

Fairhaven School Charter and Action Plan - 2020

The board will ensure the school is a physically and emotionally safe place for all students and staff and is inclusive of and caters for students with differing needs.

Our School Vision:

Young people who will be confident, connected, actively involved, lifelong learners who Dream, Strive, Achieve through Kotahitanga.

We focus on having an equitable school where:

- Dreams are nurtured, Striving is encouraged, Achievements are celebrated and Kotahitanga valued.
- Our values: Be respectful - whai whakaaro, Be responsible - whai kaha, Be resilient - toi te mana are modeled.
- Student achievement is monitored and communicated
- Children with additional needs/strengths are identified and catered for
- Barriers to learning are identified, removed or minimised - pastoral, social, physical
- Māori students are achieving success as Māori
- A Local Curriculum that is strongly place based and acknowledges mana whenua
- Home, school and community collaboration is of high importance
- Staff are building their capacity in Cultural Relationships for Responsive Pedagogy

National Education and Learning Priorities (NELP)	Identified Barriers	Actions to lessen or remove barriers.	Preferred outcomes.
<p>Focus on helping each child and young person to attain educational achievement to the best of their potential</p>	<ul style="list-style-type: none"> ● Communication between home and school prior to enrolment and post enrolment. ● Ability to accurately identify needs of each child ● Knowledge and skills of teachers and support staff to support each child's needs ● An effective Management System to effectively track children's progress. ● Having accurate ways of measuring progress of less tangible areas than curriculum areas. ● 	<ul style="list-style-type: none"> ● Identification of each child's needs ● Set up support, programmes ● Tracking of effectiveness ● Modification if needed ● Ensure home school communication is effective and supportive. ● Develop a tool which will help us gauge the Mauri of our pupils. 	<ul style="list-style-type: none"> ● Each child is able to attain educational achievement to the best of their potential



