

## 2017 Charter



### Vision

**Exceptional Learners, Exceptional Place  
Whakaharahara ākongā, Whakaharahara wāhi**

### Mission

**We specialise in high quality learning for emerging adolescents.**

**We provide a broad range of opportunities in a safe, inclusive, connected learning community.**

**We embrace the potential of our unique and diverse community.**

**Students leave Fairfield Intermediate School as confident, critical and creative thinkers, equipped to take their place as responsible contributors to a global society.**

### Values/Virtues

**Those things we hold important are evidenced through our Virtues programme and school culture:**

**Courtesy, Courage, Co-operation and Commitment**

### NATIONAL EDUCATION AND NATIONAL ADMINISTRATION GUIDELINES

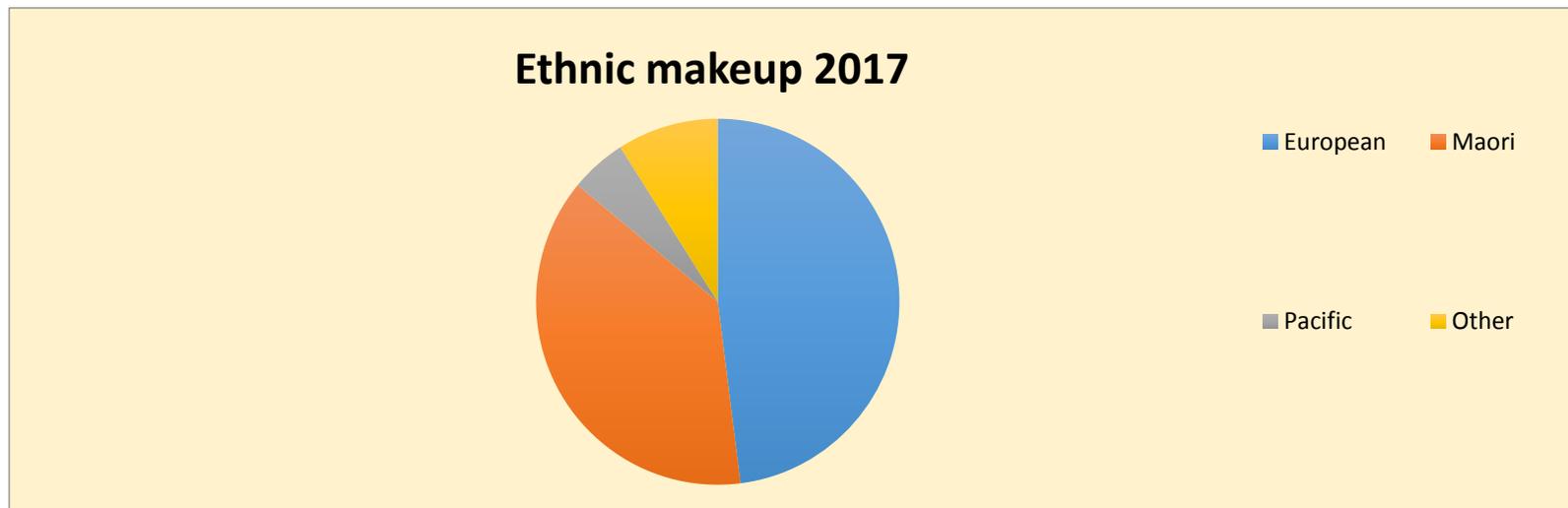
**The Board acknowledges and accepts that the National Education and Administration Guidelines form a part of the school's Charter and requirements.**

## BOARD POLICIES

The Board of Trustees has formulated separate governance and operational policies regarding assets and resources, financial planning and procedures, personnel appointments and management and property management. These should be read in conjunction with the Charter. The intent of these policies is to give guidance to manage the school finances prudently, utilise human resources to the best of their capability within an environment that is well resourced and well maintained.

