



Fairfield College

School Charter Strategic and Annual Plan for Fairfield College (2020-2022) **2020**

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Fairfield College (2020 – 2022)

Introductory Section – Strategic Intentions

Mission Statement	Committed to quality education and personal excellence
Whakataauaki	<p style="text-align: center;">Dum Spiro, Spero I taku puranga hau; taku tuumanako. While I breathe I hope</p> <p>The whakataauaki (school motto) was chosen in 1957 by school founders to emphasise resilience and determination in that as long as we breathe we should never abandon hope but to be resilient in overcoming inevitable adversity that can hinder progress.</p>
Vision	Fairfield College (FFC) students will be confident, connected and actively involved in life-long learning. They will pursue purposeful pathways to achieve success now and in the future.
Values	<p>The values of Respect, Responsibility, and Personal Excellence are captured in FFC’s Three B’s. The three B’s define the central values that FFC desires for all our community (students, staff, caregivers, Board of Trustees) to adopt as a guide to the way we live our lives.</p> <ol style="list-style-type: none"> 1. To be respectful 2. To be responsible 3. To be the best that you can be
Principles	<p>High Expectations – FFC supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances</p> <p>Treaty of Waitangi – FFC acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maaori and Tikanga.</p> <p>Cultural Diversity – FFC acknowledges that cultural diversity is an important dimension of New Zealand society. FFC endeavors to move beyond tolerance of difference to understanding and acceptance of other perspectives.</p>

	<p>Inclusion – FFC is committed to establishing a learning environment that is non –sexist, non-racist, and non-discriminatory. The school is committed to ensuring that all students are valued and that learning programmes meet the needs of all students.</p> <p>Community engagement – FFC is committed to strengthening community voice in school operations.</p> <p>Equity – FFC acknowledges the individuality of all students and endeavors to express this in the allocation of resources.</p> <p>All of the above principles appear in the New Zealand Curriculum document and the school strives to apply them to a FFC context</p>			
<p>Maaori Dimensions and Cultural Diversity</p>	<p>The unique position of Maaori as tangata whenua and the importance of the principles of the Treaty of Waitangi are recognised by providing Maaori students with quality teaching and quality learning environments to facilitate their personal best in academic, cultural, social or sporting achievement. We acknowledge the mana of Maaori as the Treaty Partner to the Crown. Fairfield College recognises the Mana whenua of Ngaati Wairere and is committed to strengthening links with both Ngaati Wairere and Waikato-Tainui.</p> <p>The Board’s signing of the kawenata in 2016 with Waikato-Tainui is an expression of their commitment to strengthening this relationship as we seek to raise school capacity to engage more effectively in our core business. The priorities of the iwi’s educational plan: Ko te mana matauranga are reflected in the achievement improvement goals that are set in the Charter</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;"> <p><i>Ko Te Mana Matauranga: Waikato – Tainui Educational Priorities</i></p> </div> <table border="1" style="width: 100%; background-color: #f0f0f0;"> <tr> <td style="width: 33%; padding: 5px;">All Waikato-Tainui tribal members are fluent in Waikato reo me oona tikanga.</td> <td style="width: 33%; padding: 5px;">All Waikato-Tainui tribal members transition into meaningful pathways</td> <td style="width: 33%; padding: 5px;">All Waikato-Tainui tribal members know their whakapapa and are connected to their marae.</td> </tr> </table> <p>Fairfield College is committed to implementing policies and practices that reflect New Zealand’s cultural diversity and the unique position of Maaori as the tangata whenua. Fairfield College is committed to provide quality instruction in Te Reo Maaori and Tikanga.</p>	All Waikato-Tainui tribal members are fluent in Waikato reo me oona tikanga.	All Waikato-Tainui tribal members transition into meaningful pathways	All Waikato-Tainui tribal members know their whakapapa and are connected to their marae.
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From 2018, all year 9 students learn Te Reo, Tikanga, Kiingitanga, and Tainui history in a specially designed programme. All year 10 students will access learning in this area through the Social Studies and the Te Reo option-learning programme.

