

DRAFT



FOREST VIEW HIGH SCHOOL

TE KURA O TE WAO NUI A TANE



CHARTER



2011



MISSION STATEMENT

“to empower students to become confident, connected, actively involved, life long learners.”

SCHOOL MOTTOS

KIA KAHA KIA TOA KIA MANAWANUI

COURAGE KNOWS NO DEFEAT

SCHOOL VALUES

RESPECTFUL RELATIONSHIPS

AIMING TO ACHIEVE

POSITIVE PARTICIPATION

Please provide written feedback by MARCH 10. We will discuss this further at our March 8 Forum. I am hoping to have the BOT confirm our charter at their March 21 meeting, and submit to the MOE by the end of March.

SCHOOL DESCRIPTION

Forest View High School was founded in 1974, and is a co-educational Secondary School for Year 9 to 13 students. The school has a multi-ethnic roll with the three main groups being Māori, New Zealand European, and Pasifika.

The school is built to the S68 design and stands on 8.5 hectares of land. Physical facilities are maintained at a high level.

The school strives to build a culture of excellence. Achievement in all areas is promoted and celebrated. Student learning and achievement is the core focus of Forest View High School. Developing strong links with the community is central to this focus. The school is committed to developing a culture of "organisational learning" to improve pedagogy and enhance student achievement.

AIMS AND OBJECTIVES

Forest View High School operates under the National Education Guidelines. These incorporate the National Education Goals, the National Administration Guidelines, and the National Curriculum Framework. The school has developed a wide range of policies and procedures to support these aims and objectives.

CULTURAL DIVERSITY AND MAORI DIMENSION

The school will continue to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. All reasonable steps will be taken to provide instruction in tikanga Māori and te reo Māori for those full-time students and their whānau who select to study this. The school does not provide immersion education due to the lack of staff professional expertise in this area and instead will direct parents and students to the nearest wharekura if they desire this type of education.

SCHOOL-WIDE ACHIEVEMENT

Achievement at Forest View High School is promoted and celebrated in a wide range of areas. It is important that the school continues to provide a wide range of areas for students to succeed and excel in. A challenge that the school faces in 2010 is to continue to improve the levels of NCEA academic achievement

EXPECTATIONS FOR STUDENT ACHIEVEMENT

- Students reach their academic potential.
- Students achieve according to the vision, principles, values, key competencies of the New Zealand Curriculum
- Student achievement in the National Qualifications Framework and in particular NCEA achievement improves against comparable national benchmarks
- Students participate and achieve in sporting pursuits.
- Students participate and achieve in cultural pursuits.
- Students improve personal qualities and values that are underpinned by the school RAP values
- Students develop 21st century skills and key competencies that enable them to contribute positively to society.

EXPECTATIONS FOR SPECIAL GROUPS

- Students with Special Needs or Special Abilities are identified and supported to meet their academic potential.
- Māori students are identified and supported to meet their academic potential.
- Pasifika students are identified and supported to meet their academic potential.
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SCHOOL VALUES

Forest View High School promotes a set of school values to both students and staff. The school values act as a type of compass that provides clear directions and expectations to students of the type of behaviours and attitudes that are expected at Forest View High School and beyond. The school values are referred to as our RAP values:

- R** Respectful Relationships
- A** Aiming to Achieve
- P** Positive Participation

Every opportunity is taken to promote and celebrate the school values and the types of behaviours that are linked to them.

STRATEGIC PLAN 2011 – 2013

The acronym **AREA** (Attendance, Retention, Engagement and Achievement) has strongly influenced the development of the Forest View High School strategic plan. Our primary focus is to improve student learning and raise student achievement through developing and strengthening a FVHS pedagogy that empowers our students **to become confident, connected, actively involved, lifelong learners.**

The Board of Trustees held two parent consultation meetings in 2010 to gather information to inform this strategic plan (August 9 and October 12 (Māori parents)). Information gathered by our teacher team to improve outcomes for Pasifika students has also informed this strategic plan.

