



Fairhall School

Te Kura O Fairhall

School Charter

Strategic and Annual Plans

2019 to 2021

Ko wai matou – who we are:

Fairhall School opened in 1877 and has developed a fine tradition in educational, cultural and recreational activities, and has maintained a proud place in the Fairhall Community. The school's success can be attributed to the tremendous co-operation, enthusiasm and efficient service of all connected with Fairhall, both then and now.

Many families with students who attend Fairhall School have had a long and traditional association with the school. Our emphasis on a well-balanced programme has meant that people can look back on very happy times at Fairhall School.

The very nature of the school encourages "community" in its broadest sense. Catering for an age range of 8 years enables the students to grow and develop together over a long period of time in a family atmosphere. The opportunities and experiences that students share during these years cement relationships, which outlive the school days. The rural aspect, which is an attractive and significant feature of the school, offers a different perspective on education and with this comes a range of different educational opportunities and experiences, which reflect the unique culture of Fairhall School. This is reinforced through the efforts of an experienced, dedicated and talented staff who, through, appropriate teaching strategies provide interesting learning experiences for our students.

We have a very supportive, caring Board of Trustees, which works hard in the interests of all the students of Fairhall School. We are proud of our well-maintained buildings, grounds and facilities. Recent changes in education have provided challenges and exciting new opportunities for our school. The board and staff are proactive in continuing to build Fairhall's excellent reputation in providing a **QUALITY EDUCATION** in a **QUALITY ENVIRONMENT** where our students take that step along the ***PATHWAY TO EXCELLENCE***.

SCHOOL CHARTER 2019 – 2021

Our Vision
The school's purpose

FAIRHALL PRIDE
PATHWAY TO EXCELLENCE

Ara ki te hiranga

Our Values
we share

Our values are the important qualities we try to live by and show in the ways we ourselves go about our work and relationships with others in our school.

Our students will show their FAIRHALL PRIDE

P – Personal Best – *whakarira*

R – Respect – *whakaute*

I – Integrity – *ngakaupono*

D – Determination – *whakatohi*

E – Enjoyment – *rekareka*



The Fairhall School Treaty, signed by students and staff, February - 2019

Our Expectations

For our children

Through our sustainable practices we aim to help our children to:

- Develop strong foundations in Numeracy and Literacy
- Be Purposeful Learners
- Be Goal Setters and Team Players
- Strive for their Personal Best
- Be proud of their achievements
- Make Good Choices
- Develop respect for themselves, for others and for the environment.
- Develop the skills, knowledge, and attitudes needed to function effectively in everyday life.

And above all follow and model the school's Vision and Values.

For our staff

Through our sustainable practices we aim to help our staff to:

- Model the school's Vision and Values
- Provide authentic, rich learning experiences for ALL students
- Maintain high expectations for learning and achievement
- Work in partnership with parents to support every child's learning.
- Work collaboratively with colleagues
- Maintain a high level of professionalism
- Seek further professional development opportunities for personal and professional growth.

For our community

Through our sustainable practices we aim to help our community to:

- Elect a BOT that sets the vision for the school in consultation with the community
- Feel welcomed, engaged and well informed.
- Be proactive in understanding and supporting their child's learning in partnership with the classroom teacher
- Support the school in following and modelling the school's Vision and Values.

STRATEGIC PLAN 2019 – 2021

*Vision Statement
Fairhall PRIDE
Pathway to Excellence*

STRATEGIC PLAN 2019 - 2021

Central Goals

1. To provide positive learning pathways to enable at least 90% of our students from the end of their first year of school to achieve working 'at' or 'above' their expected NZ Curriculum Learning Level in Reading, Writing and Mathematics.
2. To ensure Fairhall School remains Future Focused in terms of development of teaching and learning practice, pedagogy, property development and environment.
3. To develop a school that enhances the learning environment for all learners through strengthening our cultural awareness, affirming cultural identities and encouraging community engagement.

CENTRAL GOAL 1

To provide positive learning pathways to enable at least 90% of our students from the end of their first year of school to achieve working 'at' or 'above' their expected NZ Curriculum Learning Level in Reading, Writing and Mathematics.

