

School Charter
Strategic and Annual Plan for
Forrest Hill School

2020 -2023

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

Forrest Hill School 2020 - 2023

Introductory Section - Strategic Intentions

Mission Statement	At Forrest Hill School learners show respect make connections and accept challenge.
Vision	Nurturing growth for a lifetime of learning
Values/Beliefs	<p>We respect ourselves, others and our environment.</p> <p>We connect with our past, present and future.</p> <p>We connect to our whanau, school and our world.</p> <p>We challenge ourselves to be the best we can be.</p>
Principles	<p>Our Students see Forrest Hill School as a place where:</p> <p>Students are respectful and want to learn and have fun.</p> <p>Students are encouraged and given leadership opportunities.</p> <p>Resources are available to help students learn.</p> <p>Students feel their wellbeing is valued and important to the staff.</p> <p>Teachers show they value children’s opinions and recognise achievement.</p> <p>Staff are lifelong learners and provide the best role models for students.</p> <p>Our students’ whanau see Forrest Hill School as a place where:</p> <p>The curriculum is delivered to a consistently high level.</p> <p>A respectful approach is evident in a nurturing environment.</p> <p>A safe and challenging environment encourages students to learn how to learn with a high degree of integrity and self confidence.</p>

	<p>Students' learning is extended and students who need assistance are identified and receive appropriate learning.</p> <p>Students are helped and encouraged to develop fully as citizens of the world</p> <p>Our staff members see Forrest Hill School as a place where:</p> <p>Students demonstrate a passion for learning.</p> <p>Students are happy to share their successes with the school community.</p> <p>Students acquire the skills and attitude for lifelong learning and are encouraged to take risks.</p> <p>Feedback is encouraged and stimulates growth.</p> <p>Staff enjoy working and continue to grow as professionals.</p> <p>Their wellbeing is valued and important to the BOT and Senior Leadership.</p>
<p>Māori Dimensions and Cultural Diversity</p>	<p>All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background. Forrest Hill School encompasses the notion of inclusiveness. The school is in an area with a decile rating of 8.</p> <p>The ethnicity of the students is mainly made up of New Zealand born European/Pākehā 30%, Māori 4%, Pasifika 4%, Chinese 24%, Korean 10% (all Asian 50%). The remaining is made up of a range of minority groups (12%).</p> <p>We value and encourage International Students. We currently have 18 international students enrolled.</p> <p><u>The unique position of Māori Culture</u></p> <p>The special place of Māori in the community is recognised and valued through Kapa Haka and Māori language. The school recognises and values the unique position of Māori in New Zealand and the importance of the treaty partnership.</p> <p>The school acknowledges and respects the values, traditions and histories of all New Zealanders but explicitly recognises the culture, language and history of Māori.</p> <p>Teachers are developed in Māori cultural competencies -Tātaiako</p> <p>Students and teachers are given integrated instructions in Māori through the Tuatahi Te Reo programme.</p> <p>Strategic employment of teacher with strength in Te Reo and Maoridom with Within School across the COL.</p>

Special Character

The community is actively involved in the school and has high expectations of the school's performance. We have a high number of migrant families that have moved into our area. One half of our school population have English as a second language. The majority of these speak their mother tongue in the home environment.

Forrest Hill School is characterised by its commitment to promote:

The Enviroschools Guiding Principles

Transition to school programme

Innovative learning environments

Learning Through Play Y0-2

Catering for future learning by encouraging the use of digital learning tools

Supporting the learning of English for our second language speakers

Providing opportunities for students to learn music

The Waterwise programme for building water safety

Provide opportunities for education outside the classroom.

A strong relationship with North Harbour sport.

Provide Leadership roles for students through a Student Government. House captains and roles of responsibility.

The Garden to Table Programme in Year 5

Create alternative opportunities for playtime and lunchtime play.

International Students

Ningbo Students from sister school in China

Forrest Hill Students visit Ningbo China on a Cultural exchange

Term 3 (Chinese Summer) International Students short term programme (10 week)

A Wellbeing school with Mindfulness In Education pedagogy.

