



Annual Implementation Plan 2024

Summary of the Plan

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.

The focus for 2024 is to continue to raise achievement in the areas of Literacy, with emphasis on Writing continued, and Mathematics. To continue exploring pedagogy and developing effective teaching and learning programmes and assessment practices. For Teachers to continue developing professionally in explicit teaching and ‘best practice’.

The focus is also on continuing to raise achievement in other key learning areas. This will be done by continuing to work alongside the Kanuka Trust with the development of biodiversity in the area gifted to the school and community. Also by the continuation of the Healthy Active Learners programme for Health, Fitness and Sport. A focus will be building on developing the capability and confidence of Teachers to deliver programmes of work in the Histories curriculum that incorporate cultural capability and the understanding of Fairton School’s unique and diverse cultural narrative and history.

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...



Kānuka Mid Canterbury
Regeneration Trust



“Tell me and I’ll forget, show me and I may remember, involve me, and I learn”

Our focus area at Fairton has been within our **Balancing Biodiversity Pillar.....**



What is an ecosystem?

How are plants, insects and animals all connected?

ACTION: Undertake a bioblitz to find and identify many of the different kinds of living things in our biodiversity kit.

Outcomes: Broader knowledge and respect for biodiversity.
An interest in the variety of species in our spaces.
Gaining new knowledge to share with others.



Where We Are Currently At

The focus for 2023 was on Writing achievement and the improvement of Writing programmes for all pupils. This included the introduction of a robust Structured Literacy programme, the introduction of the use of Learning Progressions in teaching and learning and assessment, and explicit teaching in Writing lessons with specific purposes for Writing. Identification of at risk pupils was a priority and children with specific learning needs were provided with learning programmes tailored to their needs. We used IEPs (Individual Education Programmes) to target this learning, involving both staff, parents and any support agencies. RTLB (Resource Teachers of Learning and Behaviour), and RTLit (Resource Teachers of Literacy) supported with Kaiako professional development and work with individuals. In 2023 we realised that we needed some support with the new curriculum, and also 'Assessment for Learning' and an application was made in conjunction with another local school to the Ministry of Education for support with this. We were granted 50 hours of support with 'Assessment for Learning' under the context of Literacy. The need for further robust assessment practices and use of the learning progressions showing incremental progress was necessary. The Board approved the continuation of Writing as a strategic goal for 2024 to further develop teacher capability and the achievement of pupils in this area.

Another priority for 2023 was on Healthy Active Learning and this was a positive focus for the year. The children engaged in a variety of Health and Well-being programmes, and also had opportunities to try out many Sports with facilitators from Kiwi Sport. New equipment for P.E. and healthy play was purchased to align with the Healthy Active Learning programme. This programme continues in 2024 with all Teachers stating they are developing capability and confidence in this area.

A goal was to begin using the Histories curriculum - understand, know and do, with authentic contexts relating to the history of Fairton School. We began from a simple point of 'Our People Our Place'. Our reflections following this unit of work showed that the staff felt we needed to continue this the following year with a stronger cultural perspective, development of ties with our local Hakatere Marae, and development of our cultural narrative and stories. In 2024 we will be engaging with the Marae and planning a whole-school visit, continuing connections formed in 2023 with the Marae, and planning a trip to Rakaia Gorge to consolidate learning.

Another goal was to continue developing a positive school culture that focuses on enhancing learning and involvement for all key stakeholders and engaging the school community. A parent survey was conducted. We held regular hui at school to inform parents of their children's learnings, and less formal occasions such as Assemblies, Sports Events, Pets Day and a Picnic.

Developing The Kanuka area alongside The Kanuka Trust was a focus for 2023 and this continues in 2024 with an emphasis on biodiversity. The children are enthusiastic in their involvement developing this native area at the back of our school.

How will Our targets and Actions Give Effect to Te Tiriti o Waitangi

To ensure that school targets and actions give effect to Te Tiriti of Waitangi, it is essential to integrate the principles of partnership, participation and protection into all aspects of our educational planning and implementation. Some ways in which we will do this are:

Partnership: Our school will actively engage with our Māori students, their whānau (families), and iwi (tribal communities) in decision-making processes. This will involve establishing partnerships with local iwi and Hakatere Marae, consulting with Māori representatives, and ensuring that Māori perspectives are included in curriculum development and policy-making.

Participation: We will strive to create an inclusive and culturally responsive learning environment where Māori students feel valued and empowered to participate fully in all aspects of school life. This may involve providing opportunities for Māori cultural expression and language learning, incorporating Māori perspectives into teaching and learning materials, and ensuring that school policies and practices are culturally appropriate and respectful.

