



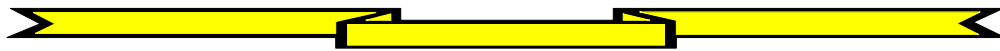
FOREST VIEW HIGH SCHOOL
TE KURA O TE WAO NUI A TANE



CHARTER



2008



MISSION STATEMENT

“Empowering 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

UPDATED APRIL 2008

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

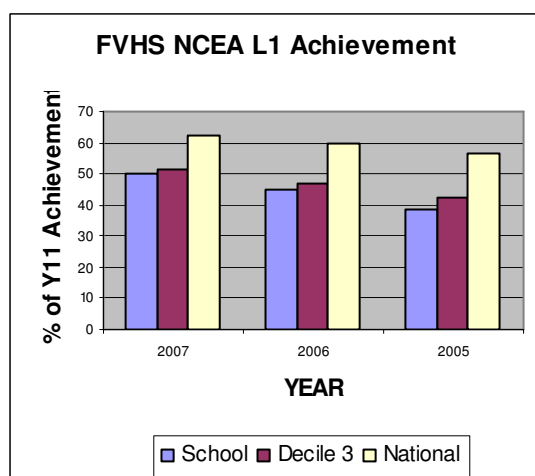
Forest View High School operates under the National Education Guidelines. These incorporate the National Education Goals, the National Administration Guidelines, and the National Curriculum Framework. The school has developed a wide range of policies and procedures to support these aims and objectives.

CULTURAL DIVERSITY AND MAORI DIMENSION

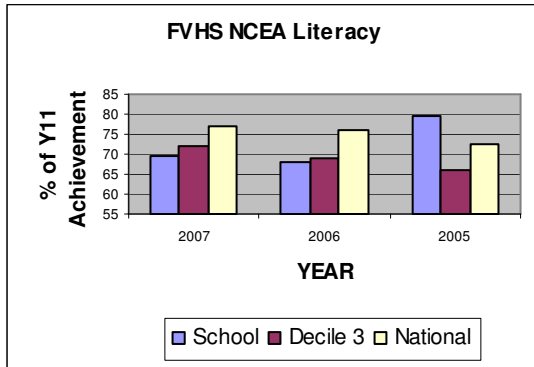
The school will continue to develop policies and practices that reflect New Zealand’s cultural diversity and the unique position of Māori culture. All reasonable steps will be taken to provide instruction in tikanga Māori and te reo Māori for those full-time students and their whānau who select this. The school does not provide bilingual or 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

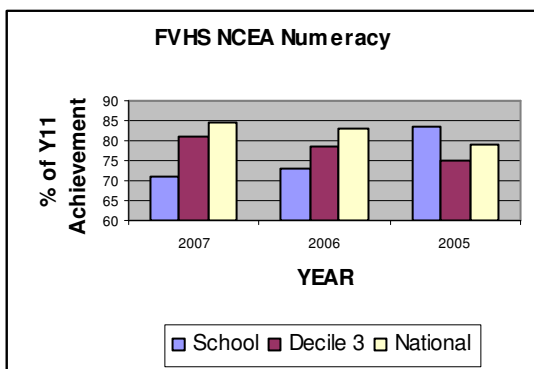
Achievement at Forest View High School is promoted and celebrated in a wide range of areas. It is important that the school continues to provide a wide range of areas for students to succeed and excel in. A challenge that the school faces is **improving the overall levels of academic achievement in NCEA (see key targets 2008)**. The following graphs and tables display the level of NCEA student achievement from 2005 to 2007.



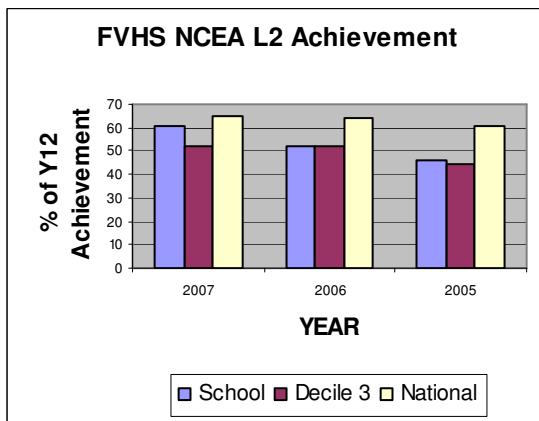
FVHS NCEA L1 Achievement 2005 - 2007			
	School	Decile 3	National
2007	50	51.4	62.5
2006	44.7	46.7	59.6
2005	38.8	42.3	56.4



