Fairfield College
2023
Strategic and Annual Plan

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

DUM SPIRO SPERO

I TAKU PURUNGA HAU; TAKU TUUMANAKO

WHILE I BREATHE I HOPE

Introductory Section – Strategic Intentions

Mission Statement	Committed to quality education and personal excellence
Whakatauaki	Dum Spiro, Spero I taku puranga hau; taku tuumanako. While I breathe I hope The whakatauki (school motto) was selected in 1957 by school founders to emphasise resilience and determination in that as long as we breathe, we should never abandon hope but to be resilient in overcoming inevitable adversity that can hinder progress.
Vision	Fairfield College (FFC) students will be confident, connected and actively involved in life-long learning. They will pursue purposeful pathways to achieve success now and in the future.
Values	The values of **Respect, Responsibility**, and **Personal Excellence** are captured in FFC's Three B's. The three B's define the central values that FFC desires for all our community (students, staff, caregivers, Board of Trustees) to adopt as a guide to the way we live our lives. 1. To be respectful 2. To be responsible 3. To be the best that you can be
Principles	*High Expectations* – FFC supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances. *Te Tiriti o Waitangi* – FFC acknowledges the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa, New Zealand. The Board is committed to giving greater effect to Te Tiriti o Waitangi in the school as prescribed in section 127 of the 2020 Education and Training Act. Examples of this are that all students have the opportunity to acquire knowledge of Te Reo Maaori and Tikanga. In response to literature, which included strong views from Waikato-Tainui, the Board progressively removed the practice of streaming from 2021 as part of their programme to achieve greater equity for all students, including Maaori students. https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/the-education-and-training-act-information-for-boards/#Does

	Cultural Diversity – FFC acknowledges that cultural diversity is an important dimension of New Zealand society. FFC endeavors to move beyond tolerance of difference to understanding and acceptance of other perspectives.
	Inclusion – FFC is committed to establishing a learning environment that is non –sexist, non-racist, and non-discriminatory. The school is committed to ensuring that all students are valued and that learning programmes meet the needs of all students.
	Community engagement – FFC is committed to strengthening community voice in school operations.
	Equity – FFC acknowledges the individuality of all students and endeavors to express this in the allocation of resources. The Board is committed to achieving equity in educational outcomes.
	All of the above principles appear in the New Zealand Curriculum document and the school strives to apply them to a FFC context.
Maaori Dimensions and Cultural Diversity	The unique position of Maaori as tangata whenua and the importance of the principles of Te Tirit o Waitangi are recognised by providing Maaori students with quality teaching and quality learning environments to facilitate their personal best in academic, cultural, social or sporting achievement. We acknowledge the mana of Maaori as the treaty partner to the Crown. Fairfield College recognises Ngaati Wairere as the mana whenua of the area where the school is located and we are committed to and strengthening our links with both Ngaati Wairere and Waikato-Tainui.
	The Board's signing of the kawenata in 2016 with Waikato-Tainui is an expression of their commitment to strengthening this relationship as we seek to raise school capacity to engage more effectively in our core business. The priorities of the iwi's educational plan: Ko te mana matauranga are reflected in the achievement improvement goals that are set in the Charter

Ko Te Mana Matauranga: Waikato – Tainui Educational Priorities		
All Waikato-Tainui tribal members are fluent in Waikato reo me oona tikanga.	All Waikato-Tainui tribal members transition into meaningful pathways	All Waikato-Tainui tribal members know their whakapapa and are connected to their marae.
Shared vision that was created through consultation with Kawenata schools – end of 2019		
Every mokopuna is strong in their cultural identity and proud of who they are and where they come from	They feel happy about themselves and are connected to their whaanau and communities	They have qualifications and skills that give them choices in life as they navigate through a range of meaningful pathways
They are critical thinkers who care and are confident to express their ideas about what is right and fair in the world	They are nurtured to be the best that can be	

Fairfield College is committed to implementing policies and practices that reflect New Zealand's cultural diversity and the unique position of Maaori as tangata whenua. Fairfield College is committed to provide quality instruction in Te Reo Maaori and Tikanga.

From 2018, all Year 9 students learn Te Reo, Tikanga, Kiingitanga, and Tainui history in a specially designed programme. All Year 10 students will access learning in this area through the Social Studies and the Te Reo option-learning programmes.