Protection: We have a responsibility to safeguard the rights and interests of our Māori students and to ensure that they have equitable access to educational opportunities and support services. This could involve implementing strategies to address disparities in educational achievement between Māori and non-Māori students, providing targeted support for Māori learners who may be at risk of underachievement, and promoting cultural safety within the school community.

By incorporating these principles into our targets and actions, we can help to ensure that we are fulfilling our obligations under Te Tiriti o Waitangi and working towards educational equity and excellence for all students at Fairton School.

Achievement and progress in Literacy and Mathematics are a focus here at Fairton School, and we aim to ensure all children make progress. We have support programmes, for example, BOOST in Literacy and Teacher Aides for Literacy and Mathematics to help address needs. Pupils who are not making significant progress, or we are concerned about, are given an IEP where we can set targets for individual needs. IEPs are done in partnership with parents, Staff and support agencies. Being a small school, IEPs are easy to manage and an effective way to meet needs and target the learning goals of these pupils. In the beginning of 2023 we introduced Literacy and Numeracy programmes for 5 days per week, 2 hours for Literacy and 1 hour for Numeracy.



Strategic Goal 1 To raise achievement in the areas of Reading, Writing and Mathematics.

Annual Target/Goal 1

To raise engagement and achievement in the Writing of all pupils.

For pupils to all move 2 sub-levels or more in Writing from the beginning of 2024 until the end of 2024.

For Teachers and Pupils to develop the use of learning progressions to assist learning and assessment self / peer / Teacher.

What do we expect to see by the end of the year?

Pupils capable of using the learning progressions to understand where they are at with their learning, and to make choices as to where they need to go next with their learning. Teachers use the progressions to understand incremental measures of success with pupils learning, and understanding of where to next with this learning. Robust assessment practice, analysis and reporting will be in place.

Pupils showing progress in achievement moving 2 sub-levels or more in learning throughout the year.

Actions	Who is Responsible	Resources Required	Timeframe	How will Success be Measured
<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Equitable achievement outcomes for Maori pupils.</p>	<p>Classroom Teachers Teacher Aides Pupils Parents and Care-givers</p>	<p>Well set-up classroom learning environments Quality programmes of work in all aspects of Literacy. An effective Structured Literacy programme. Explicit teaching of Writing. Reading resources. Reading programme aligns with Writing programme Assessment tools - e-Astle, Ideal tools, Spelling, PAT. assessments, Learning Progressions</p>	<p>Terms 1-4 2024 Daily programmes in Literacy - 2 hours per day.</p>	<p>Conferencing with pupils, work in progress, work completed. Observations. working with pupils on Learning Progressions - reflection and goal setting. Formal assessments - e-Astle, Ideal tools, Spelling Testing.</p>

<p>Pedagogy development and best practice implemented.</p> <p>Professional development provision for Staff.</p> <p>Staff Meetings on pedagogy and best practice for teaching Writing and using assessment to improve achievement</p> <p>Mentorship as part of the PLD practice. Teacher to Teacher, and across the 2 schools.</p>	<p>Work with Evaluation and Associates on PLD Contract- 'Assessment for Learning' with Writing as the umbrella.</p> <p>Principals, Teachers.</p>	<p>Involvement in 50 hours of professional development with Bernie Leonard from Evaluation and Associates and Staff from Dorie School on 'Assessment For Learning' with a focus on Writing - All Teachers for 2024.</p> <p>Staff Meetings on pedagogy and best practice for teaching Writing and using assessment to improve achievement.</p>	<p>Terms 1-4 2024</p>	<p>Teacher learning / capability and effectiveness of practice increases.</p> <p>Feedback from mentoring sessions. Development of assessment practice and utilising this in the classroom setting.</p> <p>Reflection on outcomes from new practice.</p> <p>Involvement of the children in self/peer and Teacher assessment.</p> <p>Involvement of the children in programme development and future steps for learning.</p>
<p>Identification of at risk learners -</p> <p>Testing in Term 1.</p> <p>Identification of needs.</p> <p>IEP (Individual Education Plans) March, and then as needed, Termly or 6 monthly.</p> <p>Support programmes, such as BOOST, RTLit, RTLB as required.</p> <p>Teacher Aide Support</p> <p>One to One and small group work with the classroom Teacher.</p>	<p>Teachers</p>	<p>Scaffolding support -</p> <p>Graphic organisers, sentence starters and visual aids to help pupils organise their thoughts and structure writing</p> <p>RT-Lit and RTLB personnel</p> <p>BOOST programme personnel</p> <p>Ideal Spelling / Writing programme</p> <p>Ideal Reading to support Writing programme</p> <p>Decodable texts</p>	<p>Tem 1 2024 and monitored throughout the year</p>	<p>Assessment</p> <p>Teacher and Teacher Aide observations</p> <p>Incremental progress using the Learning Progressions</p> <p>IEP Meetings to discuss goals achieved and next steps.</p>