Fairfield College acknowledges and values the cultural diversity of students and staff. The school seeks to enable all students to learn from within the security of their own cultures and their shared school culture. The school acknowledges the presence of students from many races and cultures and welcomes the enrichment this brings to the school community. The school endeavors to move beyond tolerance of difference to understanding and acceptance of other perspectives. While celebrating cultural difference the school recognises the need for all students to achieve at the highest level educationally to be able to participate fully as New Zealand citizens in the 21st Century.

Baseline Data or School Context

Student Wellbeing

Improving student wellbeing will be a key driver for change that the Board will implement over the next 3 years. The March 2016 Education Review Office (ERO) publications: Wellbeing for success: a resource for schools and Wellbeing for success: effective practice and the Wellbeing at School website will guide the approach that the school will develop.

The importance of student wellbeing and its link to student learning, progress, and achievement is highlighted by the following extract which is referenced in the introduction of the ERO publication Wellbeing for success: a resource for schools.

Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.

Noble, T. & Wyatt, T. (2008) Scoping study into approaches to student wellbeing. Final Report. Canberra. Department of Education, Employment and Workplace Relations. p30. (downloaded from: <https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/introduction/>)

For wellbeing to be optimised for students it must also be a focus at staff and the wider community. By focussing on all three levels it will have a greater capacity to be implemented effectively and sustainably at the student level. In March 2020 randomly selected group of students at each year level will be invited to complete a wellbeing survey. A staff group and also a whaanau (community) group will also be invited to complete a survey. From these surveys the school will develop a plan to address areas that the wellbeing surveys identify. The survey will be repeated at the end of term 3 and a data analysis will be carried out of both sets of survey data.

This will be repeated in 2021 and 2022.

<p>Student Learning</p>	<p>Raising the percentage of students, and particularly Maaori students, that achieve NCEA L2 and L3 is a major school focus. From 2019 a new enrolment-based measure replaced the previous roll-based and participation measures. Improving the new enrolment-based measures for NCEA level 2 and level 3 will require the school to continue their focus on student retention and strengthen their approach to supporting year 12 and year 13 leavers to link with purposeful post-secondary pathways. NCEA level 2 achievement and the purposeful post-secondary pathways features in the achievement challenges at the secondary level for Te Pae Here (Kaahui Ako).</p> <p>Improving year 9, year 10, and year 11 literacy and numeracy remains a key priority and this features in Te Pae Here's achievement challenges.</p>
<p>Student Engagement</p>	<p>Student attendance is one indicator that the school will use to show improved engagement for 2020. Improvement attendance goals will be set at all levels with a focus on Maaori student attendance.</p> <p>In 2020, the school will develop a matrix system to identify key engagement measurements for all students. This will include areas such as cultural and identity connection (including Kapahaka and Te Reo but personalised to the ethnicity profile of each student), sports and/or other hobby interest. This matrix will be used to assess and support student engagement development.</p>
<p>School Organisation and Structures</p>	<p>School organisation and structures are outlined in the Fairfield College Board of Trustees Policy Framework, however, there is board and staff representation around the following key areas: Pastoral, Finance, Property, Personnel, and Health and Safety</p>
<p>Review of Charter and Consultation</p>	<p>Charter review inclusive of community consultation is a key component of the Board's self-review model.</p>