Fairfield College acknowledges and values the cultural diversity of students and staff. The school seeks to enable all students to learn from within the security of their own cultures and their shared school culture. The school acknowledges the presence of students from many races and cultures and welcomes the enrichment this brings to the school community. The school endeavors to move beyond tolerance of difference to understanding and acceptance of other perspectives. While celebrating cultural difference the school recognises the need for all students to achieve at the highest level educationally to be able to participate fully as New Zealand citizens in the 21st Century.

Baseline Data or School Context	
Student Wellbeing	Improving student wellbeing is a key goal of the Board. The March 2016 Education Review Office (ERO) publications: Wellbeing for success: a resource for schools and Wellbeing for success: effective practice and the Wellbeing at School website will guide the approach that the school will develop. The importance of student wellbeing and its link to student learning, progress, and achievement is highlighted by the following extract, which is referenced in the introduction of the ERO publication Wellbeing for success: a resource for schools. *Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimism and a high level of satisfaction with learning experiences.* *Noble, T. & Wyatt, T. (2008) Scoping study into approaches to student wellbeing. Final Report. Canberra. Department of Education, Employment and Workplace Relations. p30. (downloaded from: https://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/introduction/* For wellbeing to be optimised for students it must also be a focus for staff and whaanau. This should enable the school to implement, review, and evaluate more effective and sustainable wellbeing practices. Covid-19 hampered the planned data gathering and analysis in 2022 and we are planning to complete this in May 2023 with students, staff, and whaanau. From these surveys, the school will develop a plan to address areas that the wellbeing surveys identify. The survey will be repeated by the end of May, 2024.
Student Learning	Raising the percentage of students, and particularly Maaori students, that achieve NCEA Level 2 and Level 3 is a major school focus. From 2019, a new enrolment-based measure replaced the previous roll-based and participation measures. Improving the enrolment-based measures for NCEA Level 2 and Level 3 will require the school to continue their focus on student retention and strengthen their approach to supporting Year 12 and Year 13 leavers to link with purposeful post-secondary pathways. NCEA Level 2 achievement and the purposeful post-secondary pathways features in the achievement challenges at the secondary level for Te Pae Here (Kaahui Ako). Improving Year 9, Year 10, and Year 11 literacy and numeracy remains a key priority. Fairfield College is participating in the Literacy and Numeracy draft trials that are planned to be implemented nationwide in 2024. The school will

	continue to develop their teaching of writing through appointing an in school teacher to further develop the ideas that were emphasised in the Writers toolbox school wide professional learning (2020-2022).
Student Engagement	Student attendance is one indicator that the school will use to show improved engagement for 2023. Improvement attendance goals will be set at all levels with a focus on Maaori student attendance. The attendance improvement goals will reflect the national 2022 attendance and engagement strategy that was released in 2022 and is also a central focus of the improvement achievement goals of Te Pae Here Kaahui Ako.
School Organisation and Structures	School organisation and structures are outlined in the Fairfield College Board of Trustees Policy Framework, however, there is board and staff representation around the following key areas: Pastoral, Finance, Property, Personnel, and Health and Safety
Review of School strategic plan and Consultation	School strategic plan review inclusive of community consultation is a key component of the Board's self-review model.

Strategic Section – Planning and Reporting

Strategic Goals		Core Strategies for Achieving Goals 2020-2022
Students' Learning	To improve the engagement, retention and achievement of all Year 11, Year 12, and Year 13 students with a focus on Maaori students.	- To raise Year 12 and Year 13 enrolment based NCEA achievement to the comparable national benchmark levels. - To raise Year 12 achievement for NCEA numeracy and literacy to the comparable national benchmark level. - To strengthen school vocational pathways. - To continue to emphasise the importance of developing culturally responsive and relational pedagogy.. - To continue to strengthen school whaanau relationships. - To strengthen teacher and student understanding of the science of learning and fostering a growth mindset. This will include a school wide focus on improving teacher understand and application of kagan cooperative learning structures in their pedagogy - To implement, monitor, and evaluate school wide learning cultural shifts to support school wide de-streaming shifts. - To strengthen school reporting and achievement monitoring.
	To improve student engagement, progress, and achievement of Year 9 and Year 10 students with a focus on improving literacy, numeracy, and identity.	- To progress numeracy and literacy levels of Year 9 and Year 10 students. - To strengthen teacher and student understanding of the science of learning - To continue to emphasise the importance of developing culturally responsive and relational pedagogy with a key focus on increasing teacher capability to teach through cooperative learning - To review the writing strategies that we learned through participation in professional learning with the writers toolbox. - To continue to strengthen school whaanau relationships. - To strengthen teacher and student understanding of the science of learning and fostering a growth mindset. This will include a school wide focus on improving teacher understand and application of kagan cooperative learning structures in their pedagogy - To strengthen the school programme of teaching Te Reo, Tikanga, and Aotearoa History with a strong focus on Waikato-Tainui and Ngaati Wairere.

