



FAIRTON SCHOOL

Success in Learning • Success in Life

Charter 2022

Fairton School

Fairton School is a decile 6, state contributing (Y1-Y6) school with two classes. It is located approximately six kilometres North of Ashburton.

Fairton School was opened in 1901 to service the needs of the Fairton village and surrounding areas. In 1968 the school was moved from its original site, next to SH1, which is now home to the Hakatere Marae, to its present site (14 Fairfield Road) on land donated by the local freezing works - Silver Fern Farms. The school grounds are now well established.

Fairton school has an excellent relationship with its local community, as well with the local business Talleys, which has two factories nearby.

Our students come from a wide area including the local Fairton village, neighbouring rural areas and from Ashburton itself.

Fairton is a well-resourced rural school with:

Two Classrooms	Staffroom
Principal's Office	Office
Resource Room	Library
Learning Support Room	PE Shed
Two Store Sheds	Netball Court
Solar Heated Swimming Pool	Sports Field
Adventure Playground	

The playground and swimming pool are open to the wider community for use.

Recognising New Zealand's Bicultural and Multi-cultural Diversity

At Fairton School we aim to provide a curriculum, experiences and atmosphere that recognises and promotes New Zealand's unique cultural diversity and the special place that Maori and other cultures hold within it.

In recognising the unique position of Maori culture, Fairton School will take all reasonable steps to provide instruction in tikanga (Maori culture) and/or te reo Maori (Maori language) for all students.

In recognising other diverse and multi-cultural backgrounds of New Zealand students and students within our school, classroom programmes will address the language and customs where appropriate so that all of our students and school community become culturally aware and inclusive.

Our aim is for students to leave Fairton School being culturally aware and able to successfully interact in a multi-cultural world.

Staff have undertaken Professional Learning and Development in Culturally Responsive and Relational Pedagogy through the Hakatere Kahui Ako.

Maori Responsiveness Plan

If a whanau requests a higher level of tikanga and/or te reo than is at presently evident in our school's curriculum programmes, the staff and family will discuss and explore the following options:

- ف Further explain existing programmes
- ف Further extend the existing programmes if and as appropriate
- ف Combine with a neighbouring school for parts of the Day / Programme
- ف Dual enrolment with Correspondence School
- ف Provide in-school support and resources to further enhance inclusion of te reo and tikanga maori within the child's classroom.
- ف Explore other schools who may offer programmes closer to their expectations
- ف Seek advice / guidance from kaumatua from the local marae

Hakatere Kahui Ako

The Hakatere Kahui Ako was established in 2016 with the appointment of our Lead Principal in December 2016, and Across School Teachers in June 2017.

The Kahui Ako consists of 12 schools (11 primary and 1 secondary) within the Mid Canterbury region:

- Ashburton Borough School
- Ashburton Christian School
- Ashburton College
- Ashburton Intermediate School
- Ashburton Netherby School
- Fairton School
- Hampstead School
- Hinds School
- Longbeach School
- St Josephs Ashburton School
- Tinwald School
- Wakanui School

as well as local preschools:

- Ashburton Kindergarten Association
- Hannah n Henry's Preschool
- Ashburton Baptist Preschool

In 2019 - 2021 schools across the COL (headed by members of the Across School Team) undertook learning involving the following:

- Knowing that **cultural responsiveness and relational pedagogy** is the foundation to best practice for all teachers, at all levels and in all curriculum areas.
- Engaging students, whanau and teachers in Year 8/9 to better the process of **transition, especially for Maori and Pasifika** who have been, or might be, at risk of a less positive outcome.
- Investigating the possibilities of **growing capability of te reo maori** across all kahui ako schools – teachers and students. (Whanau voice indicated this is a priority).
- Using **mathematics** as a vehicle to unpack curriculum, assessment, pedagogy and tools to better understand and predict how and why some students achieve less well than we might want.
- **Building relationships with our early childhood partners** to ensure a seamless and effective transition for tamariki between pre school and primary school.

National Education Learning Priorities (NELPs)

Fairton School will determine its priorities by focusing on the National Education Learning Priorities (NELPs) These will then direct the new planning and reporting Framework in 2023 that replaces the NEGs and NAGs.