The table below links the goals FVHS Strategic Plan to the educational priorities that were identified by parents through BOT and teacher consultation:

FVHS Priorities	Goals of Strategic Plan
Effective school leadership	1,2,3,4
Quality teaching across the school	1,2,3,4
High levels of student learning and achievement	1,2,3,4
Effective communication between school and home that engenders strong family/whānau support of the school	4
A safe and supportive learning environment that encourages and celebrates student achievement	3
Strong cultural and sporting programmes	3,4
Behavioural expectations that are communicated to all stakeholders and supported by school systems that emphasise student rights, responsibilities, roles, and results.	2
Personalised learning programmes that enable all students to experience academic success and positions them on a careers pathway	1,2
A school curriculum that is relevant to the needs of the school community	1

These views have also guided the composition of the Forest View High School Strategic Plan (2011 -2013)

The Strategic Goals of Forest View High School are expressed in 4 key statements that address all the features of a successful and responsive educational organisation and also recognises the role of all stakeholders in fulfilling the Mission Statement.

Inherent in this, is our obligation to fulfil the intent of the Treaty of Waitangi, to ensure high levels of student engagement in learning and to develop partnerships and networks within and beyond the school community

1. The FVHS Curriculum will enable the realisation of the NZ Curriculum vision and develop capabilities for achievement and life-long learning for all students including Maori and Pasifika. **(NAG 1)**
2. To implement a strategic plan focused on improving student learning and raising achievement. This will include the implementation of a **coherent** school wide system of self review and the reporting of student achievement. **(NAG 2)**
3. To provide a safe, caring, learning community for students, teachers, and whānau based on the school's RAP values and the concept of AKO. **(NAG 5 and NAG 6)**
4. To promote a learning environment that maximises student learning and achievement through the effective management of the human and physical resources and complies with all legal requirements **(NAG 3 and NAG 4)**

STRATEGIC GOAL 1

The FVHS Curriculum will enable the realisation of the NZ Curriculum vision and develop capabilities for achievement and life-long learning for all students including Maori and Pasifika.

The five statements that will inform annual planning related to Strategic Goal 1 are:

- 1.1 The FVHS Curriculum will incorporate a range of opportunities and authentic learning situations, including e – learning, that will inspire students to learn and achieve.
- 1.2 Effective pedagogical practice developed through collaborative professional learning groups will promote the development of key competencies, principles and values and raise student achievement. Professional learning will have a strong focus on raising Māori and Pasifika student educational achievement.
- 1.3 A focus on literacy will contribute to improved learning and achievement.
- 1.4 Future Career Pathways will inspire students to create their own future and raise levels of retention
- 1.5 FVHS will ensure that data driven decision making is an expected planning feature to improve learning and raise achievement.

STRATEGIC GOAL 2

To implement a strategic plan focused on improving student learning and raising achievement. This will include the implementation of a **coherent** school wide system of self review and the reporting of student achievement.

The two statements that will inform annual planning related to Strategic Goal 2 are:

- 2.1 A coherent model for self review will be developed.
- 2.2 Coherent models will be developed and implemented for reporting on student achievement to parents and the community

STRATEGIC GOAL 3

To provide a safe, caring, learning community for students, teachers, and whānau based on the school's RAP values and the concept of AKO

The four statements that will inform annual planning related to Strategic Goal 3 are:

- 3.1 All stakeholders of the school will be informed of their rights, responsibilities and roles in the Forest View High School community
- 3.2 Forest View High School will place a significant emphasis on the link between attendance and achievement
- 3.3 A sense of belonging and pride in the school will be developed and fostered in the students and staff of Forest View High School
- 3.4 Forest View High School will engage with families and whānau to enhance student achievement and well-being

STRATEGIC GOAL 4

To promote a learning environment that maximises student learning and achievement through the effective management of the human and physical resources and complies with all legal requirements

The three strategic statements that will inform annual planning related to strategic Goal 4 are:

- 4.1 The Board of Trustees will manage its financial resources in accordance with its Financial Management policy, in the most effective manner to maximise students learning' and achievement
- 4.2 The Board of Trustees, through its appointment and recruitment and EEO policies will ensure that it is viewed as a good employer and the school is staffed with qualified teachers to maximise students' learning and achievement
- 4.3 The Board of Trustees will establish, implement and review, as appropriate the 10 Year Property Plan, Asset Management Plan and School Maintenance Plan to ensure a safe, healthy, modern learning and work environment

ANNUAL PLAN 2011 STRATEGIC GOAL 1

To design and implement a FVHS curriculum that incorporates a range of opportunities and authentic learning situations **that will enable the realisation of the vision** and develop capabilities for life-long learning.

