


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



Fairburn School Charter 2025

Signed 
Date March 2025
Paula Passfield Principal

Signed 
Date March 2025
Adrienne Vickers (Likatau) 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 whaia 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:

- Strive to be a place of academic excellence for their children in the core subjects and beyond
- Include processes that ensure all ākonga are an active part of their learning journey
- Maintain the holistic development of children, catering for their physical, social and emotional well-being
- Maintain a place where their 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 the school community

Our commitment to Te tiriti o Waitangi

Fairburn School recognises our role and responsibility to honour and give effect to Te Tiriti o Waitangi 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:
- Integrating te reo me ōna tikanga Māori in all curriculum areas.
- Gathering and using appropriate resources in classrooms to support learning
- Following tikanga at important events such as hui whakataua, Art gallery opening
- Learning and singing waiata in weekly assemblies.
- Maintaining kapa haka rōpū for ākonga to learn and perform .
- Providing professional learning opportunities in Mātauranga Māori for staff incorporating community knowledge, Tātaiako and Ka Hikitia, while valuing the knowledge of our community.
- Using the expertise, knowledge and skills from our whānau, ākonga, and wider community.
- Learning and sharing the history of our local area.
- Holding kaupapa Māori whānau hui to strengthen connections and encourage whānau involvement.
- Supporting our staff to grow their confidence in using te reo Māori, and delivering their own mihi in meetings and greetings
- Monitor and target support for ākonga Māori
- Strengthen and build on initial connection with iwi - Ngāiwi Tamaoho

Our commitment to Diversity

Our school has a unique sense of diversity. There are many different ethnic groups represented on either the staff or 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;
- considering 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 fikanga 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 Hikitia.
- 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</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 Implement an attendance and engagement plan, to help students feel more connected and supported at school</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 and interests of our ākonga NELP 2,3,4</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</p>	<p>3.1 Ensure 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 in order 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</p>	<p>4.1 Develop a progressive 5year Mātauranga Māori programme for the learners and teachers at Fairburn School</p> <p>4.2 Strengthen meaningful partnerships with our Māori and Pasifika communities</p> <p>4.3 Embrace all cultures by celebrating and integrating greetings language, resources and 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>

Respect
Whakaute

Kindness
Ngākau Māhaki

Responsibility
Kawenga

Honesty
Pono

Consideration
Whakaarohanga

2025 Foster an atmosphere that champions wellbeing and a culture of respect and kindness	Action	Responsibilities	Resources Required	Evidence / Measures of impact
<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>	<ul style="list-style-type: none"> Use feedback from 2024 consultation and make decisions about current values, changes and any new values. Feedback to the staff, students and board Review 2024 Wellbeing @ School survey results any areas that need to be addressed with a specific focus on values Plan meetings and feedback sessions for team. Create definitions of the revised values , discuss how they can be implemented in classroom programmes, school wide initiatives. Launch values , signage , posters for classrooms and around the school Conduct the 2025 Wellbeing @survey for students and teachers 	<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"> 2025 Wellbeing @ School survey results and comparison with previous years Updated values if applicable Develop an action plan for implementing changes
<p>1.2 Implement an attendance and engagement plan, to help students feel more connected and supported at school</p>	<p>INPUT</p> <ul style="list-style-type: none"> Resource (time/ funding) for Attendance team to meet. Roster weekly meetings and feedback sessions to monitor actions Refine existing attendance plan in line with MOE , Stepped Attendance Response (STAR) Design supporting information in non jargon language that can be shared with whanau and the community Plan initiatives that celebrate attendance <p>OUTPUT</p> <ul style="list-style-type: none"> Meeting Agendas & Notes: Create a shared document to track weekly meetings, action items, and feedback. Attendance and Engagement policy updated Board Progress Reports: A termly attendance review with data insights and recommendations. Simple Attendance Guide: Develop a one-page resource (or video) explaining attendance – in different languages Communication templates for the different stages Milestone Celebrations for individuals and groups 	<p>Principal</p> <p>Attendance team</p> <p>Whanau</p> <p>Classroom teachers</p> <p>Students</p>	<ul style="list-style-type: none"> Funding allocated for release and resources Funding for incentives Access to Communication tools (Text, Seesaw, Social media, email) Attendance tracking for staff and whanau 	<p>Weekly tracking of attendance</p> <p>Term tracking of attendance to identify trends and key groups to focus on supporting</p>