Learners at the centre		Barrier Free Access		Quality Teaching & Leadership		Future of Learning & work	
Ensure places of learning are safe and free from racism, discrimination and bullying	Have high aspirations for every learner and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	Reduce barriers to education for all, including Maori and Pasifika learners, disabled learners and those with learning support needs.	Ensure every learner gains sound foundation skills, including language, literacy and numeracy.	Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning.	Develop Staff to strengthen teaching, leadership and learner support capability across the education workforce.	Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.	

Local priorities will also be identified through:

- The school's programme of self review
- Analysis of the school's assessment data
- Hakatere COL objectives
- Local Community objectives/aspirations

In meeting the national and local priorities, the school undertakes to work within the National Education Guidelines and National Administration Guidelines framework in the 2022 transition phase before the new Framework is implemented.



**FAIRTON
SCHOOL**
Success in Learning • Success in Life

Vision

Success in Learning : Success in Life

Mission Statement

To give each child the opportunity to achieve their best in the personal, academic and social dimensions of their lives while learning at our school.

Core School Values

- Pride - respect for our school, others and ourselves
- Integrity - responsibility for doing the right thing
- Excellence - doing their very best in every situation
- Strength - resilience and perseverance. Not giving up

School Goals

At Fairton School we aim to:

- Provide an inclusive atmosphere where all families are embraced for their individuality, as well as their culture and heritage.
- Develop an exciting and vibrant environment for all
- Work alongside whanau to produce a well balanced, confident and adaptable student who displays our school values
- Provide a strong, collaborative and forward thinking vision.
- Deliver learning opportunities in all curriculum areas for all students.

Strategic Plan 2022 – 2024



<p>Vision</p> <p>Success in Learning Success in Life</p> <p>Values</p> <p>Pride, Integrity, Excellence and Strength</p> <p>Goals</p> <p>At Fairton School we aim to:</p> <ul style="list-style-type: none"> • Provide an inclusive school environment • Develop an exciting and vibrant environment • Work alongside whanau • Provide strong vision • Deliver learning opportunities in all curriculum areas 	<p>Strategic Goal 1 (SG1)</p> <p>To raise student achievement in the areas of Writing, Mathematics and Reading according to expectations set in the New Zealand Curriculum</p>		<ul style="list-style-type: none"> • WRITING • MATHEMATICS • READING
	2022	2023	2024
	<ul style="list-style-type: none"> • Develop an annual READING target based upon student data • Relevant and reliable data to be gathered from a range of sources • Identify those who are at risk of not achieving and ensure they are a part of target groupings • Take into account the learning needs of all students • Provide professional development opportunities for staff where required • Evaluate both diagnostic and assessment procedures. • Provide resources which support the teaching and learning of reading. • Ongoing curriculum review • Participation in Hakatere Community of Learning 	<ul style="list-style-type: none"> • Develop an annual WRITING target based upon student data • Relevant and reliable data to be gathered from a range of sources • Identify those who are at risk of not achieving and ensure they are a part of target groupings • Take into account the learning needs of all students • Provide professional development opportunities for staff where required • Evaluate both diagnostic and assessment procedures. • Provide resources which support the teaching and learning of writing. • Ongoing curriculum review • Participation in Hakatere Community of Learning 	<ul style="list-style-type: none"> • Develop an annual MATHEMATICS target based upon student data • Relevant and reliable data to be gathered from a range of sources • Identify those who are at risk of not achieving and ensure they are a part of target groupings • Take into account the learning needs of all students • Provide professional development opportunities for staff where required • Evaluate both diagnostic and assessment procedures. • Provide resources which support the teaching and learning of mathematics. • Ongoing curriculum review • Participation in Hakatere Community of Learning