The five statements that will inform annual planning related to Strategic Goal 1 are:

- 1.1 The FVHS Curriculum will incorporate a range of opportunities and authentic learning situations that will inspire students to learn and achieve.
- 1.2 Effective pedagogical practice which incorporates AKO will be further developed through the collaboration of teachers in professional learning groups with the goal of raising Māori and Pasifika educational achievement.
- 1.3 A focus on literacy will contribute to improved learning and achievement.
- 1.4 Future Career Pathways will inspire students to create their own future and raise levels of retention
- 1.5 FVHS will ensure that data driven decision making is an expected planning feature to improve learning and raise achievement

	ACTIONS	WHO	WHEN	RESOURCES	SUCCESS INDICATORS
1.1 To further develop a FVHS Junior Curriculum that is based on the themes that staff formulated in 2010 to promote more authentic learning.	<ul style="list-style-type: none"> ➤ Continue work with the Junior Curriculum Group that was formed in 2010 ➤ Provide professional learning to support staff to implement FVHS Junior Curriculum 	Junior Curriculum Working Group chaired by Pr; Fe Professional Learning: Cw, Fe,Pr, St,Um	By end of Term 2		Junior Curriculum Plan is developed and professional learning carried out.
1.2 To formulate a FVHS Pedagogy model that is effectively communicated to all stakeholders.	<ul style="list-style-type: none"> ➤ Collaborative professional learning groups will focus on a pedagogy framework as laid out in the key competency planning document. In the second half of the year the findings of the professional learning groups will be synergized into a 'Forest View Pedagogy model'. Te Kotahitanga ETP, Teaching as inquiry, and E-learning will inform model. ➤ Staff and students are supported to effectively use e learning as part of teaching and learning. The Moodle LMS will be developed as a Learning Hub 	Cw, Fe, Pr, St, Um Elearning group, Fe	Model to be developed by end of term 3 Ongoing		<ul style="list-style-type: none"> ➤ Forest View Pedagogy model developed and professional learning carried out. ➤ Elearning Plan implemented, Moodle Learning Hub concept initiated

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	SUCCESS INDICATORS
<p>1.3 To develop a coherent school wide literacy plan to improve overall school literacy levels to promote optimal academic achievement</p>	<ul style="list-style-type: none"> ➤ Appoint school literacy specialist (3 years) ➤ Teachers will be provided with professional learning and support to develop literacy strategies in their learning resources and effectively use them in classes. ➤ A trial to implement the new literacy and numeracy standards is undertaken. ➤ The Year 11 Communication English teachers will provide literacy support to students in their classes to complete assessments in other classes. 	<p>Fe, Pr, Sv, Um, Ri school literacy specialist</p>	<p>Ongoing</p>		<p>Improved use of literacy in learning, increased achievement in NCEA.</p>
<p>1.4 To develop Academic and Career Pathways aligned with the NZ Qualifications Framework and also the Curriculum Alignment</p>	<p>Academic and career pathways will be developed to effectively use the NZ Qualifications Framework and Curriculum Alignment thus provide pathways for students to successfully pursue further studies and career opportunities</p>	<p>Senior Curriculum Working Group chaired by Sv; Fe</p>	<p>By beginning of Term 2</p>		<p>The revised course selection booklet will be available for students in Term 3.</p>
<p>1.5 To develop and implement coherent school procedures for collecting and analysing achievement data to inform learning.</p>	<ul style="list-style-type: none"> ➤ Sv,Ri, and Um to work with Do and Fe to ensure diagnostic data is available on the KAMAR system for teachers to use. ➤ SLT led by Fe work with Curricular leaders to develop school process and expectation to analyse achievement data that informs learning programmes ➤ Curriculum leaders ensure data informs learning programmes the needs of students. 	<p>Cw/Fe/Do</p>	<p>Ongoing</p>		<ul style="list-style-type: none"> ➤ Data is placed in KAMAR markbooks ➤ Curricular Leaders provide evidence to show there is effective use of diagnostic information. ➤ Achievement Overview and Learning Area linked to the FVHS Self Review model is produced. ➤ A working plan is developed to improve areas of need.

