule and curriculum folder</li> <li>➤ Reading and writing is taught daily</li> <li>➤ Reading mileage - SSR and 'reading to' will happen daily</li> <li>➤ Teachers across the school will use the planning resource 'Reading Rockets' and Fairburn's writing learning progressions to develop a common 'Language of Learning' across the school and to inform teaching strategies and DATs</li> <li>➤ Students will use the Reading Rockets resource for reading and the 'Child Speak Learning Progressions' for writing, to help them set goals and monitor their own progress</li> <li>➤ New teachers will be guided and supported to meet school expectations</li> </ul>	<p>Senior teachers, Tutor teachers and the 2020 Literacy team</p> <p>2020 PLD Assessment for Learning through a literacy lens</p> <p>As developed across the year</p>
<p>2: To continue to develop and embed teacher assessment knowledge and practice, using the Fairburn School literacy assessments.</p> <p><i>Assessment practices will be consistent throughout the school and will inform the planning and teaching of reading and writing</i></p>	<ul style="list-style-type: none"> <li>➤ Ongoing formative assessment for accurate reading and writing group placement</li> <li>➤ Running Records accurately recorded</li> <li>➤ Moderation of Running Record comprehension answers</li> <li>➤ It is expected that writing books are monitored daily using the methods developed in 2018</li> <li>➤ ST observations and literacy target student progress recorded for a 'clear line of sight'</li> <li>➤ OTJ moderation- the keys to making best fit judgments in writing</li> <li>➤ Target students - names, needs and results across the year</li> </ul>	<p>Reading and writing team leads</p> <p>Senior teachers</p> <p>SMT</p> <p>Ongoing</p>
<p>3: To support the reciprocal nature of reading and writing development through an oral language lens. Promoting literacy engagement across the school with partnerships between home, school and the wider community to support learning</p> <p><i>Promote the library as a hub, resource that is central to developing a 'love' of reading and writing</i></p>	<ul style="list-style-type: none"> <li>➤ Through explicitly planned language experience opportunities, develop/increase students' oral language and make rich connections that will generate excitement about learning and provide a sense of purpose to reading and writing.</li> <li>➤ Build positive relationships with whānau by sharing and celebrating students' published writing twice a term and promote reading through the 'Read It Together' programme and invites to library celebrations throughout the year</li> <li>➤ To continue to develop the library as the 'hub' of literacy, providing opportunities for oral language, reading and writing development</li> </ul>	<p>Literacy team leads</p> <p>Teachers</p>

# Fairburn School: Mathematics Plan 2020

*Kia taitahi te hua o te waka kia whiaia 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
<p><b>Goal 1</b> To ensure teachers are implementing the Fairburn planning and assessment guidelines. <i>Teachers will have a clear understanding of what maths programmes and assessment in maths looks like at F.S</i></p>	<ul style="list-style-type: none"> <li>Teachers will use the 'Green folder (based on NZC, NUMPA and LPP )as a reference for planning and assessment</li> <li>All classrooms will be equipped with appropriate resources to support programmes (Caxton stocktake, Stock take on existing resources, Numicon )</li> <li>Maths team will be available to model or coach teachers that may need support.</li> <li>Revisit expectations of maths assessment protocols and judgements and hold moderation meetings during the year.</li> <li>Junior teachers will be learning about the Numicon maths resource to support programmes.</li> </ul>	<p>Maths lead teachers</p>
<p><b>GOAL 2 - YEAR 4 FOCUS GROUP</b> Increase teachers knowledge and understanding of the importance of moving students from counting on (stage 4) to part-whole thinking (Early Stage 5) <i>The end of year data will show some shift towards more year-4 students achieving at expected level ( level two - stage 5)</i></p>	<ul style="list-style-type: none"> <li>Analyse data and identify gaps to address the needs of the year 4 students, this group will be tracked over the year.</li> <li>A maths intervention programme will be designed and used with withdrawal groups of year 4 students from the cause for concern /at risk category.</li> <li>Workshops and in class support for year 4 teachers to focus on transitioning between counting on and part whole thinking.</li> </ul>	<p>Maths Lead teachers Classroom teachers of Year 3/4 classes (Term 1,2,3,4)</p>
<p><b>Goal 3 Community / Whanau Involvement</b> To involve parents and whanau in supporting their child's maths learning at home. <i>Parents will have a clear picture of what maths looks like at FS and how they can support their child at home</i></p>	<ul style="list-style-type: none"> <li>Maths component in New Entrant workshops</li> <li>Include some ideas/suggestions on how parents can support the learning at home.</li> <li>Examples of real world maths problems they will face and how they can support their child to work it out.</li> <li>Term 3 - Parents workshop - How to help your child at home</li> </ul>	<p>Maths lead teachers Parents and whanau</p>