STRATEGY	2019	2020	2021
To ensure all students receive every opportunity to achieve academically at expected NZ Curriculum Learning levels or above.	<p>Set 2019 targets from AoV's in 2018 and baseline data collected at the beginning of 2019.</p> <p>1 Numeracy Target and 1 Literacy Target.</p> <p>Leadership Team to discuss measuring lift and put in place actions for 2020.</p> <p>Plan for future involvement of personnel, resources, school needs.</p> <p>Teaching staff to begin 200hours Maths PLD with UC.</p>	<p>Set 2020 targets from AoV's in 2019 and baseline data collected at the beginning of 2020.</p> <p>1 Numeracy Target and 1 Literacy Target.</p> <p>Leadership Team to discuss measuring lift and put in place actions for 2021.</p> <p>Plan for future involvement of personnel, resources, school needs.</p> <p>Teachers to continue second year of Maths PLD with UC.</p>	<p>Set 2021 targets from AoV's in 2020 and baseline data collected at the beginning of 2021.</p> <p>1 Numeracy Target and 1 Literacy Target.</p> <p>Leadership Team to discuss measuring lift and put in place actions for 2022.</p> <p>Plan for future involvement of personnel, resources, school needs.</p> <p>School to consider further needs with Maths PLD.</p>

STRATEGY	2019	2020	2021
Fairhall School is currently committed to working collaboratively with the Pirihahi CoL to ensure consistency across schools in moderation and student attainment.	<p>Continue attending PLD opportunities with CoL Collaborative Cluster – New Pedagogies for Deeper Learning.</p> <p>Develop school's own Culturally Responsive Programmes.</p> <p>Continue to attend CoL PDL.</p> <p>Maintain Communication / Feedback between 'In School Leader, Leadership Team and BoT.</p>	<p>Monitoring involvement in 2019 will determine the Strategic direction of this target area.</p> <p>Reflect on effectiveness of Spirals of Inquiry in relation to teacher development and student achievement.</p>	<p>Decision on continuation of goal to be confirmed in 2020.</p>

STRATEGY	2019	2020	2021
Review and report on effectiveness of our Inquiry model across all classes.	<p>Implement School-wide Inquiry over first half of the year.</p> <p>Review - Gather data on effectiveness of teaching and learning.</p> <p>Report on effectiveness of model.</p> <p>Implement changes, suggestions from report and monitor implementation.</p>	Continue to monitor implementation.	Continue to monitor implementation.

STRATEGY	2019	2020	2021
To improve sustainable ICT practices.	Document and present ICT Strategy across the school.	<p>Investigate improvement opportunities for strategy.</p> <p>Investigate opportunities to employ part-time technician – costs, feasibility</p>	Further implementation of plan.

STRATEGY	2019	2020	2021
To develop the transition of teaching, learning and student achievement of our students under a Flexible Learning Environment (FLE).	<p>New Change Team to be established.</p> <p>Review current status of ILE's / FLE's</p> <p>Report on findings.</p> <p>Set for implementations in Term 1 of 2020.</p>	<p>Monitor implementation of FLP.</p> <p>Plan for improved FLE spaces.</p> <p>Revisit 25 Year Strategic Plan.</p>	<p>Implement further changes to FLP / E's.</p> <p>Check / ensure staffing upskill requirements are met.</p> <p>- Teacher PLD.</p>

CENTRAL GOAL 2

To ensure Fairhall School remains Future Focused in terms of development of teaching and learning practice, pedagogy, property development and environment.

STRATEGY	2019	2020	2021
To develop opportunities for learner engagement in and out of the classroom	Re-establish new Change Team for FLE / FLP development across the school.	Continue to implement Change Team's FLE/P Strategic Plan. Examine engagement in EOTC programmes and effectiveness of visits / camps.	Continue to provide PD for current staff who are untrained in working in an Flexible Learning Environment.

STRATEGY	2019	2020	2021
To ensure our school environment is conducive to the school's pedagogy.	Complete design stages for Car-park and re-roofing of school buildings. Develop a plan for the design work and replacement of classroom furniture. Complete plan and building timeframe for improved MP Room fire safety rating. Continue to improve Quality/Quantity of Artworks around the school.	Continue purchasing of furniture according to design plan for furniture replacement. Monitor progress of 5YA including minor capital works. Review progress with Artworks around the school.	Monitor changes to and development of 5YA and complete projects as identified on the plan.