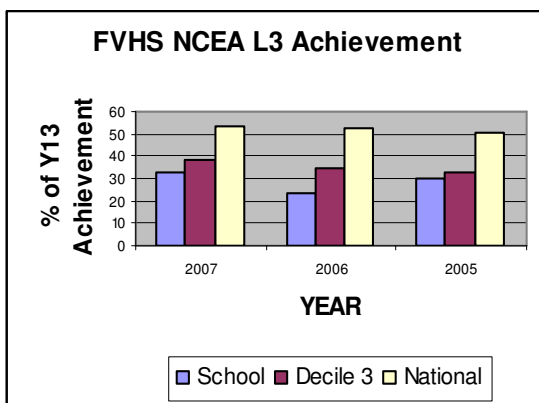
FVHS NCEA LITERACY 2005 - 2007			
	School	Decile 3	National
2007	69.7	72	76.9
2006	68	69	75.8
2005	79.3	66.2	72.7



FVHS NCEA NUMERACY 2005 - 2007			
	School	Decile 3	National
2007	71.2	80.8	84.6
2006	72.8	78.3	82.9
2005	83.5	75.1	79



FVHS NCEA L2 Achievement 2005 - 2007			
	School	Decile 3	National
2007	60.5	52	64.9
2006	52	52.4	64.3
2005	46.5	44	60.3



FVHS NCEA L3 Achievement 2005 - 2007			
	School	Decile 3	National
2007	32.8	38.6	53.9
2006	23.6	34.6	52.6
2005	30.3	33.2	50.3

EXPECTATIONS FOR STUDENT ACHIEVEMENT

- Students reach their academic potential.
- Students achieve according to the vision, principles, values, key competencies and learning areas 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.

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. These values encapsulate what is referred to as ***“The Forest View Way.”*** The school values are referred to as the 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 2008 – 2010

The Ministry of Education's focus on *Presence, Engagement, and Achievement* to lift student performance has strongly influenced the development of the Forest View High School strategic plan.

Over the next three years it is the goal of Forest View High School to make that leap from being a good school to a GREAT school.

Parents identified the following indicators of a "Great" school at a consultation meeting that was held on September 18 2007. These indicators have been linked to the five goals of the strategic plan in the table below:

Indicators of a Great School	Goals of Strategic Plan
High levels of student achievement	1,2,3
Quality teaching across the school	1,2
Effective school leadership	1-5
Effective communication between school and home that engenders strong family/whānau support of the school	1,2,4
A safe and supportive learning environment that encourages and celebrates student achievement	1,2
Strong cultural and sporting programmes	1,2,5
Behavioural expectations that are communicated to all stakeholders and supported by school systems that emphasise student rights and responsibilities	1,4,5
Personalised learning programmes that enable all students to experience academic success	1-3,5
A curriculum that is relevant to the needs of the school community	2,4

These views have also guided the composition of the Forest View High School Strategic Plan (2008 -2010)

The Strategic Goals of Forest View High School are expressed in 5 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.

1. To provide a safe, caring learning environment for students, teachers, and whānau **(NAG 5 and NAG 6)**
2. To provide a learning environment that engages all students in learning and challenges them to achieve to their potential **(NAG 1 and NAG 2)**
3. To promote a learning environment that maximises student learning and achievement through the effective management of the human and physical resources **(NAG 3 and NAG 4)**
4. To ensure that partnerships and networks are developed and strengthened within the school community and beyond **(NAG 1 and NAG 2)**
5. To demonstrate in governance and management an obligation to fulfil the intent of the Treaty of Waitangi **(NAG 1, NAG 2, and NAG 5)**

STRATEGIC GOAL 1

To provide a safe, caring learning environment for students, teachers, and whānau.