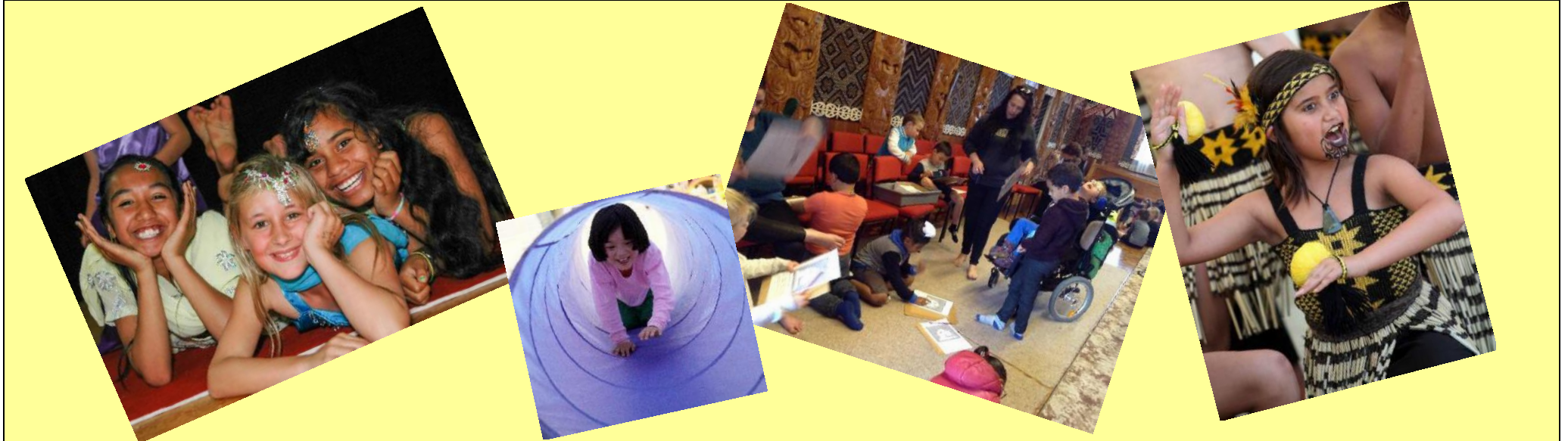
<p>Promote development in each child and young person of the following abilities and attributes:</p> <ul style="list-style-type: none"> ● resilience, determination, confidence, and creative and critical thinking ● good social skills and the ability to form good relationships ● participation in community life and 	<p>Identified barriers:</p> <ul style="list-style-type: none"> ● lack of resilience ● socio economic circumstances ● transient housing ● social skills ● physical, social, emotional challenges ● time challenges ● Whanau/family engagement ● 	<ul style="list-style-type: none"> ● Resilience is one of the school values and is identified as a focus area for PB4L. ● The Key Competencies (NZC) are a vehicle for strengthening resilience and determination. ● Lessons at weekly Kiwi Can lessons reinforce resilience, determination, good social skills and how to form good relationships. ● Roles in the school like Peer Mediators, Young Leaders, Class Librarians etc help prepare children to participate in community life and fulfil civil and social responsibilities. They also prepare children for work. ● Social and pastoral care of children ● Engaging external agencies ● Building relationships that strengthen whanau and school partnerships 	<ul style="list-style-type: none"> ● Children become more resilient, determined and confident. ● Children are more creative and are able to think critically. ● Children develop good social skills and have the ability to form good relationships ● Children are actively involved in supporting the school and wider school community/ Te Puke community.
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<p>fulfilment of civic and social responsibilities</p> <ul style="list-style-type: none"> ● preparedness for work 			<ul style="list-style-type: none"> ● We continue to strengthen whanau engagement
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<p>Instil in each child and young person an appreciation of the importance of the following:</p> <ul style="list-style-type: none"> ● the inclusion within society of different groups and persons with different personal characteristics ● the diversity of society: ● cultural knowledge, identity and the 	<p>Identified barriers:</p> <ul style="list-style-type: none"> ● prejudice ● ignorance ● lack of empathy ● colonisation ● stereotyping ● preconceptions ● bullying 	<p>At Fairhaven we celebrate cultural diversity and encourage the children to value and appreciate similarities and differences of the various groups, including cultural groups, that make up our school and wider community. We have a biennial Culture Festival which showcases dances and customs of a variety of cultures. The dance groups are from a number of cultures. Children from various ethnicities participate. These include Kapahaka, Indian Dance and Pasifika Dance. We have a number of children with Additional Needs who have adapted programmes to ensure they reach their potential. Our Learning Support Coordinator works closely with support staff to ensure children's needs are being catered for. Toitoti Manawa offers Level 1 immersion and the whole</p>	<p>Children will be able to identify prejudice and have a better understanding of how to not condone prejudice as well as support those that are being impacted by prejudice. To have a better understanding of other cultures and their own culture appreciating the similarities and differences, and celebrating each other's uniqueness. Have a better understanding and appreciation of Māori</p>
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<p>different official languages</p> <ul style="list-style-type: none"> ● The Treaty of Waitangi and te reo Māori 		<p>school is on a Cultural We are on a Relationships for Responsive Pedagogy journey.</p>	<p>Culture, the Te Tiriti o Waitangi local and New Zealand history. To have opportunities to extend children and staff's ability to speak and understand Te Reo Māori.</p>
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We believe that “Educationally powerful connections and relationships” are vital to enabling all students to achieve their potential.

- Reading Together [Reading Together BES Exemplar](#)
- Maths Together
- Whānau Hui
- Survey of Whānau - Health, Rongohia Te Hau, Whānau Voice of Māori tamariki in English Medium
- Engaging Whānau and iwi in Marau ā Kura
- Using Toitoti Manawa model to begin the review of our localised curriculum in English Medium
- Individualised Learning and Education Plans for identified tamariki
- Transitioning to school, through school and to new schools
- Employment of staff that assist to meet the needs of our school community e.g. Fluent Te Reo speaking staff, fluent Hindi and Punjabi speaker