**ANNUAL PLAN 2011
STRATEGIC GOAL 2**

To implement a strategic plan focused on improving student learning and raising achievement. This will include the implementation of a **coherent** school wide system of self review and the reporting of student achievement.

The three statements that will inform annual planning related to Strategic Goal 2 are:

- 2.1 A coherent model for self review will be developed
- 2.2 Coherent procedures will be developed for reporting on student achievement to parents and the community
- 2.3 A strong data driven **response** to the learning needs of students will be developed

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	SUCCESS INDICATORS
2.1 To develop a coherent model of school self review	<ul style="list-style-type: none"> ➤ Work with BOT,SLT, CLs, Deans, and staff to develop a school self review focus ➤ Develop and publish, a FVHS model of school self review ➤ Communicate the FVHS model of self review to school community 	CW – SLT	T1 End of term 2 Term 3 & Term 4		A FVHS model of school self review is developed, published, and effectively communicated to school community
2.2 Informed by the FVHS model of self review coherent procedures for reporting student achievement to parents and the community are developed and also implemented.	<ul style="list-style-type: none"> ➤ Develop a policy for reporting data to the BOT ➤ Gather parent and student views about current school procedures for reporting data and develop a plan to address identified issues ➤ Investigate ways in which student achievement data can be electronically accessed by parents, caregivers, and students 	Cw/Fe/Do	T1 End of T2 End of T3		2012 procedures for reporting student achievement data reflect the review of 2011 and systems for accessing data electronically are being put in place

ANNUAL PLAN 2011
STRATEGIC GOAL 3

To provide a safe, caring, learning community for students, teachers, and whānau based on the school's RAP values and the concept of AKO

The four statements that will inform annual planning related to Strategic Goal 3 are:

- 3.1 All stakeholders of the school will be informed of their rights, responsibilities and roles in the Forest View High School community
- 3.2 Forest View High School will place a significant emphasis on the link between attendance and achievement
- 3.3 A sense of belonging and pride in the school will be developed and fostered in the students and staff of Forest View High School
- 3.4 Forest View High School will engage with families and whānau to enhance student achievement and well-being

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	SUCCESS INDICATORS
3.1 All stakeholders of the school will be informed of their rights, responsibilities and roles in the Forest View High School community	<ul style="list-style-type: none"> ➤ Implement New Behaviour Plan focused on Rights, Roles and Responsibilities which was developed in December 2010, based on work of Restorative Practice committee ➤ Copy of plan sent out to all families in January 	SLT and all staff	February onwards	Copies of behaviour plan	.Behaviour Plan is published, implemented and expectations embedded in school culture
3.2 Forest View High School will place a significant emphasis on the link between attendance and achievement – aiming for 85+% attendance for all students	<ul style="list-style-type: none"> ➤ Implement aspects of New Behaviour Plan pertaining to Attendance ➤ Continued involvement with ROK ON. <ul style="list-style-type: none"> • Increase accuracy of records maintained on KAMAR – especially intermittent unjustified absences 	Pr, all deans, Attendance officer, people involved in extra-curricular activities Pr All staff.	All year	SEI funding for attendance Officer	Accurate data is recorded; <i>kamar records show</i> consequences for poor attendance; <i>school achieves goal of 85+% attendance</i>