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

- 1.1 All stakeholders of the school will be informed of their responsibilities and rights in fostering a safe learning environment
- 1.2 Programmes/systems that foster a learning environment based on the school's RAP values and a caring family atmosphere (whanaungatanga) will be developed and implemented
- 1.3 Forest View High School will create a learning environment that fosters and expects **excellent** school attendance
- 1.4 A sense of belonging and pride in the school will be developed and fostered in the students and staff of Forest View High School

STRATEGIC GOAL 2

To provide a learning environment that engages all students in learning and challenges them to achieve to their potential

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

- 2.1 Effective pedagogical practice will be promoted through the collaboration of teachers in professional learning groups
- 2.2 The New Zealand Curriculum will be effectively integrated into the School Curriculum
- 2.3 Information and Communication Technology (ICT) will be utilised to promote professional growth and enhance school wide learning and achievement
- 2.4 Careers Education will be given a higher profile in the school and a more inclusive approach will be adopted
- 2.5 Student academic achievement will exceed equivalent national benchmark indicators for National Qualifications
- 2.6 To develop a school culture of achievement and excellence in all endeavours

STRATEGIC GOAL 3

To manage the systems and resources of the school to optimise the learning environment of the school

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

- 3.1 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
- 3.2 The Board of Trustees will endeavour to provide students and staff with current information and Communication Technology (ICT) resources to support effective pedagogy in the classroom
- 3.3 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
- 3.4 The Board of Trustees will establish, implement and review, as appropriate the 10 Year Property Plan and School Maintenance Plan

STRATEGIC GOAL 4

To ensure that partnerships and networks are developed and strengthened with the school community and beyond

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

- 4.1 Forest View High School will engage with families and whānau to establish partnerships that enhance student achievement and well-being
- 4.2 Forest View High School will further develop partnerships with community organisations, businesses and networks, both locally and beyond Tokoroa to enhance the learning and well-being of students

STRATEGIC GOAL 5

To demonstrate in governance and management an obligation to fulfil the intent of the Treaty of Waitangi

The Board of Trustees recognises three principles arising from the Treaty:

1. Rangatiratanga: the Board will protect and nurture Maori taonga (treasures) such as Te Reo Maori and Tikanga (cultural practices and values) within the school
2. Equity: the Board will ensure that there are equal educational opportunities for Māori and Non-Māori, and also strive to achieve equal educational outcomes for Māori and Non-Māori,
3. Reasonable Cooperation: the Board accepts that reasonable cooperation can only take place if there is consultation between the school and the Maori community on major issues of concern. And if good faith, balance and common sense are shown on all sides. The outcome of reasonable cooperation is partnership.

The two strategic statements that will inform annual planning related to strategic Goal 5 are:

- 5.1 The school will implement initiatives to achieve the principles of rangatiratanga, equity, and reasonable cooperation inherent in the Treaty
- 5.2 The school will develop and publicise policies, plans and targets, in consultation with the Maori community, for improving the achievement of Maori students and report on the effectiveness of these measures

**ANNUAL PLAN 2008
STRATEGIC GOAL 1**

To provide a safe, caring learning environment for students, teachers, and whānau

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	DESIRED OUTCOME
1.1 To develop strategies to prevent interpersonal conflict and to further develop school restorative practices approach in dealing with personal conflict when it occurs.	Conduct survey early T2 to establish the extent and nature of bullying amongst students and staff. Develop a strategy based on analysis of this data. Continue staff training with restorative practices. Support student leaders to develop strategies to assist students make more informed choices – Pat Buckley	Pr, Hu, Tp, and Deans - All staff and selected senior students	Ongoing throughout the year. Schedule Assembly times to focus on issues	Time for further training staff in restorative practices. Accessing suitable speakers for assemblies.	A safer school environment and fewer incidences of bullying – expressed in the student surveys. A strategic school approach to bullying has been designed and implemented.
1.2 To further develop school RAP values in the culture of the school through special recognition awards	Continue to promote school systems of positive recognition – special focus on RAP values, each Lake to select a student that is highlighted in the school assembly - RAP section of newsletter to be formed and students highlighted. Opportunity to promote students who do not have a high profile.	Pr, Cw, – All staff, student leaders	T2, T3, T4	Certificates – Miss Cribb to design approx 36 certificates throughout the Year. 9 Assemblies x 4 student Awards.	To further embed the school RAP values into the culture of the school and recognise hardworking students who are displaying RAP values but not likely to gain other recognition. Promote values to families and whānau in school newsletter
1.3 To more effectively monitor and improve school attendance through the use of Kamar	Provide training for staff to more reliably enter attendance data on Kamar, and also provide more informative summary sheets on student truancy patterns	Pr, St, Do All Staff	All year	\$600 further Kamar training	Student attendance rate of 90% is reinforced as a school expectation and average school attendance of 92% is achieved
1.4 To modernise school uniform as to generate more pride in the wearing of it by students	Carry out consultation exercises, organise uniform with provider, introduce to school, monitor integration. Record exemptions in Term 1, Week 10 and Term 3, Week 8	St, Deans, All staff	2008 -2010		Students wear the uniform with pride that will result in the Reduction of exemptions issued