2025	Actions	Responsibilities	Resources Required	Evidence / Measures of impact
<p>Quality teaching practices and strategies align with the diverse needs and interests of our ākonga</p> <p>Strengthen effective teaching practice in:</p> <p>2.1 Oral language programmes and practices to support bilingual learners</p>	<ul style="list-style-type: none"> Extend the Mahuri programme (junior school) to provide further opportunities for students to develop their vocabulary and oral language skills through effective practice informed by Te Kōrerorero during student-led play. Develop sustainable practices that support Bilingual students across the school, with consistency. Facilitate meetings and workshops focusing on strategies for working with Bilingual learners in a mainstream classroom Implement ESL support progressions that align with existing and MOE resources 	<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> <p>Meeting times allocated each term</p>	<ul style="list-style-type: none"> Teachers are more confident when working with bilingual learners MOEESOL return information OTJ literacy results, target students progress over time Fairburn School learning support register
<p>Strengthen effective teaching practice in :</p> <p>2.2 Literacy - Consolidate Structured Literacy practices</p>	<ul style="list-style-type: none"> To enhance literacy outcomes and ensure consistent teaching practices across the school : <ul style="list-style-type: none"> Teachers will engage in ongoing learning to deepen their understanding of effective literacy instruction through Professional Development support ; Staff meetings, PLCs and professional readings or videos will be used for professional development in structured literacy In class modelling and coaching will be provided as required to support teachers in refining their literacy teaching practices A key focus on embedding the Authentic Text Procedure as a common instructional practice across the school Systems will be developed to support Tier 2 and 3 learners , designed to meet the diverse learning needs of students requiring additional support. Trialling 'Whole Class Reading' approach in year 3/4 and 5/6 to assess its impact on student engagement and comprehension. Insights from this trial will inform future literacy practices and programme development. 	<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> <p>Meeting times allocated each term</p>	<ul style="list-style-type: none"> Positive impact in literacy results for at least 40% of target group to make one year progress or more Trends from observation and coaching sessions to give the next area to focus on for individual teachers, areas of the school , evidence of implementing structured literacy practices consistently Evaluation of Literacy Action plan Authentic text instruction , monitored through classroom walkthroughs and planning, insights from professional discussions on the effectiveness and challenges of embedding the approach. Tier 2/3 support – tracking progress over time, Whole class approach - Pre and Post student attitude towards reading Comparison of comprehension assessment results Teacher reflections, insights into effectiveness , challenges and areas for refinement
<p>To ensure consistent programmes and pedagogy supports the teaching and learning of literacy throughout the school with a focus on acceleration in writing</p> <p>"Back to Basics" approach to the teaching of writing developed through professional development in previous years. is the basis of 'what' good' writing and reading practice looks like throughout the school</p>	<ul style="list-style-type: none"> Embed Back-to-Basics guidelines to structure their literacy programmes based on structured literacy pedagogy. Introduce Fairburn Writing planning templates across the school – introduce collaborative planning Support teachers in integrating the use of Sheena Cameron & Louise Dempsey literacy resources to support their planning and teaching Implement the 'Shared Book Slides' weekly to support the teaching of skills such as: punctuation and sentence types Teaching for transfer-teaching literacy across the curriculum Collaborative planning and moderation in teams Review and update the writing progressions aligned with refreshed NZC 	<p>Literacy lead teachers and literacy team</p> <p>Classroom teachers</p>	<p>Release component for literacy lead teachers for observations and coaching teachers</p> <p>Meeting times allocated each term</p>	<p>Positive impact in writing results for at least 40% of target group to make one year progress or more</p> <p>Students will be able to articulate their progress on applying spelling rules to literacy learning.</p> <p>All teachers implement Back-to-Basics guidelines in their literacy programmes.</p> <p>Lesson plans and classroom observations reflect structured literacy principles. (walk throughs / coaching)</p> <p>Writing planning incorporating resources, students work .</p>