## SCHOOL POPULATION

Fairfield Intermediate School has a diverse mix of ethnicities and nationalities. The current mix of students is approximately 48% NZ European, 38% Maori, 5% Pasifika, 6% Asian, 3% MELAA. There is a small group of students for whom English is a second language. These students get extra support in learning English. This student group also includes a small number of International students. The school currently has a roll of 570 students, showing a substantial increase in our year seven cohort (of which there are currently 307 students). The school has a number of students who have various special education needs and these are met in a variety of ways within our classes. Support includes specialist teacher and teacher aide support, special programmes, adaptations or plans and a combination, depending on needs. These students bring huge value to the school and are an important part of the student demographic. Students have special opportunities to share their various cultures at different times during the school year. This includes talent quests, international student days and idol competitions. The school hosts a number of different international groups from Asia, including Koreans and Japanese who come for both short and longer term visits to interact with our students. The Board is a signatory to the International Code of Practice and maintains all the required policies to meet compliance. The School welcomes the multicultural nature of both the school and its community. The richness and diversity in language, culture and experience for all who attend and work at Fairfield Intermediate makes it an enriching experience for all.



## THE SPECIAL PLACE OF MĀORI

Fairfield Intermediate School is committed to working in accordance with the Treaty of Waitangi and to promote quality educational outcomes for Māori students. Students who identify as Māori make up approximately 38% of the total students at our school.

The indicators of quality education programme for Māori students at Fairfield Intermediate School are:

- for the students to achieve educational success as Māori;
- for the students to engage in Tainui tikanga, and to successfully learn about, participate in and contribute to Te Ao Māori;
- for the students to gain universal skills and knowledge needed to successfully participate in, and contribute to, Aotearoa New Zealand and the world.
- For selected students to be given leadership opportunities within the school.
- For the students to be supported by the formation of a Maori Strategic team (M.S.T.) of staff focused on raising student achievement.

Fairfield Intermediate School endorses the following positive approaches:

Less focus on	More focus on
Remedying deficit	Realising potential
Problems of dysfunction	Identifying opportunity
Government intervention	Investing in people and local solutions
Targeting deficit	Tailoring education to the learner
Māori as a minority	Indigeneity and distinctiveness
Instructing and informing	Collaborating and co-constructing



The school will use a range of assessment strategies to provide a full picture of the achievement of our Māori students. These take into consideration language, identity and culture – knowing, respecting and valuing who students are, where they come from and building on what they bring with them. The essential indicators for the delivery of quality education apply to all Māori students at Fairfield Intermediate School.

The school aims to ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it. Some of these initiatives for 2017 include the development of a M.S.T. (Maori/Pacific Strategic Team) a Whaia Te Tika programme, the creation of student Deans and the employment of teacher aides to further enhance relationships, opportunities and the welfare of our Maori students and whanau.

## **DESCRIPTION OF THE SCHOOL'S COMMUNITY**

The majority of students live in the vicinity and have attended one of the contributing schools. Our community consists of people from diverse ethnic backgrounds.

All the socio economic groups of the community are represented ranging from high income levels through to the very low income level groups. A significant portion of our students come from single parent home circumstances. Our diverse student population gives the school a decile 5 ranking.

A percentage of the population is transient in terms of employment, movement of parent(s) and other factors such as change in family structure and care.

The wider community makes use of our facilities, for example Art Groups, Karate and Toastmasters as well as the contributing school across the road.

There is also a high expectation within the school to encourage progress, development and good behaviour of students.

There is an expectation from many parents that a cultural identity in the form of a Māori dimension be incorporated into the school's programme and curriculum.

There is parent participation in the school programmes e.g. sports coaching, support for the outdoor education programme and Māori Culture.

Involvement by outside agencies include the Ministry of Health, Child, Youth and Family Service, WINZ, Psychological Services, Truancy Officers, Police, School of Education, Waikato Institute for Leisure and Sport Studies, Education Advisory Services, Ministry of Education Review Office and local community groups.



The school is well supported by dedicated and enthusiastic staff, who offer a wide range of extracurricular activities.

## **TYPE OF SCHOOL**

Fairfield Intermediate School is an urban, co-educational, state school, catering for Year 7 and Year 8 students.

## **GENERAL DESCRIPTION OF THE SCHOOL**

Fairfield Intermediate School is situated in the north eastern suburbs of Hamilton. It is an intermediate school which first opened on 4 February 1963. The age range is 10 years to 13 years.

Students are required to wear uniform.

The student population is ethnically diverse.