**ANNUAL PLAN 2008
STRATEGIC GOAL 2**

To provide a learning environment that engages all students in learning and challenges them to achieve to their potential

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	DESIRED OUTCOME
2.1 To further develop staff professional learning groups in the school with a strong focus on collaboration and action research in a cross curricular setting	Develop and communicate school approach to professional learning with key Foci on Effective Assessment Practices (Formative Assessment – quality of feedback), Evidence Based decision making – (assessment data informing teaching); Literacy, Numeracy, and ICT	Cw, Fe,	Terms 1 -3 of 2008, Reviewed T4 and plans for 2009	\$2000 for outside experts to address staff on key foci and provide professional advice on school approach to professional development of staff to enhance student achievement	Further develop the professional learning capacity of staff to enhance student achievement. This may be expressed through more informed staff discussion on quality teaching and effective pedagogy
2.2 To formulate a strategic approach to implementing the NZ curriculum to the school curriculum	Form school committee to formulate strategic approach and communicate this to stakeholders	Cw, Fe, Sv	Term 1 and Term 2 of 2008	Ministry-run professional learning programmes	Strategic approach is formulated and effectively communicated to stakeholders
2.3 To implement the EHSAS initiative	Staff attend EHSAS Jumbo Day 26 March Appoint lead teacher to liaise with ePrincipal, work with Fe and HODs to implement EHSAS strategic plan (Year1) ePrincipal meet with SMT and HODs to ensure clear direction is set	Fe, e-Principal	Term 1-3, review in Term 4	EHSAS fund as allocated by ePrincipal	Improved intra-cluster sharing of informed practice with focus on achieving EHSAS goals of improvement in literacy, numeracy, NCEA achievement, use of ICT to support pedagogy, improved retention of senior students, development of evidence-based decision-making.

2.4 To implement the CPaBL programme	CPaBL team present programme to staff and BOT As part of implementing Year 1 of Careers Education Plan (CEP)	Hn & CPaPBL team	Term 1 -3, review in T4	Ministry funded	Improved decision making by students and staff in regard to subject selection relative to careers.
2.4 To launch the 15 UP programme to improve NCEA Level 1 achievement	Promote and communicate 15 up Programme to students, families and whānau and devise timely system using Kamar to communicate achievement -	Cw, Fe,	Term 1 to W5 T4 of 2008	\$400 for Printing of posters and also Prizes for poster competitions	In conjunction with other initiatives to lift achievement for NCEA L1 to 63% (National level) from 50% in 2007.
2.5 To launch the Forest View High School JCEA	Design JCEA framework, promote and communicate requirements to stakeholders, prepare certificates for distribution	Cw, Fe, Mn	All Year	\$500 for NCEA certificates	At least 80% of students achieve the JCEA of which at least 15% are merit, and at least 5% are excellence.

**ANNUAL PLAN 2008
STRATEGIC GOAL 3**

To promote a learning environment that maximises student learning and achievement through the effective management of the human and physical resources.

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	DESIRED OUTCOME
3.1 To carry out a feasibility study on the building of a Marae complex at Forest View High School.	Principal to form committee and engage in a feasibility study to build a school marae which will involve consultation with stakeholders.	BOT	Feasibility study completed and reported to BOT in October.	\$1000 to conduct feasibility study for marae complex.	Feasibility study for school marae complex completed.
3.2 To develop an ICT strategic plan which will include an analysis of the current ICT situation and make recommendations to future proof the school as much as possible?	Form a committee to create strategic plan for ICT. Engage outside provider.	Fe, Do, e-Principal, Wi, Board	By end of term 3	\$5000 for needs analysis	A strategic Plan will be devised to forecast the ICT needs of the school from 2008 -2010.
3.3 To reduce the number of LAT teachers in the school through professional guidance to encourage them to enrol in a tertiary course to fulfil provisionally registered teacher requirements	Principal to conference with LAT teachers to create a career plan which will involve them enrolling in a suitable tertiary course or courses.	Cw	All Year	Support through enabling teachers to attend tertiary courses	At least three of the five LAT teachers at Forest View High School will be enrolled in relevant tertiary studies to gain the necessary teacher registration requirements.
3.4 To review provision of school maintenance services and produce a schedule of property developments consistent with school ten year plan.	To investigate services of Programmed Maintenance Services and also design a property development schedule that may include: school courts, student support services, canteen remodelling, toilets, and tech block.	BOT	By end of term 2		School Maintenance services are reviewed and schedule of property developments is completed.