CENTRAL GOAL 3

To develop a school that enhances the learning environment for all learners through strengthening our cultural awareness, affirming cultural identities and encouraging community engagement.

STRATEGY	2019	2020	2021
To ensure that the school maintains a positive level of student engagement and interaction across all class levels.	Maintain and monitor levels of engagement, interactions with students across the school. Define role of Student Council across the school.	Implement tools to further develop student self management skills. Review student levels of engagement and self management.	Further improve where necessary.

STRATEGY	2019	2020	2021
Develop a 'Growth Mindset' with all students and engage community with progress being made.	Revisit staff understanding of what a 'Growth Mindset' is – view Carol Dweck TED Talk. Review school documentation that inhibits the development of a 'Growth Mindset'. Implement strategies that promote a 'Growth Mindset'.	Share with community progress and changes school has made with implementing Growth Mindset strategies. Promote community engagement. Continue to implement strategies that promote a 'Growth Mindset'.	Revisit understanding of Growth Mindset. Continue to implement strategies that promote a 'Growth Mindset'. Monitor strategies being used in classrooms.

STRATEGY	2019	2020	2021
To ensure cultural identities are being affirmed at Fairhall School for all students.	Class Number change to Plant/tree Name (Maori) Formation of kapahaka group – group to perform. Implement a school-wide programme.	Consult Maori Community Strengthen classroom programmes by providing more resources. Plan to identify ALL Fairhall Cultures.	Continue implementation of school-wide programme. Respond to / Plan for Fairhall Community Needs.

ANNUAL PLAN 2019

GOAL	STRATEGY	2019 ACTIONS	SPECIFICS (TIMEFRAME / RESPONSIBILITY)
To provide positive learning pathways to enable at least 90% of our students from the end of their first year of school to achieve working 'at' or 'above' their expected NZ Curriculum Learning Level in Reading, Writing and Mathematics.	To ensure all students receive every opportunity to achieve academically at their expected New Zealand Curriculum levels or above.	<ul style="list-style-type: none"> - identify areas for improvement through data analysis. - Share 2018 AoV with staff and analyse further with Management team. - Set 2019 Targets and collect baseline data. - Share in teams and as a whole staff, implement and monitor. - Check on moderation processes prior to assessment reporting. - Check on progress in June and again in November. - Write up Analysis of Variance reports for 2019 and present to staff, BoT and Ministry. - Annual Report prepared on current school-wide Special Needs programmes. - Focus on one of these programmes and complete an effectiveness review using new ERO School Review Indicators. - Include in report. 	<p><i>By end of February, 2019</i></p> <p><i>Principal, Leadership Team</i></p> <p><i>Budget - Numeracy - \$1000</i> <i>Literacy - \$3000</i></p> <p><i>By December, 2019</i></p> <p><i>TIC Special Needs / Abilities</i> <i>Budget - \$500</i></p>
	Fairhall School is currently committed to working collaboratively with the Piritahi CoL to ensure consistency across schools in moderation and student attainment.	<ul style="list-style-type: none"> - Continue attending PLD opportunities with CoL Collaborative Cluster – New Pedagogies for Deeper Learning. - Develop school's own Culturally Responsive Programmes. - Continue to attend CoL PDL. 	<p><i>Principal / Leadership Team</i></p> <p><i>By end of February, 2019</i></p> <p><i>Principal, Leadership</i></p>