Student Engagement	To improve overall student attendance with a focus on Maaori students. We will focus on achieving a 50% target of students attending school at least 90% of the time. For this to be achieved Maaori student attendance will need to increase from 21.5% (Term 4, 2022) in this area. This represents a 132% percentage increase.	• To strengthen school attendance support strategies and support systems • Regularly report attendance patterns to the Board of Trustees • Participate in the Te Hononga Te Pae Here programme
School Organisation and Structures	To review school practices of developing and sustaining evidence based practices that strengthen school and community partnerships with a focus on the role of the Board.	• Develop a clear approach about how the school is able to strengthen school and community partnerships. • Implement a system of review to provide feedback and guidance for the Board. • Ensure that student, whaanau, and staff voice are included in the review system.
Pastoral	Carry out a review of the school's attendance support systems	• Review provides information that Fairfield College can implement to improve school attendance and make greater progress to achieving the student engagement and attendance goals.
Finance	To manage the school finances so that opportunities for student learning, progress and achievement are maximised.	• School finance policy and procedures are communicated, implemented, monitored, and reviewed so that the school's financial position is able to deliver the outcomes that are referenced in the strategic plan. • Roll growth goals have been established which are informed by forecasting information of residential roll growth and our contributing schools roll situation.
Property	To ensure that school property is effectively planned, implemented, and reviewed. The redevelopment of the school library is a 2023 property project priority.	• To work with MOE, project managers, and school community so that the school building situation is primed to take advantage of future growth. • A property committee is in place to provide recommendations to the Board.
Personnel	In reference to the Accord develop a staff professional growth programme that supports and enhances performance –	• In reference to the Accord, collaboratively design and implement an effective staff professional growth cycle. • Provide a report to the Board in Term 4 about the school programme.
Health and Safety	To ensure the school has in place Health and Safety policy and procedures that	• An active Health and Safety committee is in place. • Informative and timely health and safety reports are provided to the Board of Trustees at each scheduled Board meeting.

	meet the requirements of the Health and Safety at Work Act 2016.	● Comprehensive health and safety records are maintained that enable the school to contrast performance from previous records. These records show an improvement in school health and safety performance.

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goals	Targets	Short Report
Wellbeing	To strengthen student and teacher wellbeing	• Targets will be based on the May 2023 survey information	
Students' Learning	To improve student engagement, progress, and achievement at NCEA Level 2 and Level 3 with a particular focus on Maaori students.	• To improve the enrolment-based percentage of Year 12 Maaori students that achieve NCEA Level 2 from 31% to at least 62%. This represents a 100% percentage increase. • To improve the enrolment-based percentage of Year 13 Maaori students that achieve NCEA Level 3 from 34% to 60%. This represents a 77% percentage increase. • To raise the percentage of Year 12 Maaori students who achieve NCEA 1 literacy and numeracy to at least 80%. In 2022, the FFC Year 12 Maaori students that achieved literacy was **62.7**% and the numeracy level was **57.6%** • To support 100% of Year 12 and Year 13 school leavers to pursue purposeful post-secondary school pathways (further training or employment). • To support all Year 9 and Year 10 students to move at least two curriculum sub levels in the number and algebra strands	

Student Engagement	To improve school levels of attendance at all year levels by at least 10%	• To implement school attendance strategies (improve communication at all levels).	

Key Improvement Strategies
There are primary goals that we need to plan, implement, monitor, and review if we are to achieve the achievement improvement goals that the Board has set: 1. Ensure that Cultural Relationships for Responsive Pedagogy is the main focus of staff professional learning – including Rongohia te Hau. 2. Engage in school wide Kagan cooperative learning professional development. 3. Develop and implement a wellbeing strategic plan at the student and the staff level. 4. Strengthen school curriculum to increase student access to tertiary and vocational pathways. 5. To implement, monitor, and evaluate school wide learning cultural shifts to support the transition of the school from streaming to non-streaming. See model which also includes feedback that the school received in meetings that were held with parents regarding destraming Fairfield College on November 19 and November 25th 2020.