**ANNUAL PLAN 2008
STRATEGIC GOAL 4**

To ensure that partnerships and networks are developed and strengthened within the school community and beyond

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	DESIRED OUTCOME
4.1 To hold community consultations at least once a term	BOT to plan which groups of parents they would like to consult with each term. Invitations to be extended. Consultation recording, planning, and reporting to be decided. At least two meetings per year to be held with our Pasifika community in regards to the FVHS Pasifika Achievement Improvement Plan.	Cw, Sv, Um	All Year	\$600 for food (4 x 150)	Increased sense of alignment between the school and family resulting in greater student learning and achievement. A FVHS Pasifika Achievement Improvement Plan has been implemented and continually monitored.
4.2 To publicise the school to the local and wider community including the inviting of two guest speakers per term to school assemblies or other school functions	Weekly positive articles in South Waikato Times, Speaker list formed and invitations extended.	Cw, Pi, Di	All Year		School will have strengthened its relationship with at least eight organisations and would have developed a higher profile by the positive media coverage it has received.

**ANNUAL PLAN 2008
STRATEGIC GOAL 5**

To demonstrate in governance and management an obligation to fulfil the intent of the Treaty of Waitangi

OBJECTIVE	ACTIONS	WHO	WHEN	RESOURCES	DESIRED OUTCOME
5.1 To coopt a member on the Board of Trustees to ensure that a Māori parent viewpoint is represented in the governance of Forest View High School.	Identify an appropriate parent to invite to be a member of the BOT	Cw, Hk, and BOT	By end of March		Māori parent viewpoint will be represented on the BOT in the governance of Forest View High School
5.2 To hold a consultation meeting(s) with the Māori community to devise a Forest View High School Māori Achievement Improvement Plan (2008-2010)	To form a Māori Achievement Group and also gather relevant statistics. Organise meetings with Māori community including strong representation from the Raukawa Trust Board. Strong focus on Ka Hikitia.	Cw, Hk,	Ongoing but progress reviewed and reported on during term 4.	Funding for Māori consultation hui and also development of Māori educational improvement strategy (\$1000)	Student achievement will improve if MEI plan is collaboratively formulated, implemented, and monitored.

FOREST VIEW HIGH SCHOOL VARIANCE REPORT TO THE BOARD OF TRUSTEES ON THE 2007 CHARTER TARGETS

Target One: The improvement of Year 9 numeracy levels through the reinforcement of Numeracy skills across the curriculum.

1. To reduce the proportion of Year 9 (2007) students falling below Curriculum Level 4, by 8%
2. To increase the proportion of 091 (top stream) students achieving above Curriculum Level 4 by 5%
3. To decrease the proportion of 096 (lowest stream) students achieving below Curriculum Level 4 by 5%

(1) Year 9 Students (overall)

In 2007 PAT (Book 6) test was given to all Year 9 students in February/March and the PAT (Book 7) test was given to the same students in February 2008. The PAT test is standardised and reflects students' general mathematics knowledge.

Forest View High Schools' Year 9 (2007) Students

Curriculum Level (est)	PAT	
	2008	2007
Below Level 4	48%	61%
Level 4+	52%	39%

Table 1

According to the PAT results, in 2007 39% of Year 9 students were at Curriculum Level 4 or above as compared to 52% of the same students tested in 2008 (Table 1). This is an increase of 12% which is above the set target of 8%.

(2) Class 091 Students

Forest View High Schools' 091 (2007) Students

Curriculum Level (est)	PAT	
	2008	2007
Below Level 4	0	4%
Level 4+	100%	96%

Table 2

Table 2 shows that 96% of students in the "top" stream class (091) were at Curriculum Level 4 or above. When tested in 2008 all of the students in this class were at Curriculum Level 4 or above. This is an increase of 4% which is below the set target of 5%. ***In this case 4% was the maximum gain possible.***

As the majority of students were already at Curriculum Level 4 or above, a further analysis is needed to gauge their development in Mathematics. Table 3 shows that 30% of students in 091 were at Curriculum Level 5 or above at the beginning of 2007. When tested in February 2008, 58% were at Curriculum Level 5 or above. This is an increase of 28% which is well above the set target of 5%.