Strategic Plan 2022 – 2024

Vision Success in Learning Success in Life Values Pride, Integrity, excellence and strength Goals At Fairton School we aim to: <ul style="list-style-type: none"> • Provide an inclusive school environment • Develop an exciting and vibrant environment • Work alongside whanau • Provide strong vision • Deliver learning opportunities in all curriculum areas 	Strategic Goal 2 (SG2) To raise student achievement in other key learning areas	
	• The Arts • Health and PE • Technology • Science • Social Sciences • Digital technology • Learning Languages/Te Reo	• Thinking • Using language, symbols and texts • Managing Self • Relating to Others • Participating and Contributing
	2022	2023
	<ul style="list-style-type: none"> • Developing teacher capability and confidence to deliver programmes in the curriculum area of DIGITAL TECHNOLOGY that engage all learners • Take into account the learning needs of all students • Key Competencies incorporated into integrated thematic planning • Staff professional development • Regular, monitored and pertinent assessment • Resources that support teaching and learning 	<ul style="list-style-type: none"> • Developing teacher capability and confidence to deliver programmes in the curriculum area of HEALTH & PHYSICAL EDUCATION that engage all learners • Take into account the learning needs of all students • Key Competencies incorporated into integrated thematic planning • Staff professional development • Regular, monitored and pertinent assessment • Resources that support teaching and learning
	2024	
	<ul style="list-style-type: none"> • Developing teacher capability and confidence to deliver programmes in the curriculum area of THE SOCIAL SCIENCES that engage all learners • Take into account the learning needs of all students • Key Competencies incorporated into integrated thematic planning • Staff professional development • Regular, monitored and pertinent assessment • Resources that support teaching and learning 	

Strategic Plan 2022 – 2024

<p>Strategic Goal 3 (SG3)</p> <p>Develop a positive school culture that focuses on enhancing learning and involvement for all our stakeholders, particularly through a school programme that engages our school community.</p>		2023	2024
<p>Vision</p> <p>Success in Learning Success in Life</p>	<ul style="list-style-type: none"> • Fairton Curriculum review and KC development • Fairton School Values • Professional Development • Cultural inclusiveness • ESOL provision • Learning Support provision • Board development • Community initiatives 		
<p>Values</p> <p>Pride, Integrity, Excellence and Strength</p>			
<p>Goals</p> <p>At Fairton School we aim to:</p> <ul style="list-style-type: none"> • Provide an inclusive school environment • Develop an exciting and vibrant environment • Work alongside whanau • Provide strong vision • Deliver learning opportunities in all curriculum areas 			
		<ul style="list-style-type: none"> • School Values reinforced and continued subject integration • Establish bicultural and multicultural protocols and practices • Reporting to Parents. Procedures and formats in place • Community events/initiatives review 	<ul style="list-style-type: none"> • School values reinforced and continued subject integration • Opportunities for multicultural and bicultural interaction enhanced • Reporting to Parents • School Community links in place ongoing review

Strategic Plan 2022 – 2024



<p>Vision</p> <p>Success in Learning Success in Life</p> <p>Values</p> <p>Pride, Integrity, Excellence and Strength</p> <p>Goals</p> <p>At Fairton School we aim to:</p> <ul style="list-style-type: none"> • Provide an inclusive school environment • Develop an exciting and vibrant environment • Work alongside whanau • Provide strong vision • Deliver learning opportunities in all curriculum areas 	<p>Strategic Goal 4</p> <p>The Board of Trustees and school management support student achievement through providing quality resources that will make a positive difference to teaching and learning. Regular policy review and procedural review cycles.</p>	<ul style="list-style-type: none"> • Self Review • BoT initiatives/fundraising • Funding – Lion Foundation, Friends of Fairton, Community • Budget • ICT Resourcing • FAR assessment
<p style="text-align: center;">2022</p>		<p style="text-align: center;">2023</p>
<ul style="list-style-type: none"> • Self Review via SchoolDocs • Review Finance policies and Budget management • Develop systems for planned replacement/updating of school resources • Review funding options for quality teaching and learning resources • Staff assessment of current teaching and learning resources 	<ul style="list-style-type: none"> • Self Review via SchoolDocs • Revised finance policies and budgeting procedures in place • Planned resource purchases in place • Funding options/sponsors established • Ongoing Staff assessment of teaching and learning resources 	<p style="text-align: center;">2024</p> <ul style="list-style-type: none"> • Self Review via SchoolDocs • Ongoing Finance and Budget procedure reviews • Planned resource purchases • Funding options/sponsors • Ongoing Staff assessment of teaching and learning resources



ANNUAL PLAN 2023

Mana Ākonga

Each Ākonga has a divine spark, is born of greatness, is connected through whakapapa and whānau and stands on the shoulders of their tupuna, is unique, has agency, and has the inherent capacity to learn and be successful.