2025 Quality teaching practices and strategies align with the diverse and interests of our ākonga	Actions	Responsibilities	Resources Required	Evidence / Measures of impact
<p>Strengthen effective teaching practice in:</p> <p>2.3 Mathematics - Promote collaborative learning and problem-solving approaches</p>	<ul style="list-style-type: none"> Teachers will engage in ongoing learning to deepen their knowledge and expertise with explicit teaching including Rich Routines through Professional Development support : Staff meetings, PLCs and professional readings or videos The maths team will start the instructional coaching cycle of modelling, observing and feedback for the teaching of maths strategies Consolidate the use of consistent mathematical language across the school including AFL processes . By creating mathematics vocabulary lists aligned with the curriculum and developing visual aides and word walls for classrooms. Model consistent language during maths PLD . Ensure teachers are using questioning , feedback and self assessment to promote mathematical language Continue to implement and consolidate The Learner First pedagogy (rich routines). The maths team will build their proficiency with the programmes through a learning and practice phase before implementation . 	<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>Meeting time scheduled each term</p> <p>Professional Learning budget to fund facilitator and TLF cluster</p> <p>Maths budget allocated for resources</p> <p>MOE resources</p>	<ul style="list-style-type: none"> Maths focus for Teaching as inquiry findings for teachers' PGC Analyse student achievement data to measure the impact of the implementation on student learning. eg PAT Maths , Mid and End of year OTJ Positive impact in mathematics results for at least 40% of target group to make one year progress or more Trends from observation and coaching sessions to give the next area to focus on for individual teachers, areas of the school Teacher reflections, insights into effectiveness , challenges and areas for refinement
<p>Mathematics -</p> <p>Increase teacher confidence and competence in implementing the NZ Mathematics Curriculum</p>	<ul style="list-style-type: none"> Workshops about the new curriculum TOD facilitated by Sue Pine. Design and implement new term overviews to align with the NZ curriculum with elements of The Learner First (TLF) as appropriate. Create an overview of required concepts that need to be taught across the phases. (Yearly maths plan), and a reference tool for teachers and leaders to monitor curriculum / concept coverage Create opportunities to provide support for scaffolding teachers to increase confidence and capability to plan and teach in smaller units of work. Develop a format of weekly planning that can be used by teachers. (streamlined across the school, focused on learning, easy to use collaborative) 	<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>Meeting time scheduled each term</p> <p>Professional Learning budget to fund facilitator and TLF cluster</p> <p>Maths budget allocated for resources</p> <p>MOE resources</p>	<ul style="list-style-type: none"> Teacher reflections, insights into effectiveness , challenges and areas for refinement

2025 All ākonga feel well prepared and equipped to graduate with confidence in their abilities to communicate and succeed	Action	Responsibilities	Resources Required	Evidence / Measures of impact
<p>3.1 Ensure processes that ensure all ākonga are an active part of their learning journey</p> <p><i>Inquiry-Based Learning: naturally aligns with learner agency, empowering students to ask questions, investigate, and construct their own understanding.</i></p>	<ul style="list-style-type: none"> • Provide training for staff on inquiry-based learning planning and strategies, that promote student questioning and exploration. • Identify areas where students can make choices and take ownership of their own learning eg investigations, projects • Create opportunities for staff to share best practices and success stories. • Ensure AFL principles are evident in Maths and Structured Literacy PLD and programme expectations • Support students in setting and tracking their own learning goals in literacy and mathematics 	<p>Inquiry – Curriculum Lead teacher and team</p> <p>SMT</p> <p>Classroom teachers</p> <p>Ākonga</p> <p>Maths team</p> <p>Literacy team</p>	<p>Inquiry team formed , release allocated</p> <p>Meeting time allocated</p>	<ul style="list-style-type: none"> • End of year OTJ data to be monitored for any improvement
<p>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 Fairbairn school</p>	<ul style="list-style-type: none"> • Consult Stakeholders, gather input from teachers, students, whānau, and the community to define key skills and attributes to form a draft graduate profile • Define the skills, knowledge, and dispositions students need for success in further education, work, and life. • Align the draft graduate profile with existing school values) and curriculum goals. • Create a clear, student-friendly document outlining expectations and aspirations for Year 6 graduates. • Get feedback from stakeholders and adjust the profile as needed. 	<p>Principal and DP</p> <p>Classroom teachers</p> <p>Whanau</p> <p>Students</p>	<p>Time to complete work</p>	<p>Consultation :</p> <ul style="list-style-type: none"> • Number of participants in consultation sessions (teachers, students, whānau, community) • Level of engagement and diversity of perspectives gathered. • Meeting notes, survey responses, focus group summaries, or recorded feedback. <p>Creating a Clear, Student-Friendly Document:</p> <ul style="list-style-type: none"> • Readability and accessibility for students and families (assessed through trials and feedback). • Impact - Students understanding and recognizing their own growth towards the profile. • Finalised graduate profile, student feedback on clarity and relevance,