**Forest View High Schools' 091 (2007) Students
- a further breakdown**

Curriculum Level (est)	PAT	
	2008	2007
Below Level 5	42%	62%
Level 5+	58%	30%

Table 3

(3) Class 096 Students

Forest View High Schools' 096 (2007) Students

Curriculum Level (est)	PAT	
	2008	2007
Below Level 4	100%	100%
Level 4+	0	0

Table 4

Table 4 shows that no students in the "lowest" stream class (096) were at Curriculum Level 4 or above. This is below the set target of 5%.

As no students in 096 were at Curriculum Level 4 or above at any stage, it is now important to analyse where they started from in order to gauge if there has been any developments in their mathematics learning.

Table 5 shows that 27% of students in 096, in 2007, were at Curriculum Level 3/4 (normal range for Year 9). When tested in 2008 63% were at Curriculum Level 3/4. This is an increase of 63% which is well above the set target of 5%. Teaching programmes focused at Curriculum Level 3 have helped to improve the learning of students in 096.

**Forest View High Schools' 096 (2007) Students
- a further breakdown**

Curriculum Level (est)	PAT	
	2008	2007
Below Level 3	0	18%
Level 3	27%	55%
Level 3/4	63%	27%

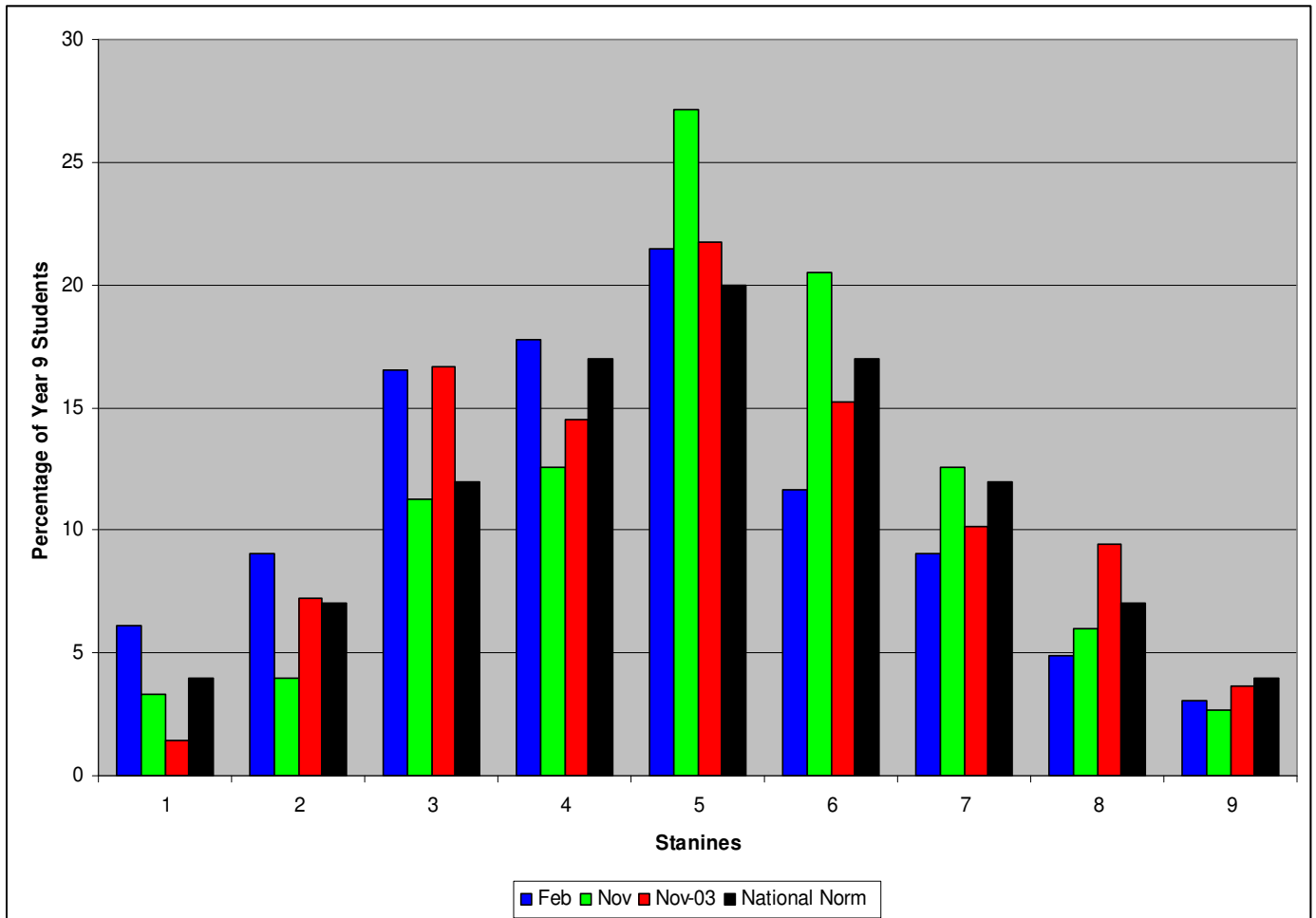
Table 5

This is a significant increase and with a focused programme this year based at Curriculum Level 4 this will provide these students necessary skills to gain their Numeracy credits in 2009.

Target Two: To improve levels of literacy of Year 9 students

1. That the percentage of students attaining Stanine 6 or higher will increase by 3 %
2. That the percentage of students attaining Stanine 3 or lower will decrease by 4% (note – that further diagnostic testing results will be used to gather extra information on this group of students)
3. Results will also be compared with those in 2003 when similar targets were set

RETESTING OF 'STAR' in NOVEMBER 2007
(Supplementary Tests of Achievement in Reading)



Notes:

- 12 students who were part of the original cohort tested have now left the school. This is a loss of 7%. 75% of these students were Stanine 5 and below. 25% were Stanine 3 and below. There have been 14 new additions – 71% were Stanine 5 and below. 28% at Stanine 3 and below. If anything those arriving could have weakened the cohort.

- A number of students did increase their raw score but as there was an increase expected in November they did not overall improve their Stanine. However, a number just missed moving up to the Stanine above. It was pleasing to note that 57% of the students had improved their Stanine ranking between February and November.
- There were some students who did move downwards who have underachieved generally for a range of reasons.
