

Towards knowledge and excellence, we paddle as one
Kia kotahi te hoe o te waka kia whaia te matauranga



Fairburn School Charter 2024

Signed 
Date March 2024
Paula Passfield Principal

Signed 
Date March 2024
Adrienne Likitau Presiding Member



Fairburn School Vision Statement

Fairburn School's vision statement encapsulates our school motto or whakatauki.

'Kia kotahi te hoe o te waka kia whaita te mātauranga.'
'Towards knowledge and excellence we paddle as one.'

This whakatauki reminds ākonga that they are not paddling alone in the waka. In their journey, the entire school community is in the waka too as kaiurungi/navigators or, at times, as kaihoe/rowers. Whānau are also in the waka. Sometimes, the wider community take their turn on the hoe/paddle e.g. church, sports organisations etc., that our ākonga and their whānau are involved with. Regardless of who are on the journey with our ākonga, all paddling as one, the destination remains the same - the acquisition of knowledge and the pursuit of excellence.



Fairburn School Values

Respect – Whakaute

Showing personal care for oneself, for others and for the environment e.g. being respectful to those helping to row the waka.

Consideration – Whakaarohanga

Showing an awareness of other people and their needs e.g. making sure that others who are helping on the journey.

Kindness – Ngākau Māhaki

Demonstrating friendliness and an inclusion of others who may want to help keep the waka moving.

Honesty – Pononga

Displaying fairness and truthfulness to others and to oneself e.g. being upfront about anything said or done that may disappoint helpers.

Responsibility – Kawenga

Giving one's best efforts in any job or role e.g. pulling ones weight in the rowing of the waka. However, but also being prepared to be accountable and make amends for any adverse actions one might be responsible for.

Aspirations for Fairburn School

Here are the aspirations for Fairburn School. Gathered from a variety of information sources and forums within our community, including our partnership with ERO – we will strive to:

- Be a place of academic excellence for their children in their core subjects and beyond
- Include processes that ensure all ākonga are an active part of their learning journey
- Maintain the holistic development of all our children, catering for their physical, social and emotional well-being
- Maintain a place where our children can be happy and safe
- Strive to instil confidence in every child, fostering belief in their abilities and accomplishments
- Embrace and honour the diverse cultures represented in our school community

Our Commitment to te iiriri o Waitangi

Fairburn School will reflect its commitment to Māori by:

Incorporating te reo me ōna tikanga into the school's curriculum.

Fairburn School will have a thread of te reo me ōna tikanga woven through classroom programmes and wider activities of the school including:

- gathering and using appropriate resources in classrooms.
- learning and singing waiata in weekly assemblies.
- observing protocols where appropriate e.g. pōwhiri.
- maintaining kapa haka for ākonga.
- integrating te reo me ōna tikanga in all curriculum areas.
- providing professional learning opportunities in Mātauranga Māori for staff incorporating community knowledge, Tātaiako and Ka Hikifia.
- using the expertise, knowledge and skills from our whānau, ākonga, and wider community.
- sharing the knowledge of our local area.
- hosting kaupapa Māori whānau hui.

Our Commitment to Diversity

Our school has a unique sense of diversity. There are many different ethnic groups represented on both the staff and within the student community.

Fairburn School will reflect its commitment to Aotearoa New Zealand's diversity by:

- holding regular community group meetings with interpreters when appropriate;
- including different cultural perspectives in the classroom programmes;
- giving consideration to the varying cultural perspectives in planning extra-curricular activities;
- Organising culture groups for all ākonga.

Our Goals

Te reo Māori and New Zealand Sign Language are official languages of New Zealand. English, the medium for teaching and learning in most schools, is an official language by virtue of its widespread use.

Te reo Māori is indigenous to Aotearoa New Zealand. It is a taonga recognised under The Treaty of Waitangi, a primary source of our nation's self-knowledge and identity, and an official language. By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the wider world.

Fairburn School aims to incorporate tikanga Māori and te reo me ōna tikanga appropriately into everyday life.

Our Guidelines and Implementation

Fairburn School will participate and celebrate Te Ao Māori in everyday school-life as well as national events i.e., Matariki, Te Wiki o Te Reo Māori.

- Ensure all areas of the curriculum include planned aspects of te reo Māori me ōna tikanga.
- Ensure resources are culturally appropriate and seek advice when necessary.
- Encourage a school environment which reflects our bicultural heritage.
- Provide professional learning opportunities in Mātauranga Māori based on Tātaiako and Ka Hikifia.
- Provide opportunities and experiences for tamariki to extend their understanding of te reo Māori me ōna tikanga.

Ensure that the participation and celebration of Te Ao Māori is **heard, seen and felt**, by implementing the above guidelines.



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Our Strategic Goals	Our Initiatives	Our Success
<p>One</p> <p>Foster an atmosphere that champions wellbeing and a culture of respect and kindness NELP 1.2.3.5.6 Education and Training Act 2020 : 127 1a, bi,ii,ii</p>	<p>1.1 Ensure our Fairburn Values are tailored for their intended purpose, ensure they are explicitly taught and visible throughout the school environment and everyday life</p> <p>1.2 Review our Wellbeing/ Hauora programme to ensure that meets the needs of our ākonga.</p>	<p>Every individual feels valued, supported, and empowered to thrive both academically and personally</p>
<p>Two</p> <p>Quality teaching practices and strategies align with the diverse needs the needs and interests of our ākonga NELP 2.3.4 Education and Training Act 2020 : 127 1a, b</p>	<p>Strengthen effective teaching practice:</p> <p>2.1 Oral language programmes and practices to support bilingual learners</p> <p>2.2 Literacy - Consolidate Structured Literacy practices</p> <p>2.3 Mathematics - Promote collaborative learning and problem-solving approaches</p>	<p>Through personalised and inclusive approaches, every student receives tailored support and opportunities for meaningful learning experiences, leading to improved engagement, achievement, and a sense of belonging</p>
<p>Three</p> <p>All ākonga feel well prepared and equipped to graduate with confidence in their abilities to communicate and succeed NELP 1.2.3.4.6 Education and Training Act 2020 : 127 1a, b, c</p>	<p>3.1 Prioritise processes that ensure all ākonga are an active part of their learning journey</p> <p>3.2 Create a graduate profile that describes the skills, knowledge and dispositions that ākonga will need to develop to participate in a range of life contexts beyond Fairburn school</p>	<p>Ākonga excel academically and also have the essential personal and social skills to succeed in a constantly changing world</p>
<p>Four</p> <p>Grow and sustain culturally inclusive practices across the school NELP 1.2.3.5.6 Education and Training Act 2020 : 127 1a, b, c</p>	<p>4.1 Develop a progressive 5-year Mataranga Māori programme for the learners and teachers at Fairburn School</p> <p>4.2 Strengthen meaningful partnerships are with Māori and Pasifika communities</p> <p>4.3 Embrace all cultures by celebrating and integrating greetings language, resources and diverse cultural perspectives in our daily programmes.</p>	<p>Our school environment is culturally rich, inclusive, and respectful of all learners' backgrounds, fostering academic success, cultural pride, and strong community connections</p>
<p>Respect Whakaute</p>	<p>Kindness Ngākau Māhaki</p>	<p>Consideration Whakaarohanga</p>
<p>Responsibility Kawenga</p>	<p>Honesty Pono</p>	