Key Focus Areas	2020	2021	2022
<p>Hero - SMS - HERO - So that we are better able to track children, interventions and progress we are changing to a new School Management System, HERO. It will take 2 years to fully implement and will not only enable us to track children and their progress but also enable children to be more aware of their learning progressions, their next steps and provide them with a vehicle to have input to these and self-assess. Parents will also be able to see and make comments.</p>	<ul style="list-style-type: none"> ● Staff familiarise themselves with HERO ● Reporting is done through HERO. 	<ul style="list-style-type: none"> ● Parents have access to designated parts of HERO ● Reporting is done through HERO 	<ul style="list-style-type: none"> ● Reporting is done through HERO
<p>Learning Progressions</p>	<ul style="list-style-type: none"> ● Implement school wide learning progressions in Reading, Writing and Maths, using HERO school management system. ● Children will be able to identify and verbalise what learning progression they are working on in Reading, Writing and Maths. ● Children will be able to identify and 	<ul style="list-style-type: none"> ● Continue to implement school wide learning progressions in Reading, Writing, Maths and Science using HERO school management system. ● Children will be able to identify and verbalise what learning progression they are working on in Reading, Writing and Maths. ● Children will be able to identify and verbalise their next learning steps. ● Children will share their learning progressions with their whanau online using the HERO school management system. ● Whanau will be able to give children feedback on their learning progression via HERO. 	<ul style="list-style-type: none"> ● Continue to implement school wide learning progressions in Reading, Writing and Maths, using HERO school management system. ● Children will be able to identify and verbalise what learning progression they are working on in Reading, Writing and Maths. ● Children will be able to identify and verbalise their next learning steps.

	<p>verbalise their next learning steps.</p>		<ul style="list-style-type: none"> ● Children will share their learning progressions with their whanau online using the HERO school management system. ● Whanau will be able to give children feedback on their learning progression via HERO.
<p>Local Curriculum which is strongly Place-Based</p>	<ul style="list-style-type: none"> ● Working collaboratively with Tapuika and Waitaha regarding local curriculum from mana whenua lens ● Work with our wider school whanau and community to gather whanau voice in the development of our localised curriculum. 	<ul style="list-style-type: none"> ● Continue working collaboratively with Tapuika and Waitaha regarding local curriculum from mana whenua lens ● Continue to work with our wider school whanau and community to gather whanau voice in the development of our localised curriculum. 	<ul style="list-style-type: none"> ● Continue working collaboratively with Tapuika and Waitaha regarding local curriculum from mana whenua lens ● Continue to work with our wider school whanau and community to gather whanau voice in the development of our localised curriculum.



<p>Cultural Relationships for Responsive Pedagogy</p>	<p>‘Rongohia te Hau’ data, whānau hui and te reo survey to inform school action plan. Co-inquiry to focus on CR4RP areas of development for staff. Review and make changes to the way we engage, communicate with and collaborate with whānau and our community</p>	<p>Continue to:</p> <ul style="list-style-type: none"> ● Develop a localised curriculum which is evident. ● Encourage Te Reo Māori which is practised and tikanga which is normalised in our school setting 	<p>Continue to decolonise our practices at Fairhaven School.</p>
<p>Digital Curriculum</p>	<p>Clarify what a digital curriculum looks like in a primary school</p>	<p>Clarify current strengths and opportunities Formulate a plan(stop doing, start doing, keep doing)</p> <ul style="list-style-type: none"> ● With staff 	<p>Prioritised opportunities to focus on</p> <ul style="list-style-type: none"> ● Allowing space for PD

	<ul style="list-style-type: none"> ● PD required for Amanda ● Discussion document (what it is, what it is not) 	<ul style="list-style-type: none"> ● Manageable ● Visiting other schools 	<ul style="list-style-type: none"> ● Resourcing as needed ● Acknowledging learning for staff is a continuum
E learning	<p>All year 5/6 classes to be 1:1 ipads</p> <ul style="list-style-type: none"> ● Resourcing required for 80 ipads ● Define environment and expectations for learning in years 5/6 	<p>Room 5/6 ipads updated Middle school become 1:2</p> <ul style="list-style-type: none"> ● Resourcing required for 70 ipads ● Define environment and expectations for learning in years 3/4 	<p>Continue to source avenues for ipad replacement. Review expectations for E Learning focusing on years 1/2</p>
Laptop management/IT	<p>Strengthen systems in relation to the management of laptops and IT. Look at ways of sustaining laptop purchases long term. See IT Plan</p>	<p>Strengthen systems in relation to the management of laptops and IT.</p>	<p>Review systems in relation to the management of laptops and IT.</p>
Tracking acceleration of target students (Broader context not just academic)	<p>Modified tracking sheets focusing accelerated progress term by term for Target Students. Develop HERO so that we are able to track each child's progress to ensure 1 or more years progress is made each year.</p>	<p>Move tracking of Target Students to Hero. Focus on accelerated progress term by term for Target Students. Strengthen programmes which strengthen the Mauri of our pupils and staff.</p>	<p>Tracking of Target Students on Hero. Focus on accelerated progress term by term for Target Students.</p> <p>Strengthen programmes which strengthen the Mauri of our pupils and staff.</p>