Strategic Section – Planning and Reporting

<i>Strategic Goals</i>		<i>Core Strategies for Achieving Goals 2020-2022</i>
Students’ Learning	To improve the engagement, retention and achievement of all year 11, year 12, and year 13 students with a focus on Maaori students.	<ul style="list-style-type: none"> • To raise year 12 and year 13 enrolment based NCEA achievement to the comparable national benchmark levels. • To raise school achievement for NCEA numeracy and literacy to the comparable national benchmark level. • To strengthen personalised mentoring and academic tracking within the Waananga Akotahi framework. • To strengthen school vocational pathways development. • Through a collaborative inquiry framework continue to emphasise the importance of developing culturally responsive and relational pedagogy • To continue to strengthen school whaanau relationships • To effectively, support, and embed the waananga akotahi programme • To effectively implement, support, and embed an extended learning period approach • To strengthen school reporting and achievement monitoring.
	To improve student engagement, progress, and achievement of year 9 and year 10 students with a focus on improving literacy, numeracy, and identity.	<ul style="list-style-type: none"> • To progress numeracy and literacy levels of year 9 and year 10 students. • In collaboration with Fairfield Intermediate implement, monitor, and evaluate the “Write that Essay Programme.” • To continue to emphasise the importance of developing culturally responsive and relational pedagogy • To continue to strengthen school whaanau relationships • To effectively implement, support, and embed the Waananga Akotahi programme • To effectively implement, support, and embed an extended learning period approach • To strengthen the school programme of teaching Te Reo, Tikanga, and NZ History with a strong focus on Waikato-Tainui and Ngaati Wairere

		<ul style="list-style-type: none"> To strengthen school programme of promoting identity as part of the wellbeing focus
Student Engagement	To improve overall student attendance with a focus on Maaori students.	<ul style="list-style-type: none"> To strengthen school implementation of the school attendance practices To further promote the 0800 school number and use of school app to improve communications To strengthen school programme of promoting identity as part of the wellbeing focus
School Organisation and Structures	To provide effective systems of self-review in reference to wellbeing and the national NCEA changes	<ul style="list-style-type: none"> Implement system of review to provide feedback to the Board about the progress of wellbeing and the national NCEA changes. Ensure that student, whaanau, and staff voice are included in review system.
Pastoral	To strengthen the Waananga Akotahi programme in line with the 2019 review (particular focus on mentoring to enhance learning and achievement)	<ul style="list-style-type: none"> To strengthen the Waananga Akotahi framework with clear pouako wanaanga expectations and curriculum support. To ensure that student and whaanau voice are reflected in waananga akotahi planning, implementation, and review.
Finance	To develop a communication strategy to stimulate roll growth	<ul style="list-style-type: none"> A communication strategy has been implemented which is inclusive of monitoring mechanisms Roll growth goals have been established which are informed by forecasting information of residential roll growth
Property	To ensure that school property is effectively planned, implemented, and reviewed.	<ul style="list-style-type: none"> To work with MOE, project managers, and school community so that school building situation is primed to take advantage of future growth A property committee is in place to provide recommendations to the Board
Personnel	In reference to the Accord develop a staff development and evaluation programme that supports and enhances performance – see the following link: https://teachingcouncil.nz/content/appraisal	<ul style="list-style-type: none"> In reference to the Accord collaboratively design and implement a staff development and evaluation programme Provide a report to the Board in term 4 in regards to school programme

Health and Safety	To ensure the school has in place Health and Safety policy and procedures that meet the requirements of the Health and Safety at Work Act 2016.	<ul style="list-style-type: none">• An active Health and Safety committee is in place• Informative and timely health and safety reports are provided to the Board of Trustees at each scheduled Board meeting.• Comprehensive health and safety records are maintained that enable the school to contrast performance from previous records. These records show an improvement in school health and safety performance.
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Annual School Improvement Plan – SUMMARY

<i>Domain</i>	<i>Strategic Goals</i>	<i>Targets</i>	<i>Short Report</i>
Wellbeing	To strengthen student and teacher wellbeing	<ul style="list-style-type: none"> • Targets will be based on the March 2020 survey information 	
Students' Learning	To improve student engagement, progress, and achievement at NCEA Level 2 and level 3 with a particular focus on Maaori students.	<ul style="list-style-type: none"> • To improve the enrolment-based percentage of year 12 Maaori students that achieve NCEA Level 2 to at least the level of the national school decile 1 -3 level. In 2019, the FFC figure was 56.5% and the national decile 1-3 figure was 62.6% • To improve the enrolment-based percentage of year 13 Maaori students that achieve NCEA Level 3 to at least the level of the national school decile 1-3 level. In 2019 the FFC figure was 45.5% and the national figure was 50.8% • To raise the percentage of year 12 Maaori students who achieve NCEA 1 literacy and numeracy to at least 90%. In 2019, the FFC figure for literacy was 73.3% and the numeracy level was 81.7%. • To support 100% of year 12 and year 13 school leavers to pursue purposeful post-secondary school pathways (further training or employment). • In response to the December 2019 Comparison Report of the Write that Essay programme reduce the 55% figure that was 	