Collaborating member of Pupuke Kahui Ako

The Resilience Project Pilot in partnership with The Tania Dalton Foundation

The Legislated National Administration Guidelines (NAG)

Legislated National Administration Guidelines (stated) underpin the Forrest Hill School Board of Trustees Strategic Goals

NAG 1 Teaching and Learning

Develop and implement teaching and learning programmes with opportunities to achieve for success in all areas of the National Curriculum.
 Give priority to student achievement in literacy and numeracy.
 Give priority to regular quality physical activity that develops fundamental skills for all students.
 Collect sufficiently comprehensive assessment data to enable the progress and achievement of students to be evaluated. Then on the basis of quality assessment information, identify and support students who are not achieving or have special needs, including gifted and talented students.
 In consultation with the school's Māori community, develop and make known to the school's community policies, plans, and targets for improving the achievement of Māori students.

NAG 2 & 2A School Review

Maintain an on-going programme of self-review in relation to policies, plans and programmes, including evaluation of information on student achievement for all students.
 Use agreed standards to report to the Board, to students and their parents on the student's progress and achievement in plain language at least twice a year.
 The Board annual report to include school strengths, identified areas for improvement and must include the numbers and proportions of students at, above, below or well below the agreed standards, including by Māori, Pacifica, gender, and by year level (where this does not breach an individual's privacy) in the format prescribed by the Secretary for Education.

NAG 3 Human Resources

Develop and implement personnel and industrial policies, within a policy and procedural frameworks (set by the Government from time to time), which promotes high levels of staff performance, uses educational resources effectively and recognises the needs of students. As well the Board (State Sector Act 1988) complies with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4 Finance and Property

Allocate funds to reflect the school's priorities as stated in the charter; monitor and control school expenditure. Ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the

	<p>Education Act 1989; and comply with the negotiated conditions of any current asset management agreement. Implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.</p>
<p><u>NAG 5 Health and Safety</u></p>	<p>Provide a safe physical and emotional environment for students; promote student well-being as a priority to include healthy food and nutrition guidance for all students; and comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.</p>
<p><u>NAGS 6/7/8 Compliance</u></p>	<p>Comply with all general legislation including an annual update of the school charter and an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school's Charter. (6 legislation/7 Charter requirements/8 reporting.</p>

Strategic Section

Strategic Goals	Core Strategies for Achieving Goals 2020 - 2023
<p style="text-align: center;">Teaching and Learning</p> <ul style="list-style-type: none"> ● To ensure all teaching staff continue to deliver the New Zealand Curriculum, catering to all students and their individual needs and capabilities ● All of our second language students are able to access the New Zealand Curriculum successfully. 	<p>Prioritise high quality assessment practices that identify students strengths/needs and the practices known to make a difference to student learning outcomes.</p> <p>Develop the assessment literacy of any new teaching staff and leaders.</p> <p>Staff to actively participate in Practice Analysis Conversations (PAC) and classroom observations (OBS).</p> <p>Learning teams collaboratively share ownership and responsibility for planning and assessing students across their year group. Regular meetings to review this group inquiry to improve outcomes for all students.</p> <p>Complete ongoing reflections of how we support our ELLS each term to meet their needs and the needs of new students to the school.</p> <p>Prioritise our newest migrants to ensure that they have the best start to their schooling at Forrest Hill School.</p> <p>Support our ELLS learners in mainstream classrooms.</p> <p>Support teachers in catering for ELL's within classrooms.</p> <p>Utilise the knowledge and skills of ELA's.</p>