2025 Grow and sustain culturally inclusive practices across the school	Action	Responsibilities	Resources Required	Evidence / Measures of impact
4.2 Develop a progressive 5year Mātauranga Māori programme for the learners and teachers at Fairburn School	<ul style="list-style-type: none"> Implement the 2025 Mātauranga Māori Action Plan Establish a connection with local iwi – Ngāti Tamaoaho . 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) Regular meetings with rōpū Māori to monitor attendance for students, learning support, pastoral support . 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 whānau Māori Outline a programme that has activities and events celebrating Te Ao Māori Develop and acquire resources to support classroom programmes Rōpū 	<p>Rōpū Māori</p> <p>Whānau Māori</p> <p>Ākonga Māori</p>	<p>Budget allocated for release, resources</p> <p>Meeting and PLD time scheduled</p>	<ul style="list-style-type: none"> Relationship established with local iwi Meeting notes and actions Te Reo Māori becomes more commonly used and celebrated within the school community Improved achievement and attendance outcomes for ākonga Māori Evaluation of team action plan <p>Target 80% engagement of whanau Māori for events . Including attendance at hui, home visits, or one-on-one meetings</p>
4.3 Ensure strong meaningful partnerships are established with Māori and Pasifika communities	<ul style="list-style-type: none"> Establish connections with local iwi 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 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> <p>Meeting and PLD time scheduled</p>	<ul style="list-style-type: none"> Stronger relationships are built with our Māori and Pasifika whanau through 45 % participation/ engagement at planned events Staff use cultural protocols when engaging with Māori and Pasifika Evaluation of team action plan
4.4 Embrace all cultures by celebrating and integrating greetings language, resources and perspectives in our daily programmes.	<ul style="list-style-type: none"> Investigate where all learners from Fairburn School are from and the languages they speak, greetings , Display all languages and information Ensure all cultures are represented incl basic greetings and flags , books Plan a celebration- international week Collaborative 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 Evaluation and analysis of the school's students' progress and achievement

Number reported on for 2024	
Enrolments for 2024	184
Students leaving Fairburn School	115
Year 0/1 component	74
Attendance Average 2024	48% <small>students attending 90% of the time</small>
Students on the 2024 Term 3/4 ESOL	182 on the status list 40 new migrant list 23 new NZ born

At Fairburn School we remain committed to fostering excellence for all. As part of our annual review, we have analysed our end of year Overall Teacher Judgements (OTJ), which are based on standardized tests, classroom work, observations and professional judgements aligned with curriculum expectations. Our data shows 52 % of all learners at or above their expected level for Reading, while 54% of learners are meeting or exceeding expectations for mathematics. Writing achievement remains an area of focus, with 44% of our learners at or above the expected level. Notably, who have been enrolled at Fairburn School for the entirety of their primary education demonstrate higher achievement with the results increasing by close to 15% compared to the overall cohort across literacy and mathematics. For our ākonga Māori, achievement data highlights particular strengths in mathematics, where 62% of students are achieving at or above expectations. In reading 38% meet or exceed the expected level, in writing 32.5% achieved at or above the expectation. These results reinforce our ongoing focus on strengthening literacy outcomes, enhancing whānau Māori engagement to create a strong home school partnerships.