In our Kura, every Ākonga has the right to an exemplary education – to be nurtured, supported and challenged, to have their successes championed, to have opportunities to extend their horizons, have choices, be enabled to develop their senses of self and identity, to be heard, to have opportunities to thrive, learn, contribute and connect.

STATEMENT OF NATIONAL EDUCATION AND LEARNING PRIORITIES

Whakamaua te pae tata kia tina –

Take hold of your potential so it becomes your reality...

Whaia te pae tawhiti kai tata –

Explore beyond the distant horizon and draw it near...

National Education and Learning Priorities	Context	Actions	Success Criteria	Review
<p>NELP One LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.</p>				
<p>1.1 Safe places of learning, inclusive and free from racism, discrimination and bullying.</p>	<p>To ensure all practices are inclusive of all akonga.</p>	<p>Staff will role model inclusiveness in all settings</p> <p>Explicit conversations of expectations around inclusive behaviours at circle time daily</p> <p>Role play</p> <p>Regular discussions around our school values, unpacking expected behaviours.</p> <p>Teaching behaviours through incidental (playground incident) opportunities so children understand expectations, i.e. restorative conversations.</p>	<p>Success Criteria:</p>	

<p>1.2 High aspirations for every learner/Ākonga, and support these by partnering with whānau and communities to design and</p>	<p>Providing opportunities for whānau to engage and familiarise with how our new learning is delivered.</p>	<p>Each term a parent meeting will be held with a particular focus on how</p>	<p>In Term 2 and 4 survey parents around if the meetings were beneficial to their understanding of</p>	
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<p>deliver education that responds to their needs, and sustains their identities, languages and culture. Know the Learner.</p>	<p>Our staff will engage and connect with all akonga and whanau to understand the needs of all individuals as learners, and ensure opportunities are provided that inspire and motivate all akonga.</p> <p>Develop an annual WRITING target based upon student data.</p> <p>Relevant and reliable data to be gathered from a range of sources.</p> <p>Identify those who are at risk of not achieving and ensure they are a part of target groupings.</p> <p>Writing Target: To move all pupils by 2 sub-levels between February and November of 2023</p>	<p>learning is structured and delivered at our school.</p> <p>Positive relationship development by all stakeholders.</p> <p>(Actions then report on progress in July and November)</p> <p>Cut and paste from plan</p> <p>Take into account the learning needs of all students</p> <p>Provide professional development opportunities for staff where required - Structured Literacy in Reading and Spelling</p> <p>on-going monitoring of pupils in Writing using the learning progressions</p>	<p>the learning, and what they would like to see developed further in 2023/2024.</p> <ul style="list-style-type: none"> Survey, review, reflection and action plan (on practice). NZCER student well-being survey end of Term 3, (yearly). <p>Teachers to regularly assess and monitor in Writing</p> <p>Reporting to parents in Terms 2 and 4</p> <p>Introduction of a parent-teacher interview in Term 2</p> <p>Reporting to The Board in Term 2 and 4</p>	
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	<p>Developing the capability of PE teaching and learning within the school, incorporating aspects of Health and Well-being.</p>	<p>Evaluate both diagnostic and assessment procedures.</p> <p>Provide resources which support the teaching and learning of writing.</p> <p>Ongoing curriculum review</p> <p>Participation in Hakatere Community of Learning</p> <p>Involvement in the Healthy Active Learners Contract with Sports Canterbury</p> <p>Be involved in the HAL Expo - All pupils</p> <p>Be involved in sporting initiatives, activities and programmes run by Sport Canterbury and at school</p>	<p>Kiosk at EA Networks for HAL. Activities and exhibit development for HAL Expo.</p> <p>Coaching, planning and mentoring sessions by HAL staff. Follow up programmes by school staff.</p> <p>2 Year Plan developed in conjunction with Sports Canterbury for P.E., Health and Well-being. Programme implemented by Staff.</p>	
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NELP 2
BARRIER-FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