		<ul style="list-style-type: none"> - Maintain Communication / Feedback between 'In School Leader, Leadership Team and BoT. 	<i>Team, CoL Lead Teacher</i> <i>Budget - MOE Funded</i>
	Review and report on effectiveness of our Inquiry model across all classes.	<ul style="list-style-type: none"> - Implement School-wide Inquiry over first half of the year. - Review - Gather data on effectiveness of teaching and learning. - Report on effectiveness of model. - Implement changes, suggestions from report and monitor implementation. 	<i>Start Term 1 – Complete by end of Term 2, 2019</i> <i>Term 3</i> <i>All Teachers / Leadership Team</i> <i>Budget - \$0</i>
	To improve sustainable ICT practices.	<ul style="list-style-type: none"> - Contact and re-engage with PC Media to complete document and present ICT Strategy across the school. - Identify findings from review strategy. - Plan to put in place changes / improvements for 2020. 	<i>By end of Term 3, 2019</i> <i>TIC ICT / Principal</i> <i>Budget - \$500</i>
	To develop the transition of teaching, learning and student achievement of our students under a FLE.	<ul style="list-style-type: none"> - New Change Team to be established. - Change Team to revisit work document of previous team. - Identify changes needed to be made. - Review current status of ILE's / FLE's - Report on findings and make recommendations. - Set for implementations in Term 1 of 2020. 	<i>By end of Term 1, 2019</i> <i>Principal / Leadership Change Team</i> <i>Budget - \$1000 teacher release</i>
To ensure Fairhall School remains Future Focused in terms of development of teaching and learning practice, pedagogy, property development and environment.	To develop opportunities for learner engagement in and out of the classroom	<ul style="list-style-type: none"> - Re-establish new Change Team for FLE / FLP development across the school. - Change Team to present findings / recommendations to the Leadership Team. 	<i>By end of Term 1, 2018</i> <i>Term 2</i> <i>Principal / Change / Leadership team</i> <i>Budget - \$1000</i>

	To ensure our school environment is conducive to the school's pedagogy.	<ul style="list-style-type: none"> - Complete design stages for Car-park and re-roofing of school buildings. - Develop a plan for the design work and replacement of classroom furniture. - Complete plan and building timeframe for improved MP Room fire safety rating. - Continue to improve Quality/Quantity of Artworks around the school. 	<i>Term 1, 2019</i> <i>By end of Term 1, 2019</i> <i>By end of Year.</i> <i>Principal / BoT / School Support and (FOFS Fund-raising)</i>
To develop a school that enhances the learning environment for all learners through strengthening our cultural awareness, affirming cultural identities and encouraging community engagement.	To ensure that the school maintains a positive level of student engagement and interaction across all class levels.	<ul style="list-style-type: none"> - Maintain and monitor levels of engagement, interactions with students across the school. - Identify effectiveness of current types of engagement activity / non effective engagement. - Define role of Student Council across the school. - Make improvements to roles and responsibilities within the council – engage whole school. 	<i>Staff Meeting T1</i> <i>Leadership Meetings T1</i> <i>Staff Meeting T2.</i> <i>Teaching Staff.</i> <i>By Week 5, T2.</i>
	Develop a 'Growth Mindset' with all students and engage community with progress being made.	<ul style="list-style-type: none"> - Revisit staff understanding of what a 'Growth Mindset' is – view Carol Dweck TED Talk. - Review school documentation that inhibits the development of a 'Growth Mindset'. - Implement strategies that promote a 'Growth Mindset'. 	<i>Staff Meeting T1</i> <i>Principal / Leadership</i> <i>T1 – T4, 2019</i> <i>Teaching Staff</i>

	To ensure cultural identities are being affirmed at Fairhall School for all students.	<ul style="list-style-type: none"> - Class Number change to Plant/tree Name (Maori) - Formation of kapahaka group – group to perform. - Implement a school-wide programme. 	<i>Start of Term 1, 2019.</i> <i>By end of Term 2 – 2019</i> <i>Principal / Teaching Staff.</i>
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CHARTER CONSULTATION

Consultation	Dates
Send Updated Charter to MOE Charters.nelson@minedu.govt.nz	By 1 st March each year
School Annual and Financial Reports to the Ministry Of Education	By 31 st May each year
Board of Trustees	Ongoing
Maori Community	February (Even Years)
Health Curriculum Programmes to Community	June - every odd year.
School Parents	September
School Staff	Ongoing
Ministry In-Service	-
Principal's Appraisal	May / June
Ministry Websites – http://www.minedu.govt.nz/ , www.tki.co.nz	Ongoing
Ministry Planning for Better Student Outcomes	Ongoing

Chairperson: _____

Date: _____

Principal: _____

Date: _____

APPENDIX 1 –

PROCEDURAL INFORMATION

1. Fairhall School will aim to forward a copy of any annually updated Charter to the Ministry of Education by 1 March of the year which it was updated
2. Fairhall School will aim to forward a copy of its Annual Targets and Analysis of Variance to the Ministry of Education by 1 March, each year.
3. Fairhall School consults its community on a regular basis as part of its three-year cycle of self-review. Consultation includes:
 - Community Consultation in September.
 - Maori Community Consultation in February.
 - Health Curriculum Programmes in June of every odd year.
 - Questionnaire / Feedback forms via School Newsletter or through internet survey – Survey Monkey.