<p>Develop a Well Being tool which will enable us to gauge aspects of students progress other than academic (social and emotional competencies)</p>	<p>Develop a tool which helps us gauge the Mauri of our pupils and staff.</p>	<p>Use data gathered to help design programmes to strengthen areas identified as needing support.</p>	<p>Evaluate effectiveness of programmes. work with whanau to strengthen programmes.</p>
<p>Maths</p>	<p>ALIM YR 2- Tanya,David Maths together PD with Anna - Middle/senior Continue building maths leaders - Sandy, Tanya, David</p>	<p>Tanya MST? Maths across the school continues to develop Raise achievement level in mathematics across the school</p>	<p>Review Maths programmes and impact on children’s learning.</p>
<p>Learning through play</p>	<ul style="list-style-type: none"> ● Continue to embed learning through play pedagogy across Year 1 & 2. ● Year 1 & 2 children continue to be taught 	<ul style="list-style-type: none"> ● Further develop Learning through play in the Year 3 & 4 area. ● Continue to embed Learning through play in Years 1 & 2. ● Introduce Learning through play pedagogy in Years 5 & 6 through the Science curriculum area. 	<ul style="list-style-type: none"> ● Further develop Learning through play in the Year 5 & 6 area. ● Continue to embed Learning through play in Years 1, 2, 3 & 4.

	<p>in a learning through play context.</p> <ul style="list-style-type: none"> ● Introduce learning through play pedagogy to Year 3 & 4 teachers. ● Year 3 & 4 children are introduced to a learning through play classroom environment. ● Ongoing professional development of Year 1-4 teachers in learning through play pedagogy. 	<ul style="list-style-type: none"> ● Professional Development for Year 5 & 6 teachers in learning through play pedagogy. ● Ongoing professional development of Year 1-4 teachers in learning through play pedagogy. 	<ul style="list-style-type: none"> ● Ongoing professional development of Year 1-6 teachers in learning through play pedagogy.
PB4L	<p>Build team capabilities - Jay, Kohekohe, Seamus, Mandy, Nicola, Sandra, Jane O'Carroll PD Develop lesson plans to support Kiwi Can</p>	<p>Have clear systems in place Continue to develop Kiwi can lessons Continue to build teams capabilities and PB4L across school</p>	<p>Continue to build teams capabilities and PB4L across school</p>
Toitōi Manawa	<p>Staff undertake PLD through Kia Ata Mai - 'Mauri Tū, Mauri Ora' (Accelerated Literacy Programme) Work with Resource Teacher of Māori (RTM) to learn how to use Panui Haere (Running Records) and Hopukina! (Reo a Waha) assessments to strengthen classroom programmes. Develop transition pathways into Te Rea</p>	<p>Consolidate literacy PLD and become more competent at implementing them. Evaluate effectiveness of literacy programmes. Strengthen the transition into Te Korowai Matauranga. Develop staff capacity to deliver immersion programmes</p>	<p>Continue to refine our planning, teaching and assessment practices.</p>

Healthy Active Learning

Healthy Active Learning has taken over from Health Promoting Schools, which has been phased out. Improve wellbeing through healthy eating - Implement Healthy Food & Drink Policies. Continue as a "Water only school." Encourage "Healthy Choices" through education Work with Sports BOP staff to deliver these.

Continue to work with Sports BOP to improve well being through healthy eating.

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