Change model to disband streaming practices in a New Zealand English-medium secondary school – Fairfield College.		
Lewin's three-stage change model (1947).	The what	The how
Unfreeze Acknowledge that change is required as the drivers for change and the restraints for change become unbalanced which enables the change process to gain traction (Burnes, 2020; Lewin, 1947)	Clarify the why.	Work in partnership with school leaders, teachers, The Board of Trustees, students, whānau, mana whenua, to identity why change is required to qualify change urgency and moral imperative (Bishop, 2019; Fullan, 2019; Hopkins, 2020; Kotter, 1996).
	Form change leadership action groups.	Work with Heads of Departments, teachers, The Board of Trustees, parents, students, mana whenua to form change leadership action groups (Bishop, 2019; Kotter, 1996) .
	Access external support.	Work with Ministry of Education and the Board of Trustees to access resourcing to contract external support. Viewing change actions through an external lens is critical because of the questions that they ask should assist with resetting direction when required (Bishop, 2019; Bishop et al., 2010) .
	Develop and communicate the vison, strategy, and evidence of change process.	Work with change leadership groups to develop and communicate the vison, strategy, and evidence of change process (Bishop, 2019; Fullan, 2019; Hopkins, 2020; Kotter, 1996).
	Prioritise instructional leadership and classroom practice.	Work with teacher change leadership team to plan, implement, and review professional learning that directly focusses on strengthening classroom practice. Ensure sufficient resourcing is allocated (Bishop, 2019; Fullan, 2019; Hopkins, 2020)
Moving or Locomotion New attitudes and behaviours are developing as levers for change continue to be given greater priority and coverage than the resisting levers of change. Members of the organisation are moving from the status quo to the preferred future state (Burnes, 2020; Lewin, 1947).	Move change process forward.	Ensure change implementation schedule is in place which includes regular review.
	Teacher observation cycles and shadow coaching systems with a review process are developed	Work with teacher change leadership team to plan and implement teacher observation cycles and shadow coaching systems with a review process. Ensure sufficient resourcing is allocated (Bishop, 2019; Hopkins, 2020).

		Processes to access student, whānau, and mana whenua voice are developed	Work with appropriate change leadership action groups to plan and implement strategies with a review process to genuinely and purposefully include student, whānau, and mana whenua voice in the change process (Bishop, 2019) .
Refreeze New attitudes and behaviours become institutionalised as the new quasi-stationary equilibrium stage enables these to become embedded into the culture of the organisation minimising the possibility of the organisational members and the organisation regressing to previous behaviours (Burnes, 2020; Lewin, 1947).		Evidence checked.	Work with change leadership action groups to gather and check evidence of change process (Bishop, 2019; Fullan, 2019; Hopkins, 2020).
		Progress communicated.	Work with change leadership action groups to communicate evidence-based change progress. The evidence checks and progress communicated will inform further learning and support the institutionalisation of positive change (Bishop, 2019; Fullan, 2019; Hopkins, 2020).

Bishop, R., O'Sullivan, D., & Berryman, M. (2010). *Scaling up education reform: Addressing the politics of disparity*. NZCER Press.

Bishop, R. (2019). *Teaching to the North-East : Relationship-based learning in practice*. NZCER Press.

Burnes, B. (2020). The origins of Lewin's three-step model of change. *The Journal of Applied Behavioral Science, 56*(1), 32-59. https://doi.org/10.1177/0021886319892685