The school has:

- 21 Single Cell Classrooms

- Art and Design Room, Soft Materials Room, Food Room, Hard Materials Room

- Design Centre

- Information Centre which includes: Library, Resource Room, Computer Suite, Science Room

- Auditorium – which includes: Music Suite

- Gymnasium

- Wharewānanga

- Caretaker's/Cleaner's Rooms

- Sports Store

- Canteen

- International Room

- Resource Teacher of Learning and Behaviour Office

The grounds are spacious, including grass playing fields, concrete area, inter-challenge, cricket nets, and an astroturf area with four tennis/netball courts. Classes are Year 7 and 8 composite. Classes include accelerate, digital, laptop (BYOD), and learning assistance options. The school (staff and students) is divided into five Houses, each with a House Dean. This is a key strategy in developing our positive school tone and culture.



## **Strategic and Annual Plan 2016-2018**

### **Core Business**

**Aim:** To maintain an ongoing focus on the core business of learning and teaching with particular emphasis on Reading, Writing and Mathematics.

In 2016 the focus was on mathematics. In 2017 the focus will broaden to include reading but will also maintain the development of the Mathematics professional development from 2016. The focus for 2018 is likely to be Writing, but this focus will be influenced by the analysis of the student achievement results in 2017. We also recognise the importance of student attendance in relation to its contribution to learning and will support this focus with a number of strategies aimed at raising our student attendance rates.

### **Annual Goals 2017**

#### **For all students:**

To implement a 'targeted for success' programme that will contribute to the raising of both year 8 and year 7 students who are at or above National Standards, by 15% in Mathematics and reading (*as these are our focus areas*).

#### **Literacy:**

To increase the number of students operating at or above National Standard in Writing from 41% to 56% schoolwide. (*86 students*)

To increase the number of students operating at or above National Standard in Reading from 59% to 74% schoolwide. (*86 students*)

#### **Mathematics:**

To increase the number of students operating at or above National Standard in Mathematics from 46% to 61% schoolwide. (*86 students*)

#### **Attendance:**

To increase school wide student attendance from 81% to 90% annually.

### **Maori Student Achievement**

#### **Literacy:**

To increase the number of students identified as Maori operating at or above National Standard in Writing from 27% to 42% schoolwide.

(33 students)

To increase the number of students identified as Maori operating at or above National Standard in Reading from 41% to 56% schoolwide.

(33 students)

#### **Mathematics:**

To increase the number of Maori students operating at or above National Standard in Mathematics from 27% to 42% school wide. (33 students)



## Connections

***Aim: To build on and improve community connections with whanau and family, contributing schools and the Māori and Pasifika communities and in particular to improve student achievement by working together.***

2016-2018:

The focus is on improving the connections between the school and all parts of our multicultural community to enhance student achievement.

## Annual Goals

To increase the social aspect of our main school community events and increase whanau attendance at these events.

To review school-wide reporting to parents on student achievement.

To develop our school Facebook, website and general social media communication to our wider community increasing the promotion of school events and student success.

To implement the Te Ao Maori action plan developed by the M.S.T. This will focus on improving the achievement of our Maori students utilising strategies that are aimed at enhancing student voice, inclusion, engagement and promoting a sense of Manaakitanga with both students and whanau.

To introduce community hui that are focused on offering educational workshops and educational tools for our parent community to assist in their child's learning.

To implement the community engagement plan, 'Mahi Tahī'.

## Academies and Options

***Aim: To engage our students, enrich their learning and enhance our core business, we are implementing an academy programme and an options programme.***

### **Annual Goal:**

To develop and introduce programmes in curriculum areas that engage and enrich student learning in a range of areas. For 2017 the academies will include curriculum focuses on: sports, arts, science and engineering, food technology/hospitality, leadership and academic studies. The Options programme (*to include all students not selected for academies*) will be offered in: sports, technology, languages and arts.



## **Digital Learning/curriculum**

***Aim: To improve digital opportunities to enhance learning.***

### **Annual Goals:**

To complete a full school-wide review and audit of digital learning, equipment and curriculum.

To develop a strategic plan for 2017 and 2018 from this review.

To engage a new IT contractor to support the school wide systems and staff professional development.

To upgrade the student management systems within the school and support staff to maintain digital professional portfolios.

## **Learning Spaces**

***Aim: To have all regular learning spaces set up as digitally friendly, differentiated effective classroom learning environments.***

### **Annual Goals 2017:**

2017-2018: To review and then implement the next ten year property plan.