Goal Initiatives	2024	2025	2026
<p>1.1 Ensure our Fairburn Values are tailored for their intended purpose, ensure they are explicitly taught and visible throughout the school environment and everyday life</p>	<p>INPUT</p> <ul style="list-style-type: none"> Form a review team consisting of DP, teachers, parents, ākonga and community members Develop surveys, focus group questions Gather information about the current values how are they defined and integrated in our school community? Plan meetings and feedback sessions for team Release and resources allocated for the review process Trends from ākonga and staff of work to date 2024 Wellbeing @ School survey results Research effective methods for assessing oral language across the school <p>OUTPUT</p> <ul style="list-style-type: none"> Feedback from surveys, focus group/s Analysis of current values –Identify strengths and gaps Revise values if applicable, present to Board Trends 2024 Wellbeing @ School survey results <p>OUTCOME</p> <ul style="list-style-type: none"> Updated values if applicable Develop an action plan for implementing changes 	<p>INPUT</p> <ul style="list-style-type: none"> Meeting time allocated, release, resources allocated for work Timeline to implement recommendations for 2024, staff meetings, parent meetings Time to monitor and evaluate plan Trends from students and staff of work to date 2024, 2025 Wellbeing @ School survey results comparison Implementing the use of the Oral language assessment tool <p>OUTPUT</p> <ul style="list-style-type: none"> Analysis of feedback Propose recommendations for improvement Values based initiatives implemented <p>OUTCOME</p> <ul style="list-style-type: none"> Our school values will be visible in our everyday actions Our community will have a clear understanding of our school values and how they are integrated in our school Monitor and evaluation of plan 2025 Wellbeing @ School survey results comparison 	<p>INPUT</p> <ul style="list-style-type: none"> Meeting time allocated, release, resources allocated for work <p>OUTPUT</p> <ul style="list-style-type: none"> Propose recommendations for improvement Values based initiatives implemented <p>OUTCOME</p> <ul style="list-style-type: none"> Our school values will be visible in our everyday actions Our community will have a clear understanding of our school values and how they are integrated in our school Monitor and evaluation of plan 2026 Wellbeing @ School survey results comparison
<p>1.2 Review our Wellbeing/ Hauora programme to ensure that meets the needs of our ākonga.</p>	<p>INPUT</p> <ul style="list-style-type: none"> Research Wellbeing programmes and outline key components Gather information about our current programmes, effectiveness of current programme Release and resources allocated for the review process <p>OUTPUT</p> <ul style="list-style-type: none"> Provide an overview of the current Hauora / wellbeing programme Comparison of current programme and other wellbeing programmes Identify strengths and gaps of programme based on needs of our learners from feedback Develop recommendations Feedback to board <p>OUTCOME</p> <ul style="list-style-type: none"> A better understanding of how our programme aligns with other Hauora Wellbeing programmes. Develop an action plan for implementing changes 	<p>INPUT</p> <ul style="list-style-type: none"> Establish a wellbeing / Hauora team Design and implement delivery plan for Hauora / Wellbeing through specific PLD Establish focus group of learners to capture feedback Allocate release, meeting time and budget allocation where needed <p>OUTPUT</p> <ul style="list-style-type: none"> Analysis of feedback Propose recommendations for improvement <p>OUTCOME</p> <ul style="list-style-type: none"> Our Hauora programme will be based on the needs of our ākonga at Fairburn School. Monitor and evaluation of plan 	<p>INPUT</p> <ul style="list-style-type: none"> Teacher PLD for implementing delivery plan Survey for whānau and ākonga about the new programme <p>OUTPUT</p> <ul style="list-style-type: none"> Analysis of feedback Propose recommendations for improvement Analysis of achievement performance trends including attendance rates <p>OUTCOME</p> <ul style="list-style-type: none"> A correlation between wellbeing initiatives, positive school climate and improved achievement

Goal Initiatives

2024

2025

2026

Strengthen effective teaching practice:

2.1 Oral language programmes and practices to support our bilingual learners

- INPUT
- Utilise expertise on staff to provide professional learning support based on Ministry documents to support bilingual learners
 - Workshops and resources provided for teachers to understand diverse cultures and backgrounds
 - Gather input from teachers to identify areas for potential support - Knowledge and confidence survey
 - Research effective methods for assessing oral language across the school - What is our definition of bilingual?
- OUTPUT
- Cultural perspectives and backgrounds included in classroom activities
 - Observation of increased student engagement levels
- OUTCOME
- Teachers are more confident when working with bilingual learners.