Fullan, M. (2019). *Nuance: Why some leaders succeed and others fails: Systems solutions for equity, excellence, and student well-being.* Corwin.
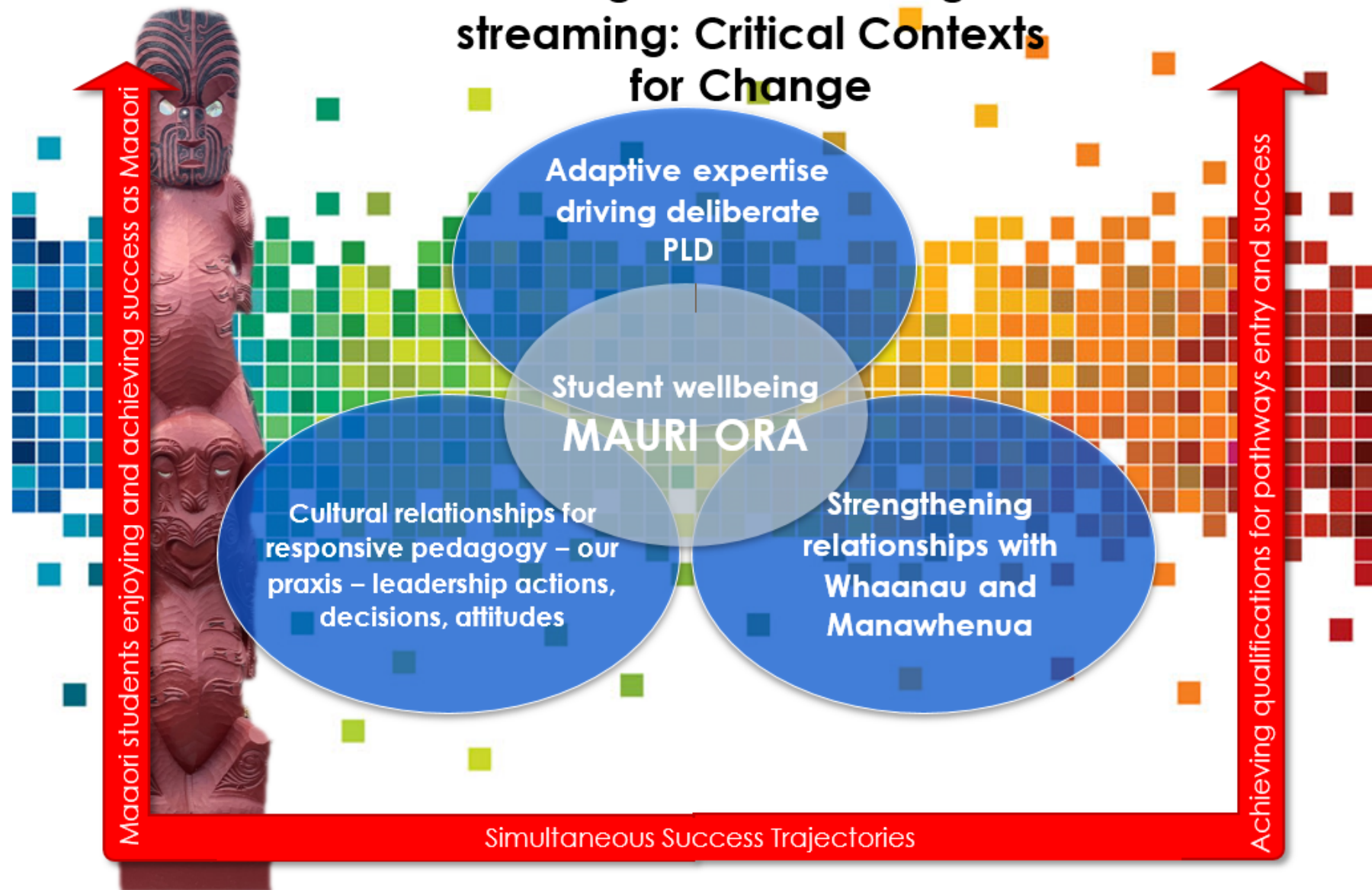
Hopkins, D. (2020). Unleashing greatness - a strategy for school improvement. *The Australian Educational Leader, 42*(3), 8-17.

Kotter, J. P. (1996). *Leading change*. Harvard Business School Press.

Lewin, K. (1947). Frontiers in group dynamics: Concept, method and reality in social science; social equilibria and social change. *Human Relations (New York), 1*(1), 5-41. https://doi.org/10.1177/001872674700100103