- A selection of 10 students in the Stanine 1 to 3 range were given further individualised testing in late February using the range of testing materials mentioned above. In February the outcome of this testing showed that these students had reading levels in the range 8 years to 9.5 years. ie. They were able to read and gain good understanding from the passages read. (Note: The 'Running Records' were felt to be a more accurate tool than the 'BURT' as a number of these students could decode but not read well for meaning.)

During the year these students had regular 'Uninterrupted Sustained Silent Reading', 'Reading Mileage' and Spelling within their English class alongside the other literacy enhancing strategies in their other subjects.

When tested in November it was pleasing to note that all students had made gains. Of the 10 students:

3 had made gains of 2.5 years, 2 had made gains of 2 years, 2 had made gains of 1.5 and 1.8 years, 2 had made gains of 1 and 1.3 years and one student had made a gain of 7 months. All of these students also showed improved Stanines on the STAR test.

(1) Percentage of students attaining Stanine 6 or higher will increase by 3%.

Outcome: At Stanine 6 or higher – In February when first tested the percentage of students was 28.7%. In November when reassessed the percentage had increased to 41.7%. This is an increase of 13% which is very encouraging.

(2) Percentage of students attaining Stanine 3 or lower will decrease by 4%.

Outcome: At Stanine 3 or lower– In February when first tested the percentage of students was 31.7%. In November when reassessed the percentage had decreased to 18.5%

(3) Comparison with results from 2003 when similar targets were set

Outcome: There was an increase of students from Stanine 6 and above from 38.4% in November 2003 to 41.7% in November 2007. There was a decreased percentage of students in Stanine 3 and below from 25.4% in 2003 to 18.5% in November 2007.

FOREST VIEW HIGH SCHOOL ACHIEVEMENT TARGETS FOR 2008

Teaching & Learning Programme Development and/or focus

1. A specific school and class focus on Year 11 students completing their 8 credits by July 1.
2. Earlier identification of students at risk of not achieving and a more timely intervention strategy implemented.
3. Department response to data by realigning the Year 11 teaching and learning programme to better facilitate student achievement of the literacy criteria of NCEA Level 1

Target 1

Improving Student Achievement Y11 NCEA Level 1 Literacy (see page 3)

To increase the Y11 NCEA literacy rate from 69.7% (2007 school figure) to at least 80% (76.9% national school figure). Over the last three years average rate is 72.3%.