<p>2.1 Reduce barriers to education to all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p>	<p>We will identify barriers for learners. We will take all practicable steps, within the resources available to us, to reduce barriers.</p>	<p>Use appropriate assessment tools to identify the needs of learners and gauge what supports may be required. Accessing the resources, within the limits of the resources available to us.</p>	<p>All children will make progress. Pupils on IEPs will meet the goals and targets set by the team in the IEP meetings, and these will be reviewed according to the agreed upon review cycle.</p>	
<p>2.2 Every learner/ākonga gains sound foundation skills, including language, literacy and numeracy – inclusive of oral language as a first language and sign language.</p>	<p>We will develop and deliver quality English programmes. We will develop and deliver quality Mathematics programmes.</p>	<p>Quality programmes in structured literacy, writing, reading, oral language. As the curriculum refresh mathematics material becomes available, our team will review and align our practice.</p>	<p>Gathering quality baseline data about students ability in English - reading, writing, spelling, oral language and structured literacy. Report to the BOT. Review in Term 4 and analyse value added progress by each individual student. Gathering quality baseline data about students ability in</p>	

				Mathematics including Number, The Strands and Basic Facts	
<p>NELP 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>					
3.1 Meaningfully incorporate te reo Māori and tikanga Māori into everyday life in the place of learning.	To continue to use Wai Ako programme daily for te reo	10 minutes timetabled per day for te reo <ul style="list-style-type: none"> • waiata • karakia • whakatōki • News • Mihi Pepeha 	The visibility and confidence of all akonga using te reo in a variety of contexts regularly.		
1.1 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	For Staff to develop knowledge and skills in teaching Structured Literacy using The Ideal Platform - Learning Matters.	Regular professional development lessons and modelling. Teachers involved in Ideal courses in both Reading and Spelling	Teachers implement the Ideal programme and use this daily as part of the Literacy programme. Teachers assess regularly using the platform tools to monitor pupil development. This information is reported to parents. Structured Literacy information is reported to the Board of Trustees in Term 4 2023.	Staff demonstrate knowledge and skill in the delivery of Structured Literacy programmes. Pupils are showing improvement in Writing, and this is transferred into all curriculum areas.	

	To positively engage all akonga in the curriculum refresh.	Using the histories curriculum to develop an understanding of the understand, know, do model. To transfer this new learning into other curriculum areas. Jude will introduce this learning to staff through professional development. PLD application to continue learning in other contexts. To introduce the new phases of learning 0-3, 4-6.	Staff develop and deliver a unit of work that aligns with the histories curriculum framed around Our People Our Place. Staff transfer their knowledge and understanding into additional units of work as the year progresses.	Staff demonstrate confidence and knowledge when planning and teaching the new approach.
<p>NELP 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>				
4. Community Partnerships: (Personalised to your kura)	Engagement with local marae / Maori community	Hakaterere - Marae visits and Wananga	Staff engage with local community and expertise, and can transfer this into the school setting.	

**NELP 5
WORLD CLASS INCLUSIVE PUBLIC EDUCATION**

New Zealand education is trusted and sustainable

5. Personalised direction of your kura, if required.

Considerations prior to development of framework and as a review tool:

- How do we ensure high expectations for ALL learners, and their NEEDS?
- What policies/procedures ensure that places of learning are SAFE, INCLUSIVE and free from RACISM, DISCRIMINATION and BULLYING?
- How do we partner with whanau to co-construct, design and deliver education for all?
- What is working for our learners – relationships (whanau, school/kura Teacher Aides)?
- What does our data say?
- What do we know about learners lived experience?
- What needs to improve from our:
 - Whanau perspective,
 - Learner's perspective?
- What measures/actions do we need to have to track improvement. (Include Whanau Voice, Student Voice, Kaiako voice)?
- What do we need to do this year to maintain and improve focus and progress?