- INPUT
- Provide targeted PLD to support teachers working with bilingual learners
 - Identify areas for support
 - Feedback from akonga on teaching methods and strategies including cultural integration
 - Budget allocated for curriculum resources
- OUTPUT
- Cultural perspectives and backgrounds included in classroom activities
 - Summarise key themes from feedback
- OUTCOME
- Teachers can design support using varied teaching strategies
 - Outline the next steps for 2026 based on analysis of feedback and PLD support

Strengthen effective teaching practice:

2.2 Literacy - Consolidate Structured Literacy practices

- INPUT
- Literacy PLD delivery plan created, implemented and monitored based on needs from 2023
 - PLD Staff meetings, observations and coaching
 - Budget – release, subscriptions, resources
 - Group of teachers have a S/L focus for teaching as inquiry goals
- OUTPUT
- Implementation of effective teaching strategies in structured literacy
 - Greater confidence for learners
- OUTCOME
- Improved literacy skills, closing literacy achievement gaps
 - Increased teacher confidence and knowledge
 - More akonga supported with tier2/3 interventions

- INPUT
- Literacy PLD delivery plan created, implemented and monitored based on needs from 2023
 - PLD Staff meetings, observations and coaching
 - Budget – release, subscriptions, resources
- OUTPUT
- Implementation of effective teaching strategies in structured literacy
- OUTCOME
- Improved literacy skills, closing literacy achievement gaps
 - Increased teacher confidence and knowledge
 - More akonga supported with tier2/3 interventions

Strengthen effective teaching practice:

2.3 Mathematics - Promote collaborative learning and problem-solving approaches

- INPUT
- Math's Action plan designed, implemented and monitored based on goals from 2023
 - Group of teachers have a maths focus for teaching as inquiry goals
 - Budget – external PLD release, resources
- OUTPUT
- Implementation of effective teaching strategies in maths
- OUTCOME
- Improved maths skills, closing maths achievement gaps
 - Increased teacher confidence and knowledge

- INPUT
- Maths Action plan designed, implemented and monitored based on goals from analysis of learner / teacher need from 2024
 - PLD Staff meetings, observations and coaching sessions
 - Budget – external PLD release, resources
- OUTPUT
- Implementation of effective teaching strategies in maths
- OUTCOME
- Improved maths skills, Closing maths achievement gaps
 - Increased teacher confidence and knowledge

- Improved maths skills for akonga
- Closing maths achievement gaps in End of Year OTJ results
- Increased teacher confidence and knowledge

Goal Initiatives

2026

3.1 Prioritise processes that ensure all ākonga are an active part of their learning journey

- INPUT
- Release allocated for support for with individual teachers
 - Staff meetings, to review AFL process and principles and student agency
 - Maths and Literacy links to the AFL in the PLD delivery
 - Survey of community - AFL area How do our school programmes and practices promote agentic learners? Where are we now and where do we need to get to?
- OUTPUT
- Ākonga are aware of their role in the learning process
 - Teachers adopted AFL practices in Literacy and Maths
 - Trends from survey
- OUTCOME
- End of year OTJ data to be monitored for any improvement
 - Trends from survey to be addressed in action plan for 2025 /2026

- INPUT
- Release allocated for observation and meeting with individual teachers
 - Staff meetings, to revisit AFL process, Student agency principles, student Focus on Maths links to AFL principles in observation and coaching sessions
- OUTPUT
- Ākonga are aware of their role in the learning process
 - Teachers adopted AFL practices in Maths
 - Data analysis of End of year data
- OUTCOME
- End of year data to be monitored for any improvement
 - Trends from literacy coaching sessions to be addressed in action plan for 2026

- INPUT
- Staff training for how to use the graduate profile to support classroom programmes and reporting to parents
 - Parent meeting times allocated to introduce the graduate profile and how to use it
- OUTPUT
- Review any feedback from staff, parents, ākonga
 - Process will be reviewed at the end of year with a focus group

3.2 Create a graduate profile that describes the skills, knowledge and dispositions that students will need to develop to participate in a range of life contexts beyond Fairburn school

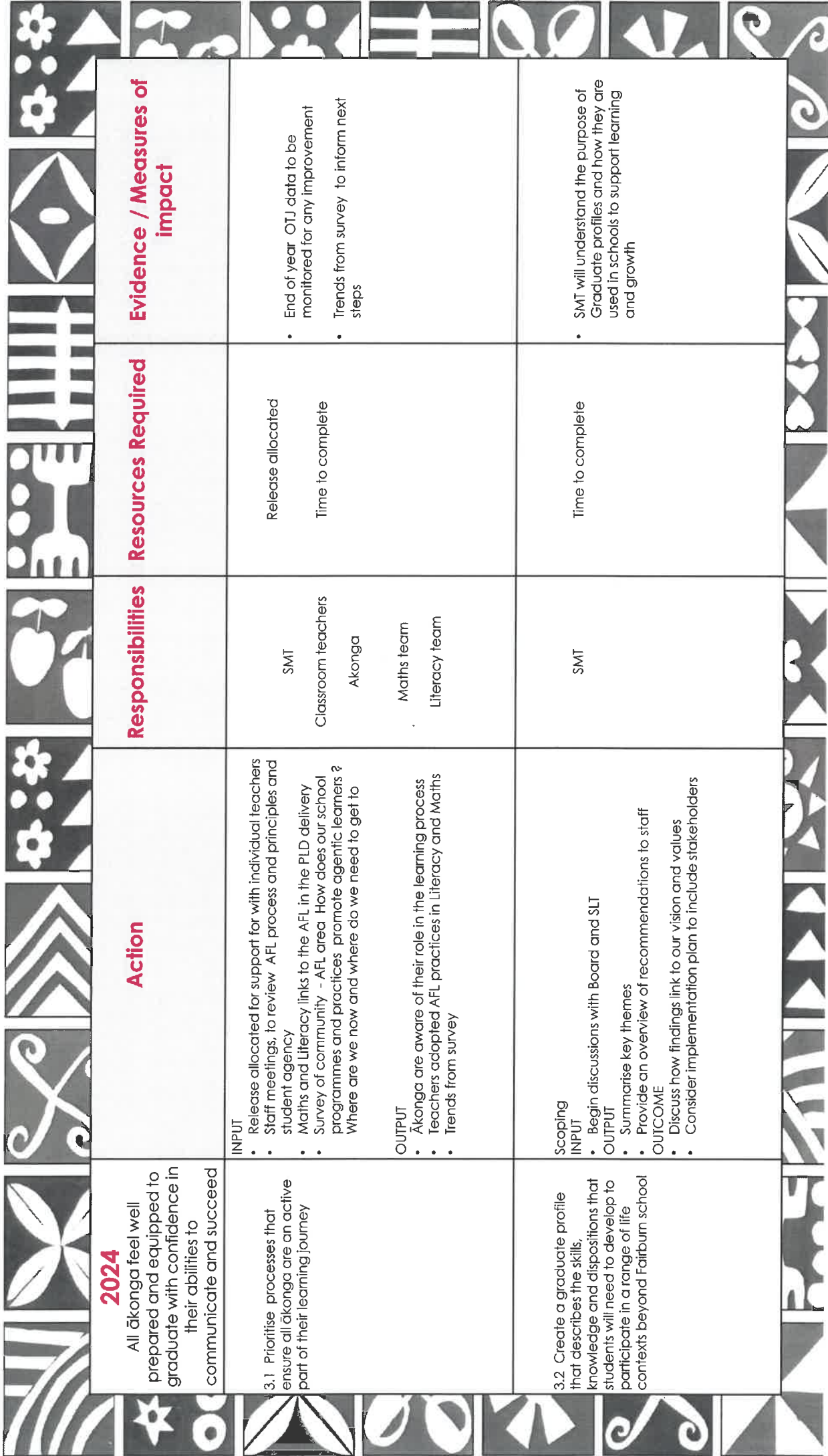
- INPUT
- Begin discussions with Board and SLT
- OUTPUT
- Summarise key themes
 - Provide an overview of recommendations to staff
- OUTCOME
- Discuss how findings link to our vision and values
 - Consider implementation plan to include stakeholders