	To improve student engagement, progress, and achievement of year 9, year 10, and year 11 students with a focus on improving literacy and numeracy levels	<p>reported in the lowest CSI range (2.9 or less) to 25% and improve the 2% figure (7 or higher) to 7%.</p> <ul style="list-style-type: none"> • <i>Composition Skills Index (CSI) was developed by Dr Ian Hunter in 2010 as a means of identifying</i> • <i>the key writing skills needed for success in school life today.</i> • <i>Externally marked to ensure objectivity, the test reports on common writing skills such as</i> • <i>spelling, punctuation, and capitalisation, but more importantly on key skills which influence</i> • <i>writing outcomes as the student progresses in their education: fluency, structure, analytical ability, style, precision, coherence, clarity, and development</i> <ul style="list-style-type: none"> • To support all year 9 and year 10 students to move at least two curriculum sub levels in the number and algebra strands 	
Student Engagement	To improve school levels of attendance at all year levels by 5%	<ul style="list-style-type: none"> • To implement school attendance strategies (improve communication at all levels). 	
School Organisation and Structures	To provide effective systems of review of <ul style="list-style-type: none"> ▪ Waananga Akotahi ▪ Wellbeing innovations ▪ NCEA national changes 	<ul style="list-style-type: none"> • Implement system of review to provide feedback at a Board level about the progress of the innovations • Ensure that student, whaanau, and staff voice are included in review • Provide clear next steps to be followed as a result of reviews 	
Key Improvement Strategies			

There are primary goals that we need to plan, implement, monitor, and review if we are to achieve the achievement improvement goals that the Board has set:

1. Strengthen Collaborative Inquiry processes primarily through Mahi Tahī and school professional learning as supported by the in school teacher team.
2. Develop and implement a wellbeing strategic plan at the student and the staff level.
3. Strengthen school curriculum to include more purposeful vocational pathways for students
4. Implement a timely and responsive mentoring and support programme for students and whānau through the Wanaanga Akotahi programme

<i>When</i>	<i>What (examples)</i>	<i>Who</i>	<i>Indicators of Progress</i>
Strengthen school wide application of a culturally responsive and relational pedagogy			
End of term 1 and Term 3	Implement effective professional learning cycles that are underpinned by mahi tahi groups that engage in collaborative inquiry to improve student engagement and achievement	Principal, DP, and school professional learning organisation team (PLOT).	Improvement in student engagement that is referenced by improvement in year 9 and year 10 attendance as well as improved retention at the year 11 to year 13. The school has also engaged in effective communication cycles regarding all school leavers. This is evidenced through records and knowledge of leavers' destinations. This could also be evidenced through improved NCEA achievement and improved year 9 and year 10 numeracy and literacy levels
Strengthen school curriculum to include more purposeful vocational pathways for students			
End of term 1 and end of term 4	To continue to develop effective learning programmes with external partners that improve year 12 and year 13 students	Principal and Pathways Director	Improved engagement, retention, and achievement for year 12 and year 13 students that position them on purposeful vocational pathways. The school has in place an effective school leavers' data base that can effectively track school leaver pathways.

Implement a timely and responsive mentoring and support programme for students and whaanau.

Ongoing throughout the year	Through the Waananga Akotahi programme develop Individual Learning and Achievement Plans for each student Meet with whanau at least twice a year to discuss plan.	Deputy Principals and Learning and Achievement Advisor	Individual Goal sheets have been developed and meetings with whaanau have occurred that result in improved engagement, progress, and achievement
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Monitoring

Progress toward these goals will be monitored through designated leaders and supporting teams. This progress will be reported to the Principal, and the Board of Trustees, at least twice in term 2 and 3 and once in term 1 and 4.