The complexity of teaching is impacted by a range of factors such as ; inconsistent attendance, varied experiences before starting school and schooling experiences and 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 behavioral needs, and we have continued to provide support. Our attendance average has slightly increased from previous years , however our percentage of transience for 2024 sits close to 25%, this high level of movement for our student population has had an impact on outcomes. While our attendance rates have improved slightly from previous years, student transience remains high, at close to 25%. This ongoing movement within our school community impacts learning continuity and achievement outcomes.

In response, we are committed to designing engaging, evidence-based programmes that support all learners. We are now in our third year of Structured Literacy with ideal and have recently partnered with The Learner First to develop a whole-school approach to impactful and inclusive mathematics teaching . We endeavour to make learning engaging, meaningful and connected for all our learners at Fairburn School to ensure they have skills, understanding, vocabulary and knowledge .

We recognise that student success is strengthened through effective partnerships between home and school . To enhance whānau engagement, we have planned initiatives such as parent workshops on supporting literacy and mathematics at home. We are exploring strategies to minimize learning disruptions for transient students and remain focused on attendance initiatives to promote regular school participation and continuity in learning.

Annual Plan 2024 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	Actions <table border="1" data-bbox="367 1512 494 1736"> <tr><td>Achieved</td></tr> <tr><td>Working towards</td></tr> <tr><td>Did not start</td></tr> </table>	Achieved	Working towards	Did not start	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?	Evidence / Measures of impact The sources of information the board uses to determine those outcomes	Variance between target and outcome Reasons for any difference (variance) between the target and the outcome	Planning for next year – where to next? What do we need to address targets that were not achieved Consider if these need to be included in 2025
Achieved								
Working towards								
Did not start								
<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>	<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 	<ul style="list-style-type: none"> We engaged parents and students in identifying and prioritizing our school values. Through our term 3 survey, we collected valuable input from both groups, with parents selecting Respect, Honesty, and Kindness as their top choices. This feedback will directly inform our ongoing work. We received 62 responses, 20 parents volunteered to take part in the Values discussion group. The students survey showed our value of caring School at 80.9%. This scoping work gives us a good platform for our work into 2025. 	<p>2024 Wellbeing @ School survey results</p> <p>2024 Term 3 parents survey</p>	<ul style="list-style-type: none"> We achieved a 20% response rate (62 responses out of approximately 310 families) on our recent online survey regarding our current school values. While we did not establish a specific target for this initial survey, represents a starting point for understanding family interests in this area. The survey was promoted through email and school newsletters. The data collected, while not representing the entire school population, offers valuable insights. In the future, we will set a target for survey participation and explore additional strategies to increase response rates, such as offering incentives. 	<ul style="list-style-type: none"> Continue with workplan about values and look at meaningful ways to show our values and vision in action eg School House system. Re-engage the Parents working group on our current school values. Use the feedback from the survey with work on the Graduate Profile. 			
<p>1.2 Review our Wellbeing/ Hauora programme to ensure that meets the needs of our ākonga.</p>					<p>This initiative has been deferred due to prioritization of other strategic objectives</p>			

Annual Plan 2024

Quality teaching practices and strategies align with the diverse needs and interests of our ākonga

Actions

Achieved
Working towards
Did not start

Strengthen effective teaching practice:
2.1 Oral language programmes and practices to support bilingual learners

- The Mahuri programme (Junior school) will provide further opportunities for students to develop their vocabulary and oral language skills through effective practice informed by the Koreioro during student-led play.
- Develop sustainable, tangible and achievable practices that support ESL students across the school, with consistency.
- Run meetings and workshops focusing on strategies for working with English Language Learners.
- Special programmes team to share their planning (including focus and names of students) with the teachers.

