



Fairfield School

FAIRFIELD SCHOOL

SCHOOL CHARTER



2024 - 2026

Empowering learners to be open,
self-directed
and engaged lifelong learners

E whakarangatira ana te hunga ākonga kia
tōruna,
kia motuhake hoki ōna pukenga akoranga mo
ake tonu.

SCHOOL VALUES



OUR SCHOOL COMMUNITY and CULTURAL DIVERSITY

Fairfield School (established 1963) is a medium-sized urban school, situated in the north-east corner of Levin. We are a full primary, with an equity index of 471, with an approximate roll of 372 students at the start of the 2024 school year.

The Fairfield community is culturally rich and diverse, allowing our children to engage with and understand a wide variety of cultural backgrounds. Our current demography is 58% New Zealand European, 25% New Zealand Māori, 4% Asian, 3% Pasifika, and 10% Other. At Fairfield School, we aim to celebrate the cultural richness of our school in a variety of ways, to empower our students, and to build their pride and mana in their culture.

Fairfield has a proud history of providing quality learning and teaching programmes and seeking the best opportunities for our learners. We have a large, dedicated staff who all contribute to the learning experiences of our children. Staff work in collaboration to ensure quality learning programmes, that are founded on sound pedagogy and effective practice, are delivered.

As a school, we seek to involve our community through various events and opportunities. Family and whānau are also involved through sporting opportunities, learning and teaching programmes, cultural experiences, and informal events. Fairfield School enjoys a very active Fairfield Community Group, which is the primary fundraising source for the school.

We are incredibly proud of our school, where we all work together as a team.

MĀORI ACHIEVEMENT STATEMENT

At Fairfield School we acknowledge New Zealand's cultural diversity, and in doing so acknowledge the unique position of Māori as tangata whenua. Fairfield School will provide opportunities that support its students in Te Reo and Tikanga Māori (Education Standards Act 2001).

At Fairfield School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori'. Achievement of Māori students is regularly reported to the Board. A key priority area remains in raising Māori achievement.

From our Whānau Hui, we have devised clear goals that we aim to achieve to further strengthen the partnership between school and our Māori community. A key conduit to achieving these goals is the establishment and continuation of our Whānau Hui group, who will meet to discuss what is important for Māori and how we can further progress the learning of their tamariki.

To raise the prominence of Māori in our school and to grow the capacity, understanding, and application of Tikanga and Te Reo, we have employed Pā Jack Nelson-Paki company, who will support staff and ākonga to build and embed Māori principles and 'ways of thinking'. These foundational elements include: Whakapapa, Wairuatanga, Tikanga and Whānaungatanga. Alongside this, we established a school Kapa Haka group, to be a proud representation of our Māori learners. All staff and students will actively grow cultural capability, to ensure Māori children are supported to embrace their culture and in turn, provide cultural leadership across our school in 2024. Professional Development will take place regularly each term and details and impact of the Professional Development will be communicated to the Board at subsequent Board of Trustees meetings to assess strategic direction and appropriate resourcing.

We will endeavour to:

- provide opportunities for all students to respect and understand Kaupapa Māori, Te Reo and Tikanga Māori;
- grow the use of and correct pronunciation of Te Reo throughout our school;
- engage and involve our whānau through hui and community events;
- consult with whānau as part of our regular self review;
- establish and grow a Kapa Haka group;
- unpack, explore and meet the aims of Ka Hikitia and Tātaiako.

PASIFIKA ACHIEVEMENT STATEMENT

At Fairfield School, we adhere to the principles of the New Zealand curriculum and value the rich cultural diversity present in our school. We are proud of the Pasifika community within Fairfield and aim to achieve the best we can for our Pasifika learners.

We have high expectations for all our learners in their educational progression and achievement. With this, we aim to improve our relationship with our Pasifika community to better reflect the goals and aspirations for their children. We adhere to the goals from the action plan for education 2019 - 2030. Pasifika parents, families and communities support and champion their children's learning and achievements.

We will continue the establishment of a Pasifika Fono group, who meet termly to discuss 'what's on top' and an opportunity for us to explain and talk about learning and teaching for our Pasifika learners.