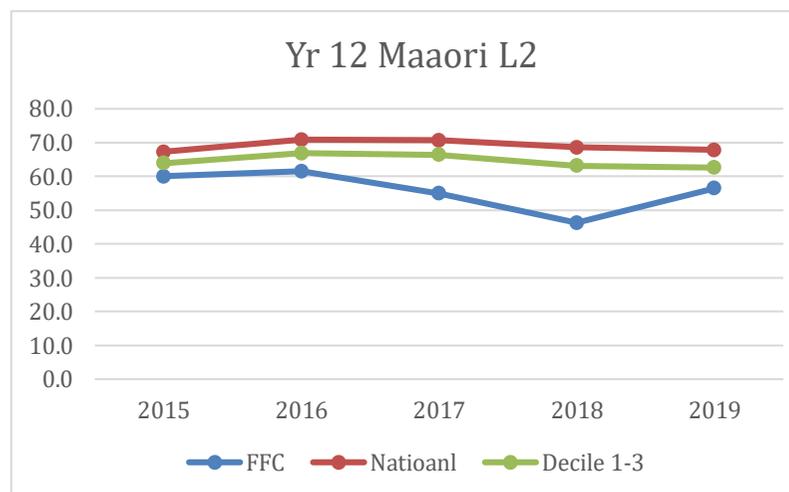
Appropriate responses will be informed by these progress reports based on the progress of these reports.

Analysis of Variance of 2019 Planning and Reporting Achievement Improvement Targets

Target

To improve the enrolment-based percentage of year 12 Maaori students that achieve NCEA Level 2 to at least the level of the national school decile 1 -3 level. In 2018, the FFC figure was 37.3% and the national decile 1-3 figure was 60.9%

Achievement and Analysis



Graph 1

	FFC	National	Decile 1 -3
2015	60	67.3	63.9
2016	61.5	70.9	66.9
2017	55	70.7	66.4
2018	46.3	68.6	63.2
2019	56.5	67.8	62.6

Table 1

Although the enrolment-based percentage of year 12 Maaori students that achieved NCEA Level 2 did not reach the 60.9% target it is affirming to see a 10.2% improvement from the 2018 percentage (56.5% from 46.3%). It is still 6% less than the 2016 percentage of 61.5%. The 56.5% includes thirteen year 12 Maaori students that unfortunately were not in a realistic position to achieve NCEA Level 2 (see table 2).

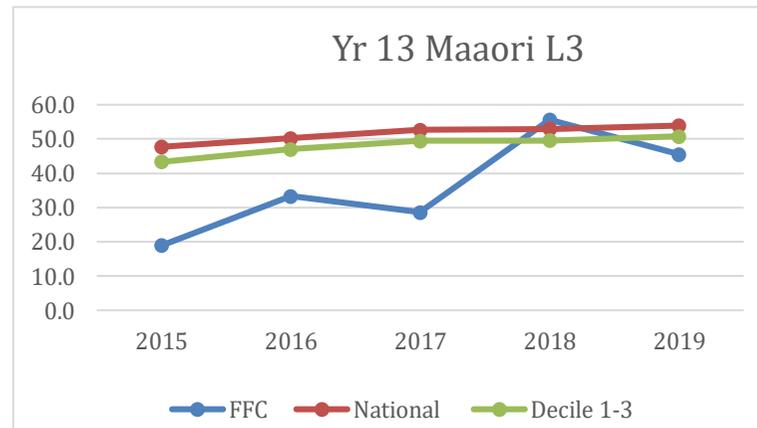
13 Year 12 Maaori students were not in a realistic position to achieve NCEA Level 2.

- 1 student enrolled in Alternative Education (not attending FFC)
- 4 students left at the end of March
- 5 students left at the end of May
- 3 students left at the end of July

Table 2

If these 13 students were not included in the data the percentage of year 12 Maaori students that achieved NCEA Level 2 in 2020 would improve to 69.4%. The challenge of retaining students in education by keeping them engaged at school or assisting them to enroll in further education remains a key school priority.