	<p>Ensure our parents have access to the necessary information through regular parent meetings and translated communication.</p>
<p style="text-align: center;">Student Engagement</p> <ul style="list-style-type: none"> ● Students are engaging in learning that is relevant, engaging, authentic and life long. 	<p>Develop a FHS local curriculum that reflects our vision and values.</p> <p>The design of the FHS curriculum will be organised around the key competencies with the NZC values and learning areas deliberately weaving through the document. It will reflect the growth of wellbeing for all stakeholders.</p> <p>Review our authentic learning experiences and its connection to the NZC.</p> <p>Make available the resources and support to have an ICT environment that supports students and teachers using technology to explore, create and communicate authentic learning.</p> <p>A clear digital learning strategy throughout the school based on GAFE and lead teachers supporting the growth of e-learning pedagogy and the implementation of the Digital Curriculum.</p> <p>The Garden to Table programme.</p> <p>In the junior school promote learning through play to support the transition to school of our foundation students and the growth of our Year 1 and 2 students.</p> <p>The Resilience Project school wide.</p> <p>Look at opportunities for year groups to participate and develop the STEAM approach authentically within teaching programmes.</p>
<p style="text-align: center;">School Organisation and Structures</p> <ul style="list-style-type: none"> ● Have effective structures in place that enable the growth of teachers and students. 	<p>Employ a specialist music and IT teacher to support teachers in developing The Arts and the Digital curriculum.</p>

	<p>Budget and fund resources to release Learning Leaders to grow teachers and work with students in classrooms.</p> <p>Budget and fund learning assistants to support learning needs of students in specialised programmes.</p>
<p>Personnel</p> <ul style="list-style-type: none"> • Ensure teachers and staff nurture growth for a lifetime of learning for our students. 	<p>The appraisal process will reflect the Education Councils “Our Code Our Standards” for teacher attestation.</p> <p>Appraisal procedure and policy is in place.</p> <p>The appraisal process will be active throughout the year for teaching staff in order to support student progress and achievement.</p> <p>Teachers will engage in cycles of inquiry throughout the year to ensure best teaching practice.</p> <p>Support staff will be involved in the appraisal process according to the different positions held.</p> <p>Teachers are encouraged to continue extra study through tertiary education.</p>
<p>Property</p> <ul style="list-style-type: none"> • Maintain and develop the school environment to support growth and student needs. 	<p>To provide a safe physical environment for the school community.</p> <p>Work with a Ministry appointed property manager to oversee tendering, construction and completion of ongoing projects.</p> <p>As we grow, provide effective learning spaces to meet the needs of our learners.</p> <p>Budget and resource for effective learning spaces for staff and outside agencies.</p> <p>Provide for day to day maintenance of buildings and property.</p>
<p>Finance</p>	<p>Employ an Accounts Manager to oversee payments and account management including financial reports and audits.</p>

- **To effectively manage the school budget to meet the needs of student outcomes and strategic plan.**

Budget to reflect the learning needs of Māori, Pacifica, ESOL and special needs in addition to all other students.

Operate effective internal procedures that monitor finance and expenditure.

Allocate funds to achieve the aspirations of the Strategic Plan.

Annual Improvement Plan.

Improvement Plan - Domain: Teaching and Learning

Strategic Goal 1

To ensure all teaching staff continue to deliver the New Zealand Curriculum, catering to all students and their individual needs and capabilities

Annual Goal

Sustain the development of the practices known to make a difference to student learning outcomes.

Annual Target

- To accelerate targeted year groups of students through a year group appreciative teacher inquiry based on the curriculum area of need identified.

Baseline data

Whole School

	Well Below	Below	At	Above	Total
Reading Total 2019	20(4%)	120(25%)	282(60%)	51(11%)	473 students
Writing Total 2019	40(8%)	146(31%)	253(53%)	34(8%)	473 students
Mathematics Total 2019	6(1%)	88(19%)	274(58%)	105(22%)	473 students

Teacher OTJ's and their data stories analysis indicate that students need development in critical thinking in reading. This is reflected in our high ESOL population. Over half of our students speak another language other than English at home. Writing is always a priority and learning teams will continue to develop in this curriculum area. Throughout the year groups there are identified students

where the needs vary across the curriculum areas these will be addressed by teacher inquiry within the year groups. Teachers have requested professional development in Reading as a priority. Mathematics was a focus for professional development over the last 2 years.