2.2 Literacy - Consolidate Structured Literacy practices

- Termly meetings with the ideal facilitator for professional development
- Staff meetings, PLCs and professional readings or videos will be used for professional development in structured literacy overseen by Literacy team.
- In class modelling and coaching
- Peer coaching of authentic texts.
- Ongoing evaluation and peer or self coaching (videos) will be carried throughout the year to inform next steps in term 2 or 3.
- Systems will be developed to support Tier 2 and 3 learners by Literacy Curriculum leader

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?

- Utilised expertise on staff to provide professional learning support based on Ministry documents to support bilingual learners who are not strong in any language
- Workshops and resources provided for teachers to understand diverse cultures and backgrounds
- 3 staff participated in The Pasifika Early Literacy Project (PELP) Projects provide support to grow Pacific children's oral language and literacy capabilities, with beneficial impacts in both Pacific languages and in English language and literacy.
- Hosted a PELP parents fono
- Small group support for ESL students new to NZ and English

Evidence/ Measures of impact
The sources of information the board uses to determine those outcomes

- ESOL returns
- End of year Literacy results for Reading Fairburn Cohort 65% and all 65%
- Writing Fairburn Cohort 41% and All 31%
- Learning support programme, register

Variance between target and outcome
Reasons for any difference (variance) between the target and the outcome

- Teachers need to prioritise time to include strategies and techniques to support Oral Language development across the curriculum.
- Strengthen the integration of inquiry themes, ensuring oral language strategies are included and resourced.
- Teacher confidence, utilising expertise to support teachers in the classroom

Planning for next year - where to next?
What do we need to address targets that were not achieved
Consider if these need to be included in 2025

- Promote dual language readers to support programmes with staff and whānau
- Design and implement ESL support progressions ensuring it aligns with MOE and existing progressions to support teachers

- Improved teacher knowledge and confidence in teaching structured literacy and understanding the principles of the science of learning
- Increase of S/ll/ll spelling results T1 - 55% and T4 74%
- Data entry inconsistencies identified regarding the recording of some student levels - teachers appear to input Instructional level rather than achievement level. Eg if a writing sample is assessed as high level 1, then data entered as Level 2 early.

- Literacy Action plan and evaluation
- Learning support programme, register
- PGC focus for teachers
- End of year OTJ results for reading and writing
- Structured Literacy Spelling results T1/T3
- STAR Results T1/3

- Aligning reading and writing strategies, encouraging teaching for transfer.
- Ensure programmes promote rich vocabulary development and hands on activities to enhance student writing.
- Provide professional development in writing assessment, moderation and the use of exemplars to support consistent teacher judgement.
- Support the implementation of the Refreshed English Curriculum
- Review and Consolidating Structured literacy practices
- Design and refine intervention programmes to best support diverse learning needs
- Focused Literacy targets - cause for concern learners.