To improve the enrolment-based percentage of year 13 Maaori students that achieve NCEA Level 3 to at least the level of the national school-level. In 2018, the FFC figure was 50.2% and the national figure was 51.5%



Graph 2

	FFC	National	Decile 1 -3
2015	18,9	47.7	43.3
2016	33.3	50.2	47
2017	28.6	52.6	49.5
2018	55.6	52.9	49.6
2019	45.5	53.9	50.8

Table 3

Unfortunately the school was unable to achieve the enrolment-based 50.8 per cent year 13 Maaori student NCEA Level 3 target. It was disappointing to see a 10% decline in the 2019 percentage achievement level compared to the 2018 percentage achievement level. This result however is given greater clarity when you consider that eight year 13 Maaori students had left Fairfield College by May 2019. If these students were subtracted from the cohort the year 13 Maaori student NCEA Level 3 percentage would increase to 75%. Similarly to year 12, the challenge of retaining students in education by keeping them engaged at school or assisting them to enroll in further education remains a key school priority.

To raise the percentage of year 12 Maaori students who achieve NCEA literacy and numeracy to at least 90%. In 2017, the FFC figure for literacy was 70.4% and the numeracy level was 79.6%.

Although the achievement levels of the Year 12 Maaori students for literacy and numeracy did reach the 90% target it was affirming to see improvement in both areas when compared to the 2018 achievement levels. The literacy achievement level was 73.3% in 2019 compared to 70.4% in 2018. The numeracy achievement level was 81.1% in 2019 compared to 79.6% in 2018. Student retention as well as stronger mentoring and earlier remedial action can have a positive impact on lifting student achievement in all three areas that have been discussed. This will be a major drive in 2020 through the appointment of a Learning and Achievement Advisor to oversee this development.

<p><i>To support 100% of year 12 and year 13 school leavers to pursue purposeful post-secondary school pathways (further training or employment).</i></p>	
<p>In line with the write that essay programme achieve a 5% improvement in CSI (Composition Strength Indicator an amalgam of writing results) ratings for year 9 and year 10 students.</p>	<p>The collection of data to measure school progress relative to this target has been difficult and this will be investigated further with the Write that Essay Team. There have been positive developments in the areas of writing for year 9 and year 10 students. Examples of this are:</p> <ul style="list-style-type: none"> ❖ The percentage of struggling writers has decreased in both year levels. ❖ In Year 9 and 10, the percentage of incomplete sentences has decreased. ❖ In Year 9, the percentage of Simple Sentences has risen. As students gain control of incomplete sentences, they initially write more Simple Sentences. This is to be expected. ❖ Year 10, has shown a decrease in incomplete sentences and simple sentences, and a corresponding increase in other sentence styles. ❖ Both Year 9 and 10 students have shown movement from the lower ranges of the CSI score into the higher ranges. ❖ Average sentence length has decreased to more acceptable levels in both year groups. <p>In 2020 professional learning in this area will be given greater focus so that the school will be in a stronger position to achieve the goals that will be set in this area.</p>

To improve school levels of attendance at all year levels by 5% (half days)

2018 Attendance Data Feb-	
Year 9	82.9
Year 10	76.7
Year 11	77.2
Year 12	78.7
Year 13	77.3

Attendance - 2019

Year Level	Half Days (% attended)	Periods (% attended)
Year 9	81.2	72.9
Year 10	80.8	74.6
Year 11	71.9	64.2
Year 12	74.3	64.7
Year 13	73.3	57.5

Note:

- That the above data was calculated through using the following criteria – All (ie not just attending) RE students
- In the Term 3 2019 Pastoral Report to the Board, we asked their feedback as to what data they would like to use as the benchmark going forward. We understand that they chose percentage of periods hence the data above being provided in both percentage of half days and periods attended

Attendance patterns were compared from a half day view but as explained above the school will use period attendance from 2020. As the data shows there was an improvement only at the year 10 level of 4.1%. Attendance patterns and practices will be a key priority in 2020. The variance between half day and period attendance will be investigated further and attendance processes reviewed to improve the attendance levels of students at all year levels by 5%