In addition to the above, the school's Maori community is consulted to:

- Gather opinions re. Maori programme.
- Gather information on Curriculum issues with particular reference to Maori
- Set goals re. Strategic Planning
- Targets for student achievement will be identified
- Analysis of School – wide assessment data
- Information and formal discussion at staff meetings.
- National Trend Focus – e.g. identified through NEMP.

New Zealand's Cultural Diversity and the unique position of Maori Culture.

Education Act: Fairhall School aims to meet New Zealand's Cultural Diversity and the unique position of Maori Culture by:

1. Developing for the school policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture; and
2. Ensuring all reasonable steps are taken to provide instruction in tikanga Maori (Maori culture) and te reo Maori (Maori language) for full time students whose parents request it.
3. Discussing with and explaining to parents the:
 - aspects of tikanga and te reo that we have in our current school programme.
 - aspects of te reo integrated naturally in our daily classroom programmes where appropriate, such as greetings, colours, counting, instructions, waiata.
 - aspects of tikanga included in our social sciences programme (marae visit and powhiri), science programme (native and endangered species, natural medicines) and art programme (harakeke, koru patterns, kowhaiwhai).

Charter Planning Supporting Documents

Property Ten Year Maintenance Plan Copies

- Main File System- Reference – P4 14
- Caretaker – Reference – Caretaker Shed
- BOT Property – Reference – At Home
- Principal – Reference – Top Drawer Filing Cabinet

Annual Budget Copies

- Main File System Review Folder – Reference – F1 03
- Principal – Reference – BOT Folder
- BOT Secretary – Reference – Filing Cabinet
- BOT Members – Reference – BOT Folders
- Google Docs – Reference – Staff / BOT Area

Inquiry / ICT Strategic Plan Copies

- Principal – Reference – Top Drawer Filing Cabinet
- Teacher In Charge ICT – Reference – ICT Folder

Curriculum Status Report Copies

- Principal – Reference – Curriculum
- Teacher In Charge – Reference – Curriculum
- Google Docs Shared folders/files

APPENDIX 4 –



Piritahi Kahui Ako Annual Plan 2019

Whiria nga tahi nga ākonga - Weave Learners together

Vision <ul style="list-style-type: none"> • Learners collaborating for success. • Highly literate students achieving across Piritahi 		We Value <ul style="list-style-type: none"> • Relationships - networks of mutual trust • Respect - for all • Achievement - for all 	
Our actions <ul style="list-style-type: none"> • Respond effectively to the needs of all learners. • Strengthen learner capacity, capability and collective efficacy. • Foster learner wellbeing, agency, advocacy and resilience. • Raise all student achievement through collaboration and culturally responsive practice 		Achievement Challenge <p>All learners make expected progress in mathematics, reading and writing.</p> <p>Equity - All priority learners make accelerated progress.</p>	
Learning <ul style="list-style-type: none"> • Identify priority learners • Baseline data is collected by the end of week 4 Term 1 and then again in term 4. • Progress is collated, analysed and reported. 	Teaching <ul style="list-style-type: none"> • Consistent moderation practices using LLP's and PaCT embedded across Piritahi • Define effective practices across Piritahi with links to cultural competencies/pedagogies • Spirals of Inquiry embedded across Piritahi 	Community <ul style="list-style-type: none"> • Promotion of effective teaching and learning to Piritahi community • Engagement with whānau and aiga • Engagement with our business community and agencies. 	Leading <ul style="list-style-type: none"> • Develop leadership capability in evaluation, inquiry, and system design to enable creativity and innovation • Continue to grow effective, collaborative, and trusting relationships • Define contextual roles and responsibilities