- INPUT
- Using work from Values review, gather feedback from the school community identify the skills, competencies, and characteristics that are deemed essential by the time for when ākonga leave Fairburn
 - Host discussions to brainstorm the qualities, skills, and characteristics you want graduates to possess incl academic, personal, social needs.
 - Allocate release and times to meet and a budget to design the profile.
- OUTPUT
- Summarise key themes and identify any trends
 - Provide an overview of recommendations through the process from feedback
- OUTCOME
- Discuss how findings link to our vision and values
 - Report back on recommendations
 - Develop and implementation plan

Goal Initiatives	2024	2025	2026
<p>4.1 Develop a progressive 5 year Matauranga Māori programme for the learners and teachers at Fairburn School</p>	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated for release, resources Make connection with local iwi Host hui to understand perspectives needs and aspirations of our whānau Māori and local iwi for key areas Promote existing opportunities for ākonga Māori starting with kapa haka group (release component and resources) Assess the availability and quality of current resources Provide professional development for staff – mihi, waiata and karakia Teaching component allocated in classroom timetables Feedback about existing guidelines from staff and whanau Māori <p>OUTPUT</p> <ul style="list-style-type: none"> Outline a programme that has activities and events celebrating Te Ao Māori Develop and acquire resources to support classroom programmes <p>OUTCOMES</p> <ul style="list-style-type: none"> Relationship established with local iwi Te Reo Māori becomes more commonly used and celebrated within the school community Improved outcomes for ākonga Māori 	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated for release, resources Promote opportunities for ākonga Māori starting with kapa haka group (release component and resources) Established working relationship local iwi Extend professional development for staff – mihi, waiata and karakia Work through the different areas for the 5-year plan <p>OUTPUT</p> <ul style="list-style-type: none"> Outline a programme: Te reo me ona tikanga, Curriculum development, community engagement, celebrations and EOTC opportunities, Staff capability, local stories <p>OUTCOMES</p> <ul style="list-style-type: none"> Stronger relationships are built with local iwi Te Ao Māori opportunities are effectively woven through all aspects of our work and school curriculum Whanau and ākonga schools' efforts in promoting Te Ao Māori 	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated for release, resources Review current curriculum and teaching practices Work through the different areas for 5-year plan <p>OUTPUT</p> <ul style="list-style-type: none"> Outline a programme: Te reo me ona tikanga, Curriculum development, community engagement, celebrations and EOTC opportunities, Staff capability, local stories <p>OUTCOMES</p> <ul style="list-style-type: none"> Whanau and ākonga schools' efforts in promoting Te Ao Māori Local iwi history and information included in school curriculum.
<p>4.2 Strengthen meaningful partnerships are with Māori and Pasifika communities</p>	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated Establish connections with local iwi and enlist Pasifika cultural advisors from school community Host whanau Māori hui and Pasifika fono to discuss school concern and aspirations Workshops and resources for teachers to strengthen cultural understanding <p>OUTPUT</p> <ul style="list-style-type: none"> Summarise feedback any responses Develop action plan based on feedback <p>OUTCOMES</p> <ul style="list-style-type: none"> Stronger relationships are built with our Māori and Pasifika whānau Staff are aware of cultural protocols when engaging with Māori and Pasifika 	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated Maintain connections with local iwi and enlist Pasifika cultural advisors from school community Host whanau Māori hui and Pasifika fono to discuss schoolwork and feedback Workshops and resources for teachers to strengthen cultural understanding <p>OUTPUT</p> <ul style="list-style-type: none"> Summarise feedback any responses Develop action plan based on feedback <p>OUTCOMES</p> <ul style="list-style-type: none"> Stronger relationships are built with Māori and Pasifika whanau Cultural protocols when engaging with Māori and Pasifika 	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated Maintain connections with local Host and Pasifika experts Māori hui and Pasifika fono to discuss schoolwork and feedback <p>OUTPUT</p> <ul style="list-style-type: none"> Summarise feedback any responses Develop action plan based on feedback <p>OUTCOMES</p> <ul style="list-style-type: none"> Stronger relationships are built with our Māori and Pasifika whanau
<p>4.3 Embrace all cultures by celebrating and integrating greetings language, resources and diverse cultural perspectives in our daily programmes.</p>	<p>INPUT</p> <ul style="list-style-type: none"> Investigate where all learners from Fairburn School are from and the languages they speak, greetings Ensure all cultures are represented incl basic greetings and flags, books Plan a celebration- international week <p>Output</p> <ul style="list-style-type: none"> Display all languages and information Collaborate projects for sharing cultures <p>Outcomes</p> <ul style="list-style-type: none"> A sense of pride for all learners sharing their culture 	<p>INPUT</p> <ul style="list-style-type: none"> Extend knowledge about cultures our school are represented incl basic greetings and flags, books Plan an event inquiry to celebrate cultures at our school <p>Output</p> <ul style="list-style-type: none"> Collaborate projects for sharing cultures <p>Outcomes</p> <ul style="list-style-type: none"> A sense of pride for all learners sharing their culture Whānau / ākonga as cultural experts 	<p>INPUT</p> <ul style="list-style-type: none"> Extend knowledge about cultures our school are represented incl basic greetings and flags, books Plan an event inquiry to celebrate cultures at our school <p>Output</p> <ul style="list-style-type: none"> Collaborate projects for sharing cultures <p>Outcomes</p> <ul style="list-style-type: none"> A sense of pride for all learners sharing their culture Whānau/ ākonga as cultural experts