<p>Annual Plan 2024 Quality teaching practices and strategies align with the diverse needs of the needs and interests of our dKonga</p>	<p>Actions</p> <table border="1" data-bbox="319 1568 454 1803"> <tr> <td>Achieved</td> </tr> <tr> <td>Working towards</td> </tr> <tr> <td>Did not start</td> </tr> </table>	Achieved	Working towards	Did not start	<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 difference (variance) between the target and the outcome</p>	<p>Planning for next year – where to next? What do we need to address targets that were not achieved? Consider if these need to be included in 2025</p>
Achieved								
Working towards								
Did not start								
<p>2.3 Mathematics - Promote collaborative learning and problem-solving approaches</p>	<ul style="list-style-type: none"> Implement Rich routines in daily practice Practise using Talk Moves in daily programme Attend The Learner First Network cluster workshops and webinars Shared what is learnt in the cluster workshops with our area teams Plan and host PLC meetings based on workshops Team plan rich routines and activities Build a common language that is used throughout the school to build consistency Build consistency on tools used throughout the school eg. planning sheets and shared drive Host and plan PLC meetings based on workshops Collaborative team planning strand /activities Collaborative planning rich mathematical tasks 	<ul style="list-style-type: none"> Learners are developing their mathematical language, confidence and demonstrating high levels of engagement when interacting with both the teacher and their peers. The Maths lead teachers have extended their understanding and are effectively facilitating professional learning sessions to enhance teachers' knowledge, understanding and instructional practice. This has been achieved through the implementation of rich mathematical tasks, explicit teaching and strategic use of Rich Routines used as a diagnostic tool to identify, interpret and respond to student learning needs. Rich routines have been implemented into maths programmes across the school contributing to a more dynamic learning environment 	<ul style="list-style-type: none"> Maths team action plan and evaluation The Learner First Network PLD sessions Feedback from teachers' during PLC meetings End of year OTJ maths results Fairburn cohort 61.7% and All 53.4% 	<ul style="list-style-type: none"> There was approximately a 15% variance between the end of year results and the OTJ data. Varied Oral Language experiences may have impacted the ability to engage with mathematical concepts, highlighting the need for teaching strategies to better support language in the context of maths. The introduction of Rich Routines has contributed positively to student outcomes. Further work is required to maximise their impact classrooms across the school. Continue to strengthen students' foundational maths knowledge to ensure consistent understanding. Continue to provide professional development to enhance teacher knowledge and confidence in delivering maths content. Ensuring the use of effective assessment strategies to accurately measure student progress. The need for a clear and structured progression for teaching mathematics to support students' continuous learning. 	<ul style="list-style-type: none"> Implement / Consolidate work from 2024 Continue with Rich routines, to build a common maths language across the school Assessment in Maths <ul style="list-style-type: none"> Using PAT results Formative processes Focused targets – cause for concern learners Implement the NZC Refreshed maths curriculum Ensure Classroom environments are equipped to support maths learning Implement Oxford materials to support maths programmes Collaborative planning for rich routines and activities Build consistency of tools used throughout the school eg. planning sheets and shared drive. Moving to coaching model to support teachers 			

<p>Annual Plan 2024</p> <p>All ākonga feel well prepared and equipped to graduate with confidence in their abilities to communicate and succeed</p>	<p>Actions</p> <table border="1" data-bbox="295 1534 438 1780"> <tr> <td>Achieved</td> </tr> <tr> <td>Working towards</td> </tr> <tr> <td>Did not start</td> </tr> </table> <ul style="list-style-type: none"> Staff meetings to review AFL process and principles and student agency Maths and Literacy links to the AFL in the P.D. delivery Survey of community - AFL area <p>How does our school programmes and practices promote agentic learners? Where are we now and where do we need to get to</p> <p>Survey of students year 4-6 who have only been at Fairburn School</p> <p>ākonga are aware of their role in the learning process</p>	Achieved	Working towards	Did not start	<p>What did we achieve?</p> <p>What were the outcomes of our actions?</p> <p>What impact did our actions have? What happened as a direct result of our actions?</p> <ul style="list-style-type: none"> Writing results for the Fairburn cohort was 41%, this was close to 20% lower than the average 2024 writing target . There are a range of levels of use of the AFL principles in programmes, this needs to be consistent across the school with teachers using the same language and progressions across literacy and maths areas A survey of a selected student writing group was conducted through interviews and work book analysis. Responses varied, revealing key insights into classroom practices. 	<p>Evidence/ Measures of impact</p> <p>The sources of information the board uses to determine those outcomes</p> <p>Writing group interview</p> <p>End of year writing data</p>	<p>Variance between target and outcome</p> <p>Reasons for any difference (variance) between the target and the outcome</p> <ul style="list-style-type: none"> Both Structured Literacy and new Rich Routines incorporate AFL principles. Some teachers have consistently adopted AFL strategies in their programmes, while others have not fully integrated them. This inconsistency may of influenced the End of year writing results. 	<p>Planning for next year – where to next?</p> <p>What do we need to address targets that were not achieved Consider if these need to be included in 2025</p> <ul style="list-style-type: none"> Ensure school-wide consistency in Assessment for Learning (AFL) strategies across literacy and maths programmes. Provide targeted professional development to support teachers in effectively integrating AFL principles. Use structured observations to identify areas for growth. Coaching conversations will focus on refining AFL practices in writing instruction. Consistency of Practice Embed AFL principles, language, and progressions across all year levels. Student Monitoring Meetings Regularly track and discuss student progress to inform targeted teaching strategies.. Bridging Theory into Practice Provide clear examples, models, and exemplars to ensure AFL strategies are applied consistently.
Achieved								
Working towards								
Did not start								
<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>This initiative will continue once we complete the work on reviewing our schools' values. There has been feedback from our parents' surveys, student groups that will be included in this work .</p>			