Key Improvement Strategies

- Continue to inquire into the achievement of acceleration of students progress.
- A focus on supporting our ELL’s students in the classroom to build their oracy skills.
- Upskill our Teachers to support the Foundation learners ELL’s and the importance of valuing bilingualism.
- Seek and provide ongoing professional development for year groups based on their identified needs.
- Outside facilitator will provide professional development on the development of Reading with a focus on oracy, decoding and comprehension.
- Provide authentic learning opportunities for students to engage in literacy and numeracy.
- Continue to focus on teacher assessment literacy and to examine and interrogate data more successfully.
- Continue to allocate timely staff meetings twice per year for moderation.
- Evidence packs gathered to ensure a range of evidence collected over time and induct new staff to this process.

When	What (examples)	Who	Indicators of Progress
Term 1	Teachers use 2019 year data to identify target group and radar student	All teaching staff	Students identified will be part of their teacher Inquiry and represent a group of targeted learners in the classroom.
Ongoing throughout the year	Regular and ongoing radar discussions in team meetings to discuss progress and deliberate acts of teaching	All teaching staff	Teachers bring examples of work/ evidence to team meetings. Discussion around deliberate acts of teaching to accelerate progress of radar students. Ongoing data collected. Inquiry document completed and tracked. Regular Inquiry updates and reflection of student progress and teacher growth.

Term 1, 2, 3	Practice Analysis Conversations and Observations	All teaching staff	<p>Learning Leaders provide open to learning conversations with teachers around students and teachers next steps.</p> <p>Senior Leaders/outside facilitator coaching learning leaders during PACs.</p> <p>Classroom observations.</p> <p>Teachers reflecting on their practise (Inquiry).</p> <p>Deliberate Acts of Teaching.</p> <p>Accelerated learning evidenced in school wide data.</p>
Term 1- 4	Learning Teams to investigate and share best practice in the appreciative inquiry focus	All teaching staff	<p>Year groups will gather ideas to support the learning in their classrooms and share in staff and team meetings.</p> <p>Discussions during learning leaders meetings will help guide and support the development school wide.</p>
Term 1 -4	Outside contractor providing professional development in Reading	All Staff Literacy Leader/Co leader	<p>Induction sessions for all teachers provided by the reading facilitator - Hilton Ayrey (Sharp Reading)</p> <p>Co teaching sessions with provider. InTerm 1 and Term 3</p> <p>Accelerated learning evidenced in school wide data.</p>
Mid and End of year	Data Stories	All teaching staff Learning Leaders	<p>Teachers working with their learning leaders to interpret data and build assessment literacy.</p> <p>Detailed descriptions of targeted learners.</p> <p>Cohort and whole school Trends and Patterns analysed and summarised.</p> <p>Next steps identified.</p> <p>Future directions stated and used to inform for the following year.</p> <p>Reported to the Board of Trustees and school community.</p>
Monitoring			

Teacher Inquiry, Data Stories, Moderation meetings, Staff meetings, Leadership meetings, Literacy and Numeracy data, student voice, outside provider.

Resourcing

\$1,000 to support releasing the Literacy Leader to work with the Facilitator.

\$12,000 Budget for outside facilitator.

Improvement Plan - Domain: Teaching and Learning

Strategic Goal 2

Build a culture of community wellbeing by incorporating mindfulness, empathy, gratitude into the curriculum through The Resilience Project and other programmes.

Annual Goal

By the end of the year, teachers will share effective practices which focus on improved staff, learner and community wellbeing.

Annual Target

- Implement the Resilience Project school wide and gather data on its impact.

Baseline data

The Resilience Project Survey - given in early Term 1.

Key Improvement Strategies

- Establish a professional learning group of teachers with a key focus of Wellbeing at FHS led by a Kahui ako WSL, principal and the senior leadership team.
- Hold Resilience staff meetings, student presentations and Parent Meeting to ignite the programme.
- Resilience Project and student journal entries implemented into the classroom practice throughout the school.
- WSL co-teaching mindfulness education within the classrooms.
- Working with the Kahui Ako cluster to develop best practice around Wellbeing practice.
- Teacher wellbeing will continue to be a priority at FHS and demonstrated through workplace initiatives (release days, face to face interviews with principal, EA Services, pastoral care from senior leadership team)

When

What (examples)