2024	Action	Responsibilities	Resources Required	Evidence / Measures of impact
<p>Foster an atmosphere that champions wellbeing and a culture of respect and kindness</p> <p>1.1 Ensure our Fairburn Values are tailored for their intended purpose, ensure they are explicitly taught and visible throughout the school environment and everyday life</p>	<p>INPUt</p> <ul style="list-style-type: none"> Form a review team consisting of DP, teachers, parents, students and community members Develop surveys, focus group questions Gather information about the current values how are they defined and integrated in our school community Plan meetings and feedback sessions for team Release and resources allocated for the review process Trends from students and staff of work to date 2024 Wellbeing @ School survey results , <p>OUTPUT</p> <ul style="list-style-type: none"> Feedback from surveys, focus group Analysis of current values –Identify strengths and gaps Revised values if applicable , present to Board Trends from students and staff of work to date 2024 Wellbeing @ School survey results 	<p>DP</p> <p>Review group</p> <p>Students</p> <p>Classroom teachers</p>	<ul style="list-style-type: none"> Funding allocated for release and resources 	<ul style="list-style-type: none"> 2024 Wellbeing @ School survey results and comparison with previous years Updated values if applicable Develop an action plan for implementing changes
<p>1.2 Review our Wellbeing/ Hauora programme to ensure that meets the needs of our ākonga.</p>	<p>INPUt</p> <ul style="list-style-type: none"> Research Wellbeing programmes and outline key components Gather information about our current programmes , effectiveness of current programme Release and resources allocated for the review process <p>OUTPUT</p> <ul style="list-style-type: none"> Provide an overview of the current Hauora / wellbeing programme Comparison of current programme and wellbeing programmes Identify strengths and gaps of programme based on needs of our learners from feedback Develop recommendations and Feedback to board 	<p>SMT</p>	<ul style="list-style-type: none"> Funding allocated for release and resources Time allocated to complete the work 	<ul style="list-style-type: none"> A better understanding of how our programme aligns with other Hauora Wellbeing programmes. Develop an action plan for implementing changes

2024	Actions	Responsibilities	Resources Required	Evidence / Measures of impact
<p>Quality teaching practices and strategies align with the diverse needs of the needs and interests of our akonga</p> <p>Strengthen effective teaching practice in:</p> <p>2.1 Oral language programmes and practices to support bilingual learners</p>	<p>INPUT</p> <ul style="list-style-type: none"> Utilise expertise on staff to provide professional learning support based on Ministry documents to support bilingual learners and emergent bilinguals who are not strong in any language Workshops and resources provided for teachers to understand diverse cultures and backgrounds Gather input from teachers to identify areas for potential support through a teacher survey <p>OUTPUT</p> <ul style="list-style-type: none"> Cultural perspectives and backgrounds included in classroom activities Observation of increased student engagement levels 	<p>Literacy team – Oral Language – ESL teachers</p> <p>Classroom teachers</p> <p>MOE</p>	<p>Release component for teachers to work on PLD material</p> <p>MOE resources</p>	<ul style="list-style-type: none"> Teachers are more confident when working with bilingual learners Positive shift with teacher and knowledge and confidence survey in term 2 and term 2
<p>Strengthen effective teaching practice in :</p> <p>2.2 Literacy - Consolidate Structured Literacy practices</p>	<p>Delivery plan created with Literacy lead teacher and team with next steps from 2023 work this includes a focus vocabulary instruction routines using Authentic texts through coaching, modelling , staff meetings and monitoring programmes through the year</p> <ul style="list-style-type: none"> Group of teachers have a structured literacy focus for teaching as inquiry goals Design programmes that supporting tier 2 /3 learners . 	<p>Literacy lead teachers and literacy team</p> <p>Classroom teachers</p> <p>Contact with Learning Matters</p>	<p>Release component for literacy lead teachers for observations and coaching teachers</p> <p>Literacy budget allocated for resources including teacher subscription to the IDEal online platform</p>	<ul style="list-style-type: none"> Positive impact in literacy results for the 2022 cohort, 2023 OTJ 55% for reading. Structured Literacy focus for Teaching as inquiry findings Trends from observation and coaching sessions to give the next area to focus on for individual teachers, areas of the school Evaluation of Literacy Action plan Positive results for akonga who receive tier 2/3 support
<p>Strengthen effective teaching practice in:</p> <p>2.3 Mathematics - Promote collaborative learning and problem-solving approaches</p>	<p>Delivery plan created with feedback from facilitator and Maths lead team</p> <ul style="list-style-type: none"> Maths team to build own leadership capability and knowledge through The Learner first maths cluster meetings Staff Meetings , Teacher Only day , PLCs , collaborative planning will be used for professional development Timetable ' Rich routines' in maths programmes followed by teachers and monitored through the year Group of teachers have a maths focus for teaching as inquiry goals 	<p>Maths Curriculum Team</p> <p>Sue Pine Consulting</p> <p>The Learner First cluster</p> <p>Classroom teachers</p>	<p>Release component for maths lead teachers to support teachers</p> <p>Professional Learning budget to fund facilitator and TLF cluster</p> <p>Maths budget allocated for resources</p>	<p>Maths focus for Teaching as inquiry findings</p> <ul style="list-style-type: none"> Improved maths skills for akonga Increased teacher confidence and knowledge An increase in Maths OTJ end of year results from 2023 OTJ 56% overall Update report to the Board Term 3 Evaluation of Maths Action plan Maths focus for Teaching as inquiry findings