Achievement of our Pasifika students is regularly reported to the Board of Trustees and we will maintain our focus on lifting the achievement of our Pasifika learners. We will continue to focus on a positive shift in progress and achievement for our Pasifika students.

We will endeavour to:

- provide opportunities for all students to respect and understand the Pasifika culture, ie: Pasifika Language Week;
- engage our families and establish a Pasifika parents' group;
- provide practical learning sessions to support our parents with supporting their children;
- provide a facility where parents can come and meet and interact.

SPECIAL NEEDS/ABILITIES STATEMENT

At Fairfield School we aim for ALL children to experience educational success and achievement irrespective of their ability. Every child has the right to learn and be part of an inclusive and safe environment.

At our school we encourage collegial, supportive relationships between all stakeholders invested in children's education to ensure the best possible learning experiences for them. Collaborative partnerships would include the child, the parents/caregivers, whānau, teachers and/or principal, agencies and services which support students with special educational needs (eg: RTLB, MOE).

Special Educational Needs/Abilities includes those children who have difficulty accessing the curriculum at their chronological age/level, or for those children whose skills and talents exceed the curriculum expectation associated with their age/level.

Fairfield School will maintain a Special Educational Needs Register (including those children with special abilities) to ensure that those children who require additional learning support and/or extension are recorded and are having their needs met.

We will endeavour to:

- gather, collate and review data, progress and achievement of students on the SENCo Register;
- use external agencies and expertise to provide additional support and/or funding to assist children. This may include (but is not limited to) RTLB, Oranga Tamariki, RTLit, Speech Therapy, Public Health and Te Kura;
- use of Teacher Aides to support and facilitate support or extension programmes;
- have the Deputy Principal actively oversee the Special Needs/Abilities portfolio, to ensure priority learners and targeted children are reaching the required support and progressing;
- provision of a Management Unit for SENCo to oversee the coordination of SENCo responsibilities;
- provide timely Individual Education Plans (when required) to provide planning and review of students' learning;
- working with parents/caregivers to support their children with their learning.
- The school's LSC connects with families.

Fairfield defines talented students as those students who are identified as possessing, demonstrating or have potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership, or ability in the performing or visual arts.

	Strategic Aim		
	2024	2025	2026
Goal 1: To increase all students' knowledge and understanding around the school/histories Curriculum and to continue to develop an integrated approach across the school. <i>Note - 'expectation' means NZ curriculum expectation.</i>	1.1 Annual targets set based teacher feedback	1.1 Annual targets set based teacher feedback	1.1 Annual targets set based teacher feedback
	1.2 Continuous support in developing school/histories curriculum. Other ongoing PLD.	1.2 Continuous support in developing school/histories curriculum. Continuation of PLD groups and outside sources to provide support Other ongoing PLD.	1.2 ongoing
	1.3 Curriculum review process ongoing.	1.3 Curriculum review process ongoing.	1.3 ongoing
	1.4 Our School Curriculum is culturally responsive and our Māori students will see their culture embedded and reflected in the learning. <i>Rohe historical contexts as defined by iwi and hapū and guided by the question What stories do local iwi and hapū share about the history of the people of this rohe? (Curriculum - Know) paying deliberate attention to mātauranga</i>	1.4 ongoing	1.4 ongoing

	<i>Māori sources and approaches. (Curriculum Do)</i>		
	<p>Statement:</p> <p>The ongoing success and achievement for all students at Fairfield School is a priority for the Board, teachers, and the community.</p> <p>The continual evaluation of programmes and strategies is essential in developing successful students.</p>		
<p><u>Goal 2:</u> Provide a culturally responsive environment where our ākonga are actively encouraged and supported to engage in their learning</p>	2.1 Continued refinement of curriculum delivery, PB4L, AFL, learning focussed relationships with the students and staff.	2.1 ongoing	2.1 ongoing
	2.2 BOT continues to fund implementation of te reo Māori and Pasifika initiatives- this is evident as part of the culture of the school.	2.4 on-going	2.4 ongoing
	2.3 Identify ways to engage the students in and out of the classroom with activities such as EOTC, lunchtime sport, high interest activities,	2.6 ongoing	2.6 ongoing
	2.4 Continual refinement of the AFL processes to the integration across all curriculum areas.	2.7 ongoing	2.7 ongoing