Who

Indicators of Progress

Term 1	Resilience staff meetings, student presentations and Parent Meeting	TRP facilitator	Feedback from staff and students and parent numbers.
Term 1	TRP survey on school wide well being	Principal	Comparative data for 2021 to measure the impact on students
Ongoing throughout the year	Build teacher capacity and student awareness around the value of Wellbeing practices	WSL SLT	Implementation of Mindfulness/TPR in Education into classroom practice. Co-teaching between the WSL and teachers.
Ongoing throughout the year	Regular professional learning group meeting for Appreciative Inquiries	ASL WSL Principal	Collaboration and sharing of best practice across local schools. Develop innovative ideas to implement across the school. Across school visits of Kahui Ako cluster schools. Co-teaching. Reflective entries into the teachers appreciative inquiries Keeping up to date with new initiatives.
Ongoing throughout the year	Develop a Wellbeing Model	All staff	Map ways in which Wellbeing is incorporated into the teaching and learning across the curriculum Share programmes that foster Wellbeing across the Kāhui Ako Seek ways to connect with Community partners to foster all aspects of Wellbeing.

Ongoing throughout the year	Mindfulness training for new staff and support staff	WSL and new staff	New staff and support staff take the opportunities to participate in the 8 week mindfulness training course.
Ongoing throughout the year	Parent are informed about TRP and mindfulness	WSL and Principal.	Parent survey at the end of the year.
Monitoring <i>Teacher Appreciative Inquiry, Staff meetings, Leadership Meetings, Parent and Student Voice, Col and senior leadership team.</i>			
Resourcing <i>Pupuke Kahui Ako</i> <i>\$8000 Professional Development and school resources.</i>			

Improvement Plan - Domain: Students Engagement

Strategic Goal 3

Document and articulate the way we plan, implement, assess, and report on the key competencies.

Annual Goal

Document and articulate the students development in the NZC Key Competencies and future competencies

Annual Target

Create a learning pathway that maps our approach to developing key competencies throughout schooling and provides graduate profiles for our students.

Baseline data

We have data across the school on students self assessment and teacher assessment. Part of the PLG work will be to develop processes to analyse the data from a Year group and look at how we can implement this school wide.

Currently the data is complex and broken down into year group descriptives.

Key Improvement Strategies

- Professional development and guidance in implementing the key competencies from the Kahui Ako.
- Continue a professional learning group of teachers with a key focus of Key Competencies at FHS led by a Kahui ako WSL, principal and the senior leadership team.
- Engage in professional learning to develop new practices regarding Key Competencies within teaching and learning, assessment and reporting
- Through staff meetings, staff to connect with the New Zealand Curriculum and look at how FHS reflects its purpose and scope.
- Staff from the PLG to share their knowledge of their inquiries in 2019.
- Collate the different ways in which schools are planning, implementing, assessing and reporting on the Key Competencies and elevate the strengths.
- Senior and middle leaders will have a shared responsibility to integrate literacy and numeracy with broader curriculum areas encompassing the key competencies.
- Look closely into how the key competencies are reflected in our learning programmes.

When	What (examples)	Who	Indicators of Progress
Ongoing throughout the year	Regular professional learning group meeting for Appreciative Inquiries	ASL DP	Collaboration and sharing of best practice across local schools. Develop innovative ideas to implement across the school. Across school visits of Kahui Ako cluster schools. Co-teaching. Reflective entries into the teachers appreciative inquiries Keeping up to date with new initiatives.
Term 1 and ongoing	Identify and develop the key competencies	ASL DP PLG	Key competencies are explicit and evident and can be discussed by students and teachers.