2024	Action	Responsibilities	Resources Required	Evidence / Measures of impact
<p>Grow and sustain culturally inclusive practices across the school</p> <p>4.2 Develop a progressive 5year Maturanga Māori programme for the learners and teachers at Fairburn School</p>	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated for release, resources Make connection with local iwi Host hui to understand perspectives needs and aspirations of our whānau Māori and local iwi for key areas Promote existing opportunities for ākonga Māori starting with kapahaka group (release component and resources) Assess the availability and quality of current resources Provide professional development for staff – mihi, waiata and karakia Teaching component allocated in classroom timetables Feedback about existing guidelines from staff and whanau Māori <p>OUTPUT</p> <ul style="list-style-type: none"> Outline a programme that has activities and events celebrating Te Ao Māori Develop and acquire resources to support classroom programmes 	<p>Ropu Māori</p> <p>Whānau Māori</p> <p>Ākonga Māori</p>	<p>Release component allocated for teachers to complete actions in plan</p>	<ul style="list-style-type: none"> Relationship established with local iwi Te Reo Māori becomes more commonly used and celebrated within the school community Improved outcomes for ākonga Māori Evaluation of team action plan
<p>4.3 Ensure strong meaningful partnerships are established with Māori and Pasifika communities</p>	<p>INPUT</p> <ul style="list-style-type: none"> Budget allocated Establish connections with local iwi and enlist Pasifika cultural advisors from school community Host whanau Māori hui and Pasifika fono to discuss school initiatives concern and aspirations Workshops and resources for teachers to strengthen cultural understanding <p>OUTPUT</p> <ul style="list-style-type: none"> Summarise feedback any responses Develop action plan based on feedback 	<p>Culture and Community team</p> <p>Classroom teacher</p> <p>Tapasa Facilitator</p> <p>Pasifika community</p> <p>Whānau Māori</p>	<p>Release component allocated for teachers to complete actions in plan</p> <p>PLD funding</p>	<ul style="list-style-type: none"> Stronger relationships are built with our Māori and Pasifika whanau through % of participation at planned events Staff use cultural protocols when engaging with Māori and Pasifika Evaluation of team action plan
<p>4.4 Embrace all cultures by celebrating and integrating greetings language, resources and diverse cultural perspectives in our daily programmes.</p>	<p>INPUT</p> <ul style="list-style-type: none"> Investigate where all learners from Fairburn School are from and the languages they speak, greetings Ensure all cultures are represented incl basic greetings and flags , books Plan a celebration- international week <p>Output</p> <ul style="list-style-type: none"> Display all languages and information Collaborate projects for sharing cultures 	<p>Culture and Community team</p> <p>Classroom teacher</p> <p>School Community</p>	<p>Release component allocated for teachers to complete actions in plan</p>	<ul style="list-style-type: none"> A sense of pride for all learners sharing their culture (Elements of wellbeing survey) All cultures represented in classroom programmes and events Evaluation of team action plan

Fairburn School statement of variance for the year ended 31 December 2023

Number reported on for 2023	
Enrolments for 2023	139
Students leaving Fairburn School	71
Year 0/1 component	93
Attendance Average	Term 1,2,3,4 84%
Students on the 2023 ESOL funding list Term 3/4	76 migrant list 91 NZ born 0 refugees

We are guided by the Statement of National Education and learning priorities (NELP), our strategy for 2024 – 2026 is based on the needs of the learners in our community. We have planned initiatives to meet these goals , with a range of measures to track our progress and impact over time.

Analyzing our end of year OTJ data shows 52 % of learners at or above their expected level for Reading and 55% of learners achieved at or above the expectation for Maths. For writing there was an average of 44% of our learners at or above the expected level. For our ākonga Māori 47.5% achieved at or above the expected level for reading , in writing 32.5% achieved at or above the expectation and for Maths 62% at or above the end of year expectations.

The complexity of teaching of learning is impacted by a range of factors; inconsistent attendance, varied experiences before starting school and schooling experiences or ESOL funding list shows an increase of new migrants to New Zealand. Our learning support register shows we have also enrolled a large cohort with learning and behavioural needs, and we have continued to provide support . Our attendance average has slightly increased from previous years , however our percentage of transience for 2023 sits over 30%, this high level of movement for our student population has had an impact on outcomes.