Programmes of work developed.	Teachers	Staff meetings PLD- Assessment for Learning On-going collaborative meetings and planning sessions Resources to assist programmes	Terms 1-4 2024	Robust programmes of work in all classrooms. Pupils showing progress in their learning through the terms.
Continued implementation and consolidation of Ideal Structured Literacy programme for Writing in 2024.	Teachers	IDEAL programme resource for whole school IDEAL supporting resources Decodable texts Continued training and teacher development using the Ideal programme - Staff Meetings targeted to meet this need	Terms 1-4 2024	Testing using IDEAL tools in all terms showing incremental progress throughout the year.
Targets in Writing based on current student data. Data gathered from a variety of tools - standardised and observational - e-Asttle, Learning Progressions and Ideal tools for Structured Literacy, as well as surveys. Assessments formal - March, July, November.	Teachers	Testing tools Learning progressions Teacher to Teacher discussions Teacher to parent discussions	March, July and November 2024	Progress demonstrated at assessment points - March, July and November. Pupils showing achievement of 2 or more sub-levels during the year. Review and plan for pupils who do not meet expectations.

Strategic Goal 1 To raise achievement in the areas of Reading, Writing and Mathematics.

Annual Target/Goal 2

To raise engagement and achievement in the engagement and achievement in Mathematics.

What do we expect to see by the end of the year?

Pupils showing progress in achievement moving 2 sub-levels or more in learning throughout the year.
For children to have a positive attitude towards their learning in Mathematics.

Actions	Who is Responsible	Resources Required	Timeframe	How will Success be Measured
<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Equitable achievement outcomes for Maori pupils.</p>	<p>Classroom Teachers Teacher Aides Pupils Parents and Care-givers</p>	<p>Well set-up classroom learning environments Quality programmes of work in all aspects of Mathematics</p> <p>Explicit teaching of Mathematics</p>	<p>Terms 1-4</p>	<p>Conferencing with pupils Small group and class discussions and observations Unit evaluations Standardised testing tools: GLOSS (Global Strategy Stage) IKAN(Individual Knowledge Basic Facts strategy testing JAM - Junior Assessment of Mathematics</p>
<p>Pedagogy development and best practice implemented.</p> <p>Professional development provision for Staff.</p> <p>Staff Meetings on pedagogy and best practice for teaching Mathematics and using assessment to improve achievement</p>	<p>PLD Contract- 'Assessment for Learning' with Mathematics as the umbrella with Hakatere Kahui Ako. (2nd Contract) Optional choice of courses for Staff to be involved in. No formal component for Fairton Teachers.</p> <p>Principals, Teachers.</p>	<p>Hakatere Kahui Ako 'Assessment for Learning' Contract - Mathematics Teachers to attend some courses from this (optional)</p> <p>Staff Meetings in pedagogy and best practice for teaching Mathematics and using assessment to improve achievement.</p>	<p>Terms 1-4 2024</p>	<p>Teacher learning / capability and effectiveness of practice increases. Feedback from mentoring sessions. Development of assessment practice and utilising this in the classroom setting.</p> <p>Reflection on outcomes from new practice.</p>