	2.5 Development of PB4L restorative practice. Continue to upskill staff around this practice.	2.8 ongoing	2.8 ongoing
	<p>Statement:</p> <p>The culture and beliefs of our ākonga and whānau will be reflected in the school curriculum.</p>		
<p><u>Goal 3:</u></p> <p>Continue to hold high aspirations for academic and social/emotional growth for all ākonga.</p>	3.1 Provide an environment where all our ākonga are provided with the opportunity to meet and exceed achievement expectations.	3.1 Ongoing reflection of achievement and strategic practices by leadership, teachers, and BoT.	3.1 ongoing
	3.2 Continued refinement of the Practice Analysis Conversations (PAC).		
	3.3 Develop restorative practice. Work with the MoE to create an understanding of the staff's understanding of RP	3.2 ongoing.	3.2 ongoing
	3.4 Continued whānau education around the health curriculum.	3.3 Continued	3.3 Continued

	3.5 Ongoing analysis of data to identify 'At Risk' students.	3.6 Continued	3.6 Continued
	3.6 Clear communication and rapid response for children at risk.		
	3.7 Work with ākonga to create positive leadership pathways.		
	3.8 The development of Te Mātaiaho new curriculum expectations year level (horizontally years 1-8) with a focus lens on years 1-3.	3.11 The continual development of Te Mātaiaho	3.11 reviewed
	3.9 Further understanding and implementation of trauma informed practice		
	<p>Statement:</p> <p>Our kura promotes strong learning focused relationships as ākonga develop their sense of connectedness and hauora as we work collaboratively with ākonga, whānau and kaiako.</p>		

ANNUAL TARGETS

Annual Targets Draft

2024 Targets:-

1. Writing

With a focus on Maori and Pasifika students

To accelerate the progress of at least **5** students in **Year 5** to have **33/47 (71%)** at their expected curriculum level.

2. Reading

With a focus on Maori and Pasifika students

To accelerate the progress of at least **6** students in **Year 4** to have **36/51 (71%)** at their expected curriculum level.

3. Mathematics

To accelerate the progress of at least **4** students in **Year 4** to have **37 /51(73%)** at their expected curriculum level.

4. Attendance

To have **70% (262/375)** of our students attending 90% or more of the time.

Percentage of akōnga **attending** school regularly

(attending more than 90%, an average of 9 days a fortnight)

Internal Targets for Reading and Writing Years 1,2,3

Note: 'expectation' means NZ curriculum expectations

Strategic Aim One

Provide a culturally responsive environment where our ākonga are actively encouraged and supported to engage in their learning.

Aim 1 TARGET FOR 2024	Actions to achieve targets	Led By	Budget	Timeframe
1.1 Annual targets set based on teacher feedback	<ul style="list-style-type: none">Targets set based on student needs from assessment data in 2023	Leadership Team/ Board/WLT/Teachers	Curriculum budget	Mid Feb
1.2 Continuous support in developing School/histories curriculum. Other ongoing PLD.	<ul style="list-style-type: none">Leadership team to use MOE resources to develop our School curriculumEmbedding AFL in conjunction with Real Time Reporting	Principal, team leaders and coordinators	Curriculum budget	ongoing
1.3 Curriculum review process ongoing.	<ul style="list-style-type: none">The development of Te Mātaiaho new curriculum expectations year level (horizontally years 1-8) with a focused lens on years 1-3.	Team Leaders, teachers, senior leadership, BoT	Time Professional learning Curriculum budget School development plan	ongoing
1.4 Our School Curriculum is culturally responsive and our Māori students will see their culture embedded and reflected in the learning.	<ul style="list-style-type: none">Identifying community resourcesDevelopment of our School Curriculum	BoT, Principal, Staff	Time Communication	ongoing

Strategic Aim Two

To increase all students' knowledge and understanding around the school/histories Curriculum and to continue to develop an integrated approach across the school.