<p>Annual Plan 2023 <i>Strengthen effective oral language teaching practice throughout the school.</i></p>	<p>Actions</p> <p>Achieved Working towards Did not start</p>	<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have? What happened as a direct result of our actions?</p>	<p>Evidence / Measures of impact The sources of information the board uses to determine those outcomes.</p>	<p>Variance between target and outcome Reasons for any differences (variances) between the target and the outcomes.</p>	<p>Planning for next year - where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in next year.</p>
<p>1.1 Through inquiry, build and enhance oral language through 'action-based' practices. NELP 2.3.2.4</p>	<ul style="list-style-type: none"> Monitoring Teachers using action-based motivation and engagement strategies in inquiry programmes e.g. Mahuri, inquiry plans Ignition phase and specific vocabulary included in inquiry plans. 	<ul style="list-style-type: none"> Each term, the focus inquiry meetings has been on Ignition and using vocabulary strategies. There has been a positive increase in teacher knowledge and confidence in using explicit oral language strategies. Each term, all areas of the school planned motivating and engaging in action-based events; excursions to ignite learners' curiosity and build language. 	<ul style="list-style-type: none"> Oral language progressions used in planning. Monitoring of Inquiry planning (inquiry lead teacher) for Term 1, 2, 3, 4. Evidence of Ignition activities, this leads to engaged and motivated learners. Assessment of vocabulary knowledge and development through existing literacy assessments e.g. STAR, Running Records, observation etc. 	<ul style="list-style-type: none"> There was some variation of how the oral language planning progressions were used. On a whole all planning had evidence of Ignition activities, this leads to engaged and motivated learners. 2023 we enrolled large cohort of children with language and learning needs. This has had an impact on outcomes. 	<ul style="list-style-type: none"> How can we equip teachers better to support our bilingual learners, emergent bilingual learners – children who are Intra-language? Design a consistent approach for measuring our impact for teaching oral language possible examples: <ul style="list-style-type: none"> -Capturing oral language learning stories through Seesaw; -Using Oral language progressions for observations. How can we measure growth in vocabulary for learners?
<p>1.2 Design and implement a rich foundation programme where akonga are equipped with the fundamental oral language skills, to ensure they are ready to learn. NELP 2.3.2.4</p>	<ul style="list-style-type: none"> YO/1 kaiako trial new FS School Entry Assessment. Changes in classroom practice that promotes inquiry and vocabulary development. Extend Kaiako knowledge by introducing MCE to kaiako resources and focusing on set milestones, goals week. Kaiako will capture oral stories to show akonga confidence and skills over time. 	<ul style="list-style-type: none"> We made the decision to keep our existing school entry assessment as we learn more about the foundations for literacy. Mahuri long term plans created with specific strategies for teachers to follow, feedback from team in Term 1 and 2. Junior kaiako - confident to use set strategies and transfer it into their programmes. 	<ul style="list-style-type: none"> School Entry data, 6 Year Observation data, trends and patterns to inform classroom programmes and support where needed. Positive Impact in learning achievement across all areas for 2022 YO/1 cohort. Kaiako will capture oral stories to show an increase in our akonga confidence and skills over time. 	<ul style="list-style-type: none"> 93 Year 0/1 students were enrolled in 2023, this large cohort had varied language and learning needs. 2022 cohort year 2 reading OTJ 55% at or above reading expectations, which is slightly higher than the school average. 	<ul style="list-style-type: none"> Consolidate structured literacy practices through observation and coaching. Focusing on explicit vocabulary interventions. Review heart words to include extra high frequency words so children in particular years 3-4. Support teachers with vocabulary instruction routines using Authentic texts.
<p>1.3 Implement a Structured Literacy approach across the school. NELP 2.3, 2.4.3.6</p>	<ul style="list-style-type: none"> Delivery plan created with Ideal, facilitator and Literacy lead teacher and followed. Staff meetings, PLCs and coaching sessions will be used for professional development. In class modelling and coaching support with facilitator and lead teachers; programmes monitored through the year. Kaiako identifying and working towards professional growth cycle goals in Structured Literacy. Set up Tier 2/3 support programmes for akonga. 	<ul style="list-style-type: none"> We completed our 2nd year working with Ideal and their facilitator. The confidence of our kaiako has improved exponentially. This was captured in the End of year PGC conversations. There was a positive shift in teacher practice for teaching the spelling, decodable reader component. An area to focus will be using the approach when working with authentic texts. 	<ul style="list-style-type: none"> Professional Growth Cycle goals and actions for kaiako. Observations and Coaching sessions with facilitator and Literacy lead teacher. An increase in literacy (Reading / Writing) OTJ % overall. Target (focus) akonga identified and monitored 'below' - based on Structured Literacy, spelling results to show a positive shift. Teacher Self-Assessment. Update report to the Board in Term 3. 	<ul style="list-style-type: none"> 2023 we enrolled large cohort of children with a range of learning needs. This has had an impact on classroom programmes, therefore achievement and outcomes. As children new to Fairburn are entering at different entry points of their structured literacy journey some needed iter 2 /3 intervention Our spelling results increased across the board and we are starting to see transfer in reading and writing. We noticed children need more exposure to vocabulary and re-introduced focused reading to with selected picture books. 	<ul style="list-style-type: none"> 2023 we enrolled large cohort of children with a range of learning needs. This has had an impact on classroom programmes, therefore achievement and outcomes. As children new to Fairburn are entering at different entry points of their structured literacy journey some needed iter 2 /3 intervention Our spelling results increased across the board and we are starting to see transfer in reading and writing. We noticed children need more exposure to vocabulary and re-introduced focused reading to with selected picture books.



<p>Annual Plan 2023 Empower our ākonga to take increased responsibility for their learning and actions.</p>	<p>Actions</p> <p>Achieved Working towards Did not start</p>	<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have? What happened as a direct result of our actions?</p>	<p>Evidence This is the sources of information the board uses to determine those outcomes.</p>	<p>Variance between target and outcome Reasons for any differences (variances) between the target and the outcomes.</p>	<p>Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in next year</p>
<p>2.1 Create processes that ensure all ākonga are an active part of their learning journey. NELP 2.3 .4,7</p>	<ul style="list-style-type: none"> • Formal teacher observations to be implemented in learning (AFL) practices in classrooms across the year. • Expectations to establish own routines for AFL 	<ul style="list-style-type: none"> • Kalako across the school are using Assessment For Learning (AFL) methods, but this is not consistent. • Kalako use the Structured Literacy – spelling framework that incorporates AFL principles 	<ul style="list-style-type: none"> • % Improvement in literacy and maths based on OTJ Information Term 4. • Ākonga talk about learning goals and next steps. • Kalako have consolidated and have embedded AFL practices in teaching and programmes. 	<ul style="list-style-type: none"> • The need of consistency across the school of using AFL model is a contributing factor. • The ideal approach for spelling and reading follows an AFL process. This has guided teachers. 	<ul style="list-style-type: none"> • This has been identified as a strategic goal for the next cycle. • Consistency of practice and language across the school. • Our goal is for children to talk about their goals, where they have to go next and how the steps to get there.
<p>2.2 Utilise digital technologies to support learner agency. NELP 2.3, 4.7</p>	<ul style="list-style-type: none"> • Create review questions Term 2 - What is current practice at Fairburn School and how are digital technologies used to support learner agency in the Year 5-6 classes? • Research and design a programme using the blended model. 	<ul style="list-style-type: none"> • We have allocated devices in classrooms across the school. • We did not complete to the review. 	<ul style="list-style-type: none"> • Presentation of findings from review and suggestions, next steps for programmes for 2024. 	<ul style="list-style-type: none"> • Before this could be a focus, we need to have a deliberate focus on engaging staff about student agency and principles before reviewing how this applies to digital technologies in the classroom. 	<ul style="list-style-type: none"> • Work with staff with What is student agency? what are examples in our everyday practice.
<p>2.3 Strengthen home-school partnerships using digital tools so parents and or whānau can continue to be part of the learning journey. NELP 1.2, 2.3</p>	<ul style="list-style-type: none"> • Term meeting time allocated for staff meetings i.e., using the tool to communicate, share and support learning. • Expectations for Seesaw use designed and implemented. • Parents/whānau were more informed about the learning at school and communication with the teacher. The analytics showed some increase in parent/whānau interaction with the tool. • Whānau will be able to be involved in learning journey. • Digital curriculum lead teacher to review analytics from Seesaw programme and respond to need. 	<ul style="list-style-type: none"> • Kalako had a clear understanding of the tool and expectations of Seesaw. They were more confident in how to integrate it in their classroom programmes. • Parents/whānau were more informed about the learning at school and communication with the teacher. The analytics showed some increase in parent/whānau interaction with the tool. • Based on the analytics, the Digital Team were able to cater support for teachers who needed extra help. 	<ul style="list-style-type: none"> • % Increase in the use of parents accessing and interacting seesaw. • Feedback survey from whānau about the Seesaw tool as a form of communication, support learning and sharing learning Term 2. • Update from Digital Team report to the Board Term 2. 	<ul style="list-style-type: none"> • Positive feedback about promoting our school through Facebook, parents felt informed and showcased the work of our school. • Children are equipped with the skills to use Seesaw to support their learning. • Teachers are more confident and equipped with the set expectations and tools e.g., phones to access Seesaw. 	<ul style="list-style-type: none"> • Continue supporting teachers with using Seesaw as a tool. • Monitoring the use of Seesaw to share learning and connect with whānau.
<p>2.4 Strengthen the school's approach to behaviour with a focus on wellbeing and self-regulation. NELP 1.1, 1.2</p>	<ul style="list-style-type: none"> • Introduce monitoring behaviour across the school with EDGE SIMS. • Update Guidelines to be written and shared. • Ākonga have the tools to regulate their behaviour. This learning will be shown through interactions when solving problems at school. 	<ul style="list-style-type: none"> • Kalako have a clear understanding of the guidelines. • The wellbeing and Hauora focus continued through the year. • We introduced reporting behaviours using the SIMS (Mūssog, EDGE) programme. This has allowed us to track patterns and then target specific support where and when required. 	<ul style="list-style-type: none"> • EDGE pastoral data. Analysis, present to staff and board with next steps. • Wān Primary Student Survey Analysis; outcomes analysed and presented to the staff and Board. • Target to see a decrease in Aggressive Student culture percentage. 	<ul style="list-style-type: none"> • The student survey showed there was a slight decrease in aggressive student culture scores. However, staff and feedback from our community survey indicated there was an increase in this type of behaviours. • The monitoring allowed us to pinpoint areas to work on and provide support for. 	<ul style="list-style-type: none"> • Strategic Goal linked to Wellbeing. • Review our values. • Values in action in the school. • Celebrating our values.