<p>3.3 A sense of belonging and pride in the school will be developed and fostered in the students and staff of Forest View High School</p>	<p>Refer to new Behaviour Plan</p> <ul style="list-style-type: none"> ➤ Increase emphasis on correct uniform – removal of exemptions, families to collect confiscated items within 5 days, students to wear school-provided items if arrive incorrectly dressed ➤ Students’ behavioural expectations made clear - continued emphasis on Restorative Practice ➤ School celebrates achievements & successes of students & staff – newsletters, use of the media, Pasifika & Maori achievement evenings, prizegiving 	<p>All Staff, SLT to monitor</p> <p>Principal – organisation of TOD with Margaret Ross All staff - Yu, Pr & Restorative practice group to lead. Principal to oversee / delegate tasks</p>	<p>All year</p>	<p>Funding for students unable to meet expectations, administered by SLT & Pastoral. Build up bank of uniform items to be lent to students who arrive incorrectly dressed Postage for letters sent advising of confiscated items to be collected</p> <p>Funding for those wishing to train as full-conference facilitators. Day relief funding for facilitators organising full conferences</p>	<p>Uniform is worn correctly by all – <i>Kamar records show low levels of non-compliance.</i></p> <p><i>Kamar records show Restorative Practice responses to inappropriate behaviour are the norm</i></p> <p>Community is aware of student & staff success</p> <p><i>Increase in Year 9 enrolments</i></p>
<p>3.4 Forest View High School will engage with families and whānau to enhance student achievement and well-being</p>	<ul style="list-style-type: none"> ➤ School continues to offer a wide range of formal opportunities for parent / school interaction - as well as those extra-curricular activities which allow informal contact with whanau ➤ Regular consultation occurs with families on both positive and negative matters ➤ Staff & students support community groups and initiatives 	<p>All staff & school families</p>	<p>All year</p>	<p>Survey funding</p>	<p>Partnerships are developed with family – <i>consultation/ survey shows satisfaction with school</i></p>

**ANNUAL PLAN 2011
STRATEGIC GOAL 4**

To promote a learning environment that maximises student learning and achievement through the effective management of the human and physical resources and complies with all legal requirements

The three strategic statements that will inform annual planning related to strategic Goal 4 are:

- 4.1 The Board of Trustees will manage its financial resources in accordance with its Financial Management policy, in the most effective manner to maximise students learning' and achievement
- 4.2 The Board of Trustees, through its appointment and recruitment and EEO policies will ensure that it is viewed as a good employer and the school is staffed with qualified teachers to maximise students' learning and achievement
- 4.3 The Board of Trustees will establish, implement and review, as appropriate the 10 Year Property Plan, Asset Management Plan and School Maintenance Plan to ensure a safe, healthy, modern learning and work environment

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	SUCCESS INDICATORS
4.1 To provide timely financial information to curriculum leaders and budget holders that promotes more effective financial decision making to improve student learning and raise achievement	<ul style="list-style-type: none"> ➤ Contract an external school finance professional to review FVHS financial policies and practices ➤ Implement review recommendations ➤ Develop the FVHS 2012 budget that responds to best practice and school review 	BOT, Wa,	By Term 2 By Term 3 By December 1, 2011	Devise EEO succession plan	Finance policies have been reviewed and procedures implemented that enable CLs to more effectively lead and manage resource allocation.
4.2 To devise and implement a teacher appraisal system that is consistent with the 2010 registered teacher criteria and is aligned to teacher professional learning.	<ul style="list-style-type: none"> ➤ Design teacher appraisal system 2011 ➤ Discuss and implement appraisal system with teachers ➤ Review teacher appraisal system in line with school self review model 	SLT	By end of February 2011 By end of March 2011 By end of school year		A teacher appraisal system that is consistent with the 2010 registered teacher criteria has been designed, implemented, and reviewed by the beginning of the 2012 school year

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	SUCCESS INDICATORS
<p>4.3 To implement all 2011 building projects outlined in the FVHS 10 year property plan and also complete all projects in the FVHS property maintenance plan, and also provide of a permanent teaching space to enable the teaching of arts such as Maori Wood carving in the school.</p>	<ul style="list-style-type: none"> ➤ Ensure 10 year property plan is confirmed by MOE ➤ Communicate with BOT Property Committee about timing of projects ➤ Ensure that the FVHS property maintenance plan is updated and followed through in 2011 ➤ Work with BOT property committee and BOT finance committee to devise a plan to provide a permanent teaching space for Art such as Maori Wood Carving 	<p>CW, BOT property and BOT finance committee</p>	<p>End of Feb 2011</p> <p>Ongoing</p> <p>Ongoing</p> <p>By end of term 2, 2011</p>		<p>All 10YP building projects and scheduled maintenance projects have been completed as well as a plan to provide a permanent teaching space for other Art such as Maori Wood Carving has been devised and implemented</p>