Links to the Strategic Plan STRATEGIC GOAL 2

To provide a learning environment that engages all students in learning and challenges them to achieve to their potential

- 2.1 Effective pedagogical practice will be promoted through the collaboration of teachers in professional learning groups
- 2.5 Student academic achievement will exceed equivalent national benchmark indicators for National Qualifications
- 2.7 To develop a school culture of achievement and excellence in all endeavours

Teacher Professional Development

1. Enhance teacher ability to provide quality feed forward guidance to direct student learning and achievement.
2. School focus on enhancing literacy pedagogy.
3. Collaboration with teachers across EHSAS cluster
4. Regular English department meetings to share best practice to enable more students to achieve the literacy requirement for NCEA Level 1.

Baseline Information

- 2005 – 2007 FVHS NCEA Literacy achievement data
- 2006/2007 STAR data (staff can access this off Kamar)

Assessment

- Formative assessment with a focus on quality student feed forward advice

Review

- Using Kamar English teachers will identify and monitor Y11 students who are at risk of not achieving literacy criteria of NCEA level 1 by May 30th.
- Implement personalised intervention strategies to assist identified students

Reporting

- Teachers provide HOD with data to monitor student achievement towards achieving literacy criteria
- Reports provided to whānau each term to monitor progress towards achieving literacy criteria.

Resourcing

- Specialist teacher to run a short term programme to assist identified students to complete literacy criteria.

Community Involvement

- Informing parents and seeking their support to encourage students with homework, revision, and career prospects.
- Further develop links with Maori and Pasifika Parent Support Group to more fully engage students in learning and achievement.

Agency Support

- MOE data analysis and data driven decision making
- TKI Study It – Project Manager (Ashley Davis)
- School Support Services (Literacy)

FOREST VIEW HIGH SCHOOL ACHIEVEMENT TARGETS FOR 2008

Teaching & Learning Programme Development and/or focus

1. Implement the 15 UP programme to enhance structure and support for NCEA students.
2. All teachers articulate the expectation of high standards of students' work, commitment and engagement in class
3. Close follow-up of students to ensure completion of all assessments that is supported by improved systems of communication with student and their whānau regarding progress.
4. Departments to set key targets of improvement based on data analysis.

Target 2 Improving Student Achievement

Y11 NCEA Level 1 (see page 2).

To increase the Y11 student achievement rate of NCEA Level 1 from 50% (2007 school figure) to at least 63% (2007 national figure). Over the last three years the average rate is 44.5%.

Links to the Strategic Plan STRATEGIC GOAL 2

To provide a learning environment that engages to all students in learning and challenges them to achieve to their potential

- 2.1 Effective pedagogical practice will be promoted through the collaboration of teachers in professional learning groups
- 2.6 Student academic achievement will exceed equivalent national benchmark indicators for National Qualifications
- 2.8 To develop a school culture of achievement and excellence in all endeavours

Teacher Professional Development

1. Professional learning with a focus on effective pedagogy.
2. Collaboration with teachers across the EHSAS cluster to share best practice.
3. Regular department meetings to share resources, plan co-operatively, discuss best practice, and also monitor student progress towards meeting "15 UP" requirements.
4. Staff PD on effective use of the studyit.org.nz website

Baseline Information

- 2005 – 2007 FVHS NCEA achievement data
- 2006/2007 STAR data and Mathematics PAT data.

Assessment

- Formative assessment with a focus on quality student feed forward advice

Review

- Using KAMAR to identify and monitor Y11 students who are at risk of not achieving NCEA level 1
- Implement personalised intervention strategies to assist identified students

Reporting

- Reports inform parents three times per year including formatted records of achievement for senior students each term
- Contact home for those students on the borderline

Resourcing

- Record of achievement sent every term
- 15 UP promotion
- EHSAS funding

Community Involvement

- Informing parents and seeking their support to encourage students with homework, revision, and career prospects.
- Further develop links with Māori and Pasifika Parent Support Group to more fully engage students in learning and achievement.

Agency Support

- MOE data analysis and data driven decision making
- TKI Study It – Project Manager (Ashley Davis)