<p>Annual Plan 2023 Crew and maintain culturally responsive practices across our school.</p>	<p>Actions</p> <p>Achieved Working towards Did not start</p>	<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have? What happened as a direct result of our actions?</p>	<p>Evidence This is the sources of information the board uses to determine those outcomes</p>	<p>Variance between target and outcome Reasons for any differences (variances) between the target and the outcomes.</p>	<p>Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in next year</p>
<p>3.1 Further develop the Fairburn School Mātauranga Māori plan to ensure that it outlines actions that embrace and affirms Te Ao Māori, te reo me ōnā iikanga, culture, heritage and local history. NELP 1.2.3</p>	<ul style="list-style-type: none"> Continued planning and implementing staff development Aotearoa New Zealand History. Māori focus to work with whānau to create expectations of what will be covered in Mātauranga Māori across the school. Continue with consultation about school environment reflects culture and local area links (parents meeting / sessions) PLD support of teachers (continuation of 2022). local area 7 whakapapa of the school included in inquiry themes Plan for environment. 	<ul style="list-style-type: none"> Through the many experiences planned for our karakia and tamariki they were able to have hands on experiences to learn about Aotearoa Histories including Te Tiriti and also our local area. This has broadened their understanding and knowledge. Our Matariki hangi Connections with whānau Celebrating of Māori culture Collaboration and participation? of our school Our focus of a teacher starting each meeting with their mihī has grown confidence within the staff, this has helped karakia and mihī part of our everyday practice. 	<ul style="list-style-type: none"> Positive shift in teacher confidence and use of Te Reo Māori Feedback from whānau and tamariki about programmes and environment and how well we reflect identity, culture and local area. Mātauranga Māori (Green folder statement) shared with whānau for feedback. Local Curriculum update Board Term 3. 	<ul style="list-style-type: none"> Utilising our strengths on the staff this has grown confidence an opportunity to distribute and grow leadership. Dedicating time and setting up meeting protocols and expectations. Involving whānau with an event, meaningful engagement, where the parents felt more comfortable doing, talking and connecting rather than in sitting in a 'traditional meeting' forum 	<ul style="list-style-type: none"> Extend work on Mhī and karakia for staff and ākonga Timetabled slot for te reo language support and resources for teachers for this time. Priority to establish local iwi connection. Aotearoa New Zealand Histories. Whānau engagement. Celebrations of learning.
<p>3.2 Create and establish a Fairburn School Pasifika plan, that promotes identity, culture, heritage and learning, and to strengthen engagement with our Pasifika communities. NELP 1.1.1.2</p>	<ul style="list-style-type: none"> Principal to continue network with Tautai o le Moana Culture and Community team delivery plan to include: <ul style="list-style-type: none"> plan for engagement with Pasifika Iarua meeting and sharing knowledge; events planned to celebrate identity and culture; to promote resources; participation in Pasifika Teacher Aide Project Term 1, 2; Tapasa TOD and workshop for staff Term 3. 	<ul style="list-style-type: none"> The network has allowed the principal to extend her knowledge and networks around Pasifika education and leadership. Started with hosting the cultural festival in Term one, engaged whānau. Language weeks have given an opportunity to celebrate and showcase culture, language and identity. As a result of attending the Pasifika Teacher Aide project the staff were able to transfer this knowledge when working with learners. 	<ul style="list-style-type: none"> Feedback from tamariki and whānau do our programmes and environment reflect the culture and identity at Fairburn School. Completed action plan and evaluation from Culture and Community Team. Culture and Community update Board Term 2. 	<ul style="list-style-type: none"> We have engaged with our whānau in different ways over the year but did not host a Pasifika Fonu. This is a focus for 2024. Our cultural and community events have been organised by experts from within our staff, the next phase will involve tapping into the expertise of our families and ākonga. 	<ul style="list-style-type: none"> Utilising the knowledge and skills from the Pasifika Teacher Aide Project. Exploring ways to further incorporate culture, language and identity in a 'mainstream' school. Engage and connect with whānau through events e.g. Pasifika Fonu. How do we better support our bilingual and emergent bilingual Pasifika ākonga? <ul style="list-style-type: none"> -Tapasa framework -Collaborative learning approaches -Promoting dual language resources -Embracing culture and language Student Cultural leaders.