Term 1 and ongoing	Review and refine the Year group descriptors and develop a student profile for Year 3 and 6	ASL DP PLG	A piece of work that can be implemented school wide and supports the assessment and reporting of the key competencies.
Ongoing	Explicitly teach school wide key competencies through authentic contexts.	ASL DP PLG	Planning, school wide data (mid and end year),and student voice will represent students growing understanding key competencies.
Term 1 and ongoing	Continue the PLG meetings to further develop the reporting structure across the school.	Principal Teacher working party	A revised reporting and assessment structure for Forrest Hill School for 2020..
<p>Monitoring <i>Reports to BOT twice a year. FHS staff, Senior Leadership Team, ASL, WSL, staff meetings, feedback from CoL In and Across school leaders, Teaching as Appreciative Inquiry.</i></p>			
<p>Resourcing <i>Resourcing of staffing, PD and resources from the Pupuke Kahui Ako. \$8,000 release of teachers</i></p>			

Improvement Plan - Domain: Community Engagement

Strategic Goal 4

Strengthen understanding and value the cultural diversity of our community in order to support teachers, learners and their families.

Annual Goal

Value the bicultural nature of New Zealand while recognising the diversity of our local community.

Annual Target

Developing relationships with parents/ whanau by providing opportunities within the school to share knowledge, expertise and celebrate diversity.

Baseline data

Parent survey completed at the end of 2019. 96% of parents state that we acknowledge the different cultures within our school. 210 responses were recorded.

Numbers of parents increased who are involved within and across the school.

Chinese and Korean information meetings are successful with large numbers attending and positive feedback given.

Key Improvement Strategies

- Changing our hui structure so every teacher can meet with every parent/ whanau to discuss aspirations for their child.
- Chinese and Korean termly information meetings so key information is correctly translated and communicated.
- Invite guest speakers for parent information evenings.
- Continue a professional learning group of teachers with a key focus of Community Engagement at FHS led by a Kahui ako WSL, principal and the senior leadership team.
- Establish new cultural groups representative of our learning community with help from our parents.
- BOT and PTA representation across different cultures.
- Form a parents group to help migrant families to transition to life in New Zealand.
- Open days and shared lunches for parents and students.
- The school environment reflects the diverse nature of our community through the representation of art, signage etc

- Key translators to communicate key information to parent forums.

When	What (examples)	Who	Indicators of Progress
Ongoing throughout the year	Regular professional learning group meeting for Appreciative Inquiries	ASL DP	Collaboration and sharing of best practice across local schools. Develop innovative ideas to implement across the school. Across school visits of Kahui Ako cluster schools. Co-teaching. Reflective entries into the teachers appreciative inquiries Keeping up to date with new initiatives.
Term 1	Establish a rapport with the different ethnic groups within our community	ASL DP All staff	Hui for all families.Meet the teacher to form strong home school partnerships. Termly Chinese and Korean information mornings.
Ongoing	Review attendance of our parents to the Term 1 Meet the teacher and information mornings	PLG	Identify the attendance of the different groups. Look at trends and patterns to identify any areas of improvement.
Ongoing	Translation of key messages to all members of our school community	DP	Provide open lines of communication and translation. Parents to be more involved in their child's learning and school life.
Ongoing	Parents participate regularly within our learning	All	Strengthen the home school partnership. Parents to be more involved in their child's learning and school life.

	programmes in the school environment		
Ongoing	Share successful communication tools currently used in Kahui Ako	PLG	Clear communication through transition points in our Kahui Ako. Improved communication with our FHS parent community.
Ongoing	Explicitly teach the history of the area around Pupuke to students	WSL Teachers	Students can explain and retell the story behind the land and make connections to the history of NZ.
Ongoing	Nurture our diverse learners' sense of belonging and cultural identity.	Parent Community All staff	Cultural groups of a diverse nature to be available for all students to engage and participate in. The classroom environment reflects the cultural identity within the classroom. Identify learners' culture(s) as resources to inform and facilitate the teaching and learning process, relationship building and professional growth.
Ongoing	Support and develop culturally responsive pedagogies	All staff	Teachers gain an understanding of the incoming changes to the NZC around the History of NZ (Te Reo Maori Curriculum) Promotion and incorporation of cultural diversity into teaching and learning, and the school environment.
Monitoring <i>Reports to BOT twice a year. Staff meetings, signage around the school, feedback from CoL In and Across school leaders, Teaching as Appreciative Inquiry.</i>			
Resourcing <i>Resourcing of staffing, PD and resources from the Pupuke Kahui Ako. \$8,000 release</i>			