Transitioning from streaming to non-streaming: Critical Contexts for Change

Teacher Practice	Student learning preparedness	Learning connections with whaanau
● Professional Learning Development that includes: de-colonising education and undoing the factory model of education, differentiated planning and learning, Strengthening cultural relationships for responsive pedagogy including effective implementation of Rongohia te Hau, Effective use of Digital tools—Education Perfect and Write that Essay, Neuro-science how does the brain develop and the link to learning. Growth mindset v fixed mindset. ● Providing more opportunities for faculties to meet. ● Improving consistency of teacher practice. ▪ deadlines for assessments (stick to them). ▪ time to mark, moderate and post grades needs to be consistent. ● Provide opportunities for teachers and teacher aides to meet and plan / share information. ● Need to ensure all staff know the school expectations and we have reminders (school policies). ● Identify and support students that have learning difficulties – differentiate learning.	● Communication of the why and connect with students. (Why has streaming been reconfigured?) ● Special Assembly Year 9 and Year 10 (2020) and Year 11 (2021). ● Develop a survey to seek feedback ongoing. Regular student evaluation of lessons. ● Clearly communicate expectations (student/staff/community) are implemented and acted on. ● continued focus on attendance ● Ensure students know why we are destreaming.	● Communication of the why and connect with whaanau, plan for information evening, develop a survey to see feedback (ongoing). ● Class meetings with whaanau. Meet teachers, share contact information, outline programmes and student work. ● Strengthen pastoral processes that reinforce the message of 'learning and class' is important. ● Learning conferences—what do we want them to look like in 2021? Give time eg) postcards, Akotahi. ● Marae Committee Representative and Eddie Neha's role. ● An online forum for parents to connect and share information, resources, ideas, doe supporting and strengthening relationships with teens ● More casual informal evenings ● Have learning circles to discuss how students are doing ● Have get together at the beginning of year, with all year groups to get to know teachers in an informal setting.

A plan to embed Rongohia te Hau into the culture of Fairfield College

Term 1 2022	Term 2 2022 - Term 1 2023	Term 2 - Term 3, 2023	Term 4, 2023 - Term 2 2024
Evidence of Rongohia te Hau considered with other sources of school data - Priority areas identified for development across the three contexts for change. - Develop Action Plan Revisit continuum - all teachers involved -	Communicate and activate Action Plan Deliberate PLD - adaptive expertise	Rongohia te Hau implemented in the school Evidence of Rongohia te Hau considered with other sources of school data - Priority areas identified for development across the three contexts for change. - Develop Action Plan	Revisit continuum - all teachers involved - Communicate and activate Action Plan Deliberate PLD - adaptive expertise

REMEMBER THE
3Bs

Be respectful
Be responsible
Be the best you can be

When	What (examples)	Who	Indicators of Progress
Strengthen school wide application of a culturally responsive and relational pedagogy			
Term 1 and Term 3	Implement effective professional growth cycles that are underpinned by mahi tahi groups that engage in collaborative inquiry to improve student engagement and achievement – Cultural Relationships for Responsive Pedagogy, cooperative learning, and Rongohia te Hau are the primary drivers for change.	Principal, DP, and school professional learning organisation team (PLOT).	Improvement in student engagement that is referenced by improvement in Year 9 and Year 10 attendance as well as improved retention at the Year 11 to Year 13. The school has also engaged in effective communication cycles regarding all school leavers. This is evidenced through records and knowledge of leavers' destinations. This could also be evidenced through improved NCEA achievement and improved Year 9 and Year 10 numeracy and literacy levels.
Strengthen school curriculum to include more purposeful vocational pathways for students			
End of Term 1 and end of Term 4	To continue to develop effective learning programmes with external partners that improve outcomes for Year 12 and Year 13 students.	Principal and Pathways Director	Improved engagement, retention, and achievement for Year 12 and Year 13 students that position them on purposeful vocational pathways. The school has in place an effective school leavers' data base that can effectively track school leaver pathways.
Implement a timely and responsive mentoring and support programme for students and whaanau.			
Ongoing throughout the year	Through the Waananga Akotahi programme develop Individual Learning and Achievement Plans for each student. Meet with whanau at least twice a year to discuss co-designed plan.	Deputy Principals and Learning and Achievement Advisor	Individual Goal sheets have been developed and meetings with whaanau have occurred that result in improved engagement, progress, and achievement.

Monitoring

Progress toward these goals will be monitored through designated leaders and supporting teams. This progress will be reported to the Principal, and the Board of Trustees, at least twice in Term 2 and 3 and once in Term 1 and 4.

Appropriate responses will be informed by these progress reports based on the progress of these reports.

Funding to support goals are:

* Subscriptions for Education Perfect ($29000) and Education potential (5000)
Employment of two additional MainStream Teacher Aides to assist teachers with the transition to a more equitable non-streamed class structure $60000
% Wellbeing in school is still a focus going forward and this reflects commitment to promoting that. *$15000*