				<p>Involvement of the children in self/peer and Teacher assessment.</p> <p>Involvement of the children in programme development and future steps for learning.</p>
<p>Identification of at risk learners - Testing in Term 1. Identification of needs. IEP (Individual Education Plans) March, and then as needed, Termly or 6 monthly. Teacher Aide Support One to One and small group work with the classroom Teacher. Maths Buddy programme for additional practice at school and home.</p>	<p>Teachers Teacher Aides</p>	<p>Tahurangi Website - Teaching Mathematics - TKI/NZ Maths Maths Buddy Mathematics Websites Resource books (School) Mathematics equipment and Tools</p> <p>PLD Facilitators - 'Assessment for Learning' Mathematics - Hakatere Kahui Ako</p>	<p>Tem 1 2024 and monitored throughout the year</p>	<p>Assessment Teacher and Teacher Aide observations Incremental progress using the Learning Progressions IEP Meetings to discuss goals achieved and next steps.</p>
<p>Programmes of work developed.</p>	<p>Teachers</p>	<p>Staff meetings PLD- Assessment for Learning On-going collaborative meetings and planning sessions Resources to assist programmes</p>	<p>Terms 1-4 2024</p>	<p>Robust programmes of work in all classrooms Pupils showing progress in their learning through the terms. Engaged and motivated learners having an authentic 'voice' about their learning.</p>
<p>Targets in Mathematics based on current student data. Data gathered from a variety of tools - standardised and observational - e-Asttle, PAT, Learning Progressions, student surveys. Assessments formal - March, July, November.</p>	<p>Teachers</p>	<p>Testing tools Learning Progressions Teacher to Teacher discussions Teacher to parent discussions</p>	<p>March, July and November 2024</p>	<p>Progress demonstrated at assessment points - March, July and November</p> <p>Pupils showing achievement of 2 or more sub-levels during the year.</p> <p>Data analysis of assessments</p>

				<p>in Mathematics. Teacher tracking and reporting data. Principal reporting to Board and Community. Principal to begin using Edge to analyse data and report.</p> <p>Review and plan for pupils who do not meet expectations.</p>

Strategic Goal: To raise achievement in other key learning areas

Annual Target/Goal 1 To develop teacher capability and confidence delivering programmes of work in the Histories curriculum incorporating the

development of cultural capability around Fairton's unique and diverse cultural narrative and history.

What do we expect to see by the end of the year?

- The school giving effect to Te Tiriti o Waitangi by ensuring plans, policies and local curriculum reflect local tikanga Maori.
- Relationships formed and consolidated with local Hakatere Marae.
- Pupils visit to Hakatere Marae
- Development of understanding of local cultural narrative.
- Development of a Maori perspective and understanding of local settlement of the Fairton area.
- Teachers plan units of work using the History curriculum framework. Units are culturally responsive, produced in partnership with whanau and the local community. Staff will have strengthened knowledge and capability to teach the Histories curriculum.
- Te Reo and tikanga Maori will be meaningfully incorporated into the everyday life of Fairton School.

Actions	Who is Responsible	Resources Required	Timeframe	How will Success be Measured
<p>Teachers confidently plan units of work using the Histories curriculum with a focus on local cultural narrative and localised Maori settlement.</p> <p>Units of work are engaging, culturally responsive and produced in partnership with whanau and the community, as well as with support from knowledgeable personnel from Hakatere Marae and the local district.</p> <p>Children will engage in a positive way with learning about their local culture and heritage, meeting people from the community and visiting local places.</p>	<p>Teachers</p> <p>Teachers work in partnership with whanau, iwi and Hakatere Marae personnel.</p>	<p>Ministry of Education resources</p> <p>Websites</p> <p>Ashburton Museum and Art Gallery</p> <p>Lead Teachers - Kahui Ako</p> <p>Experts / Personnel from support agencies, Lead Teachers from Kahui Ako and Hakatere Marae</p> <p>Kapa Haka Teachers</p> <p>Wai Ako - Te Reo Maori resource</p> <p>Websites - Songs / Games /</p>	<p>All year - Terms 1-4</p>	<p>Connections are developed between the School, Lead Teachers Kahui Ako, local iwi and Hakatere Marae.</p> <p>Teachers will demonstrate increased confidence in the planning and implementation of units of work, use of Te Reo and understanding of Tikanga Maori.</p> <p>Pupils will demonstrate new understanding and knowledge of the history of the Fairton / Rakaia / Ashburton areas and their local cultural narrative. They will be able to show a new understanding of the principles of Te Tiriti o</p>

<p>Children and Teachers will visit the local Marae to make connections and develop understandings.</p> <p>Children will visit the Rakaia Gorge for a class trip to engage with the cultural stories of the district.</p> <p>A local narrative will be developed that can be incorporated into the school culture moving forwards. Jude's Mentor will be helping Jude with the review of current vision, mission statement and core values to make these more relevant and aligned with Te Tiriti of Waitangi.</p> <p>Children will be involved in engaging and interesting inquiries of learning about the history of Maori settlement, and the cultural narrative of the area they live in.</p> <p>Teachers will take opportunities to attend Wanangas and events at our local Hakatere Marae, and those organised by Hakatere Kahui Ako.</p> <p>A Kapa Haka group will be established for cultural development.</p>		<p>Cultural activities</p>		<p>Waitangi. They will be using Te Reo and Tikanga practices more in their everyday lives at Fairton School.</p>
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