Aim 2 TARGET FOR 2024	Actions to achieve targets	Led By	Budget	Timeframe
2.1 Continued refinement of PB4L and AFL relationships with the students, Staff, and community to ensure Fairfield continually develops as a positive, learning focused school	<ul style="list-style-type: none">• Uphold our agreed norms of working across the school (school culture)• Living the Fairfield School Values across all learning contexts, robust and deliberate teaching of the school values• Setting high expectations for our learners.	Teachers, WLT, Principal and students		
2.2 Continued ongoing links with local Iwi. The Histories/school curriculum team leaders will support with the development of the programme.	<ul style="list-style-type: none">• Team Leaders will work with their teams to ensure that our conceptual curriculum and School Curriculum are central to learning.• Learnings from the Teacher Only Local Iwi day to be implemented.	BoT Senior Leadership Staff WLT Team Leaders	nil	Ongoing
2.3 Continual development of school surveys for feedback on ways to improve school culture.	<ul style="list-style-type: none">• Me and My School survey/hauora team survey• Continuation of whanau survey by the student leadership team	Lead Kaiako School Leaders Te Taniko Toa Whakarite Consultancies	Curriculum Budget	2024
2.4 To search for ways to engage the students in and out of the classroom with activities such as EOTC, lunch time sport, high interest activities...	<ul style="list-style-type: none">• Collect and analyse student voice• Use community resources/people• Provide sport supervision at breaks	School leaders BoT	Curriculum budget	Term 1, 2024
2.5 Continual refinement of the AFL assessment process.	<ul style="list-style-type: none">• Continuation of AFL to other curriculum areas	Teams WLT Leadership	PLD Budget	ongoing

2.6 Continue to develop restorative practices at Fairfield School.	<ul style="list-style-type: none"> Teacher Only Day on Circle Time as a strategy from the Restorative Practice kete. On-going PLD to support during the year 	BoT Teams Whole staff	PLD Budget	Term 1, 2024
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Strategic Aim Three

Continue to hold high aspirations for academic and social/ emotional growth for all ākonga.

Aim 3 TARGET FOR 2024	Actions to achieve targets	Led By	Budget	Timeframe
3.1 Meeting student achievement expectations for all students.	<ul style="list-style-type: none"> Allocating daily teaching and learning time across curriculum areas, especially core areas of literacy and mathematics Allocating targeted learning support 	Leadership and teams		Term 1 - 4 , 2024
3.2 Continued refinement of the PAC conversation outside of the writing process.	<ul style="list-style-type: none"> Using the PAC process as a means to provide evidence of professional growth across all learning areas, informing the Professional Growth Cycle. 	Team Leaders Leadership teachers	nil	Term 2, 2024
3.3 Continued development of leadership at Fairfield School. How we create and nurture leaders.	<ul style="list-style-type: none"> Within the resources available, offer units of responsibility to staff, especially to support the school development goals 	BoT Steering committee	nil	Term 2, 2024
3.4 Continued whānau education around the health curriculum.	<ul style="list-style-type: none"> Ongoing consultation with the community. Continued revision of delivery. 	BOT WLT Leadership teachers	nil	ongoing
3.5 Ongoing analysis of data to identify 'At Risk' students.	<ul style="list-style-type: none"> Use IXL analytics to support and inform, in addition to formative and standardised assessment. 	Teachers Team Leaders Leadership	nil	ongoing

	<ul style="list-style-type: none"> • Deliberate teaching of basic facts and number knowledge. • Early identification and support for priority and target students • Intervention strategies and their impact to be regularly monitored and evaluated. 			
3.6 Clear communication and rapid response for children at risk.	<ul style="list-style-type: none"> • Student well-being is prioritised and resources/interventions identified, including communication with whānau and other agencies. 	Teachers Team Leaders Leadership	nil	ongoing
3.7 Promote student leadership through various roles. Work with students to create positive leadership pathways.	<ul style="list-style-type: none"> • Continuation of the student leadership teams • Create student leadership roles and responsibilities 	Teachers Team Leaders Leadership\Principal	nil	ongoing