Annual Plan 2024 Grow and sustain culturally inclusive practices across the school	<table border="1"> <tr> <td data-bbox="225 304 272 383">Achieved</td> <td data-bbox="225 383 272 555">Working towards</td> <td data-bbox="225 555 272 622">Did not start</td> </tr> </table>	Achieved	Working towards	Did not start	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?	Evidence / Measures of impact The sources of information the board uses to determine those outcomes	Variance between target and outcome Reasons for any difference (variance) between the target and the outcome	Planning for next year – where to next? What do we need to address targets that were not achieved Consider if these need to be included in 2025
Achieved	Working towards	Did not start						
4.1 Develop a progressive 5-year Mātauranga Māori programme for the learners and teachers at Fairburn School	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 2024 programme that had activities and events celebrating Te Ao Māori. They were able to develop and acquire resources to support classroom programmes • Extended teachers' knowledge with Te Tiriti o Waitangi. • Mihimihī , karakia and whakatauki. • Connection with Ngati Tamaoho Education Resource team. • A whānau Māori hui was held to gather insights on aspirations and priorities for ākonga Māori. 	Mātauranga Māori Action plan and evaluation Akonga Māori end of year results 2024 Wellbeing @ school survey results	<ul style="list-style-type: none"> • Increased participation in cultural initiatives and stronger visibility of Te ao Māori within the school. Eg Kapa Haka , Hui whakataui , leaders used to greet visitors. • Support for Kapahaka groups with resources and time allocations. • Teacher confidence in using Te reo for mihimihī 	<ul style="list-style-type: none"> • Complete the 5 year programme to include teaching and learning progression. • Deepen partnerships with iwi to co-design programmes that align with Education Strategy • Focused Māori whānau engagement target 			
4.2 Strengthen meaningful partnerships are with Māori and Pasifika communities	<ul style="list-style-type: none"> • Establish connections with local iwi and enlist Pasifika cultural advisors from school community • Host whānau Māori hui and Pasifika fono to discuss school initiatives concern and aspirations • Workshops and resources for teachers to strengthen cultural understanding 	<ul style="list-style-type: none"> • 3 staff participated in The Pasifika Early Literacy Project (PELP) that provided support for teachers and whānau to grow Pacific children's oral language and hosted a PELP parents fono ,30 participants from our junior area. • All language weeks were celebrated with displays all languages and information , collaboration projects, lunchtime activities and staff activities. • High parent engagement for the international celebrations • A 'cultural audit ' was conducted to identify the languages spoken by students and their families. Flags, greetings, and cultural books were incorporated into learning spaces to reflect students' international week activities. 	Culture and Community Action plan and evaluation Report to the Board Events and displays within the school	<ul style="list-style-type: none"> • Improved relationships with Pasifika families and an increased sense of belonging. • Greater student and whānau participation in cultural events and visibility of diverse identities in school . • Support for Pasifika groups with resources and time allocations. 	<ul style="list-style-type: none"> • Build on from work from 2024 • Host 2 parents fono • Focus on Oral Language and the importance of maintaining L1 , promoting dual language readers • -Pasifika parent aspirations and engagement in school through using expertise 			
4.3 Embrace all cultures by celebrating and integrating greetings language, resources and diverse cultural perspectives in our daily programmes.	<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, international food week 			<ul style="list-style-type: none"> • Embed cultural celebrations into the annual school calendar and ensure they align with classroom learning. • Integrate culturally responsive practices into everyday teaching (e.g., local histories, language use). • Focused Pasifika whānau engagement target 				