



# ***Fairfield College***

## ***2024 -2025***

### Strategic and Annual Plan

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

## ***Introductory Section – Strategic Intentions***

<b>Mission Statement</b>	Committed to quality education and personal excellence
<b>Whakatauki</b>	<p style="text-align: center;">Dum Spiro, Spero I taku puranga hau; taku tuumanako. While I breathe I hope</p> <p>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.</p>
<b>Vision</b>	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.
<b>Values</b>	<p>The values of <b><i>Respect, Responsibility, and Personal Excellence</i></b> 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.</p> <ol style="list-style-type: none"> <li>1. To be respectful</li> <li>2. To be responsible</li> <li>3. To be the best that you can be</li> </ol>
<b>Principles</b>	<p><b><i>High Expectations</i></b> – FFC supports and empowers all students to learn and achieve personal excellence regardless of their individual circumstances.</p> <p><b><i>Te Tiriti o Waitangi</i></b> – 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.</p> <p><a href="https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/the-education-and-training-act-information-for-boards/#Does">https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/the-education-and-training-act-information-for-boards/#Does</a></p>

	<p><b><i>Cultural Diversity</i></b> – 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.</p> <p><b><i>Inclusion</i></b> – 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.</p> <p><b><i>Community engagement</i></b> – FFC is committed to strengthening community voice in school operations.</p> <p><b><i>Equity</i></b> – 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.</p> <p>All of the above principles appear in the New Zealand Curriculum document and the school strives to apply them to a FFC context.</p>
<b>Maaori Dimensions and Cultural Diversity</b>	<p>The unique position of Maaori as tangata whenua and the importance of the principles of Te Tiriti 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.</p> <p>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</p>

## *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 Waikato-Tainui and Ngaati Wairere narratives and histories.

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 21<sup>st</sup> 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.
<b>Student Engagement</b>	Student attendance is one indicator that the school will use to show improved engagement. 2024. 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.
<b>School Organisation and Structures</b>	Implementing Te Maataiaho (The refreshed curriculum) across all learning areas is a key focus of curriculum development in 2024. At least two professional learning days in 2024 will support school leaders and teachers to better understand and implement the key principles of Te Maataiaho.
<b>Review of School strategic plan and Consultation</b>	School strategic plan review inclusive of community consultation is a key component of the Board's self-review model.

## Strategic Section – Planning and Reporting

<i>Strategic Goals</i>		<i>Core Strategies for Achieving Goals 2024-2025</i>
<b>Students' Learning</b>	To improve the engagement, retention and achievement of all Year 11, Year 12, and Year 13 students with a focus on Maaori students.	<ul style="list-style-type: none"> <li>• To raise Year 12 and Year 13 enrolment based NCEA achievement to the comparable national benchmark levels.</li> <li>• To raise Year 12 achievement for NCEA numeracy and literacy to the comparable national benchmark level.</li> <li>• To strengthen school vocational pathways.</li> <li>• To continue to emphasise the importance of developing culturally responsive and relational pedagogy..</li> <li>• To continue to strengthen school whaanau relationships.</li> <li>• 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</li> <li>• To implement, monitor, and evaluate school wide learning cultural shifts to support school wide de-streaming shifts.</li> <li>• To strengthen school reporting and achievement monitoring.</li> </ul>
	To improve student engagement, progress, and achievement of Year 9 and Year 10 students with a focus on improving literacy, numeracy, and identity.	<ul style="list-style-type: none"> <li>• To progress numeracy and literacy levels of Year 9 and Year 10 students.</li> <li>• To strengthen teacher and student understanding of the science of learning</li> <li>• 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</li> <li>• To review the writing strategies thatthe school learned through participation in professional learning with the writers toolbox.</li> <li>• To continue to strengthen school whaanau relationships.</li> <li>• 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</li> <li>• To strengthen the school programme of teaching Te Reo, Tikanga, and Aotearoa History with a strong focus on Waikato-Tainui and Ngaati Wairere.</li> </ul>

<b>Student Engagement</b>	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 91% of the time. In term 2, 2023 this was 27,2% which represents a 83.8 % percent increase) For this to be achieved Maaori student attendance will need to increase from 17.5% (Term 2, 2023) in this area. This represents a 214.3 percent increase.	<ul style="list-style-type: none"> <li>• To strengthen school attendance support strategies and support systems</li> <li>• Regularly report attendance patterns to the Board of Trustees</li> <li>• Participate in the Te Hononga Te Pae Here programme</li> </ul>
<b>School Organisation and Structures</b>	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.	<ul style="list-style-type: none"> <li>• Develop a clear approach about how the school is able to strengthen school and community partnerships.</li> <li>• Implement a system of review to provide feedback and guidance for the Board.</li> <li>• Ensure that student, whaanau, and staff voice are included in the review system.</li> </ul>
<b>Pastoral</b>	Carry out a review of the school's attendance support systems	<ul style="list-style-type: none"> <li>• Review provides information that Fairfield College can implement to improve school attendance and make greater progress to achieving the student engagement and attendance goals.</li> <li>• Participate in the Fairfield attendance improvement cluster</li> </ul>
<b>Finance</b>	To manage the school finances so that opportunities for student learning, progress and achievement are maximised.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Roll growth goals have been established which are informed by forecasting information of residential roll growth and our contributing schools roll situation.</li> </ul>
<b>Property</b>	To ensure that school property is effectively planned, implemented, and reviewed. The redevelopment of the school library is a 2024 property project priority.	<ul style="list-style-type: none"> <li>• To work with MOE, project managers, and school community so that the school building situation is primed to take advantage of future growth.</li> <li>• A property committee is in place to provide recommendations to the Board.</li> </ul>
<b>Personnel</b>	In reference to the professional growth cycle framework strengthen the staff professional growth programme that supports and enhances performance –	<ul style="list-style-type: none"> <li>• In reference to the Accord, collaboratively design and implement an effective staff professional growth cycle.</li> <li>• Provide a report to the Board in Term 4 about the school programme.</li> </ul>



<b>Health and Safety</b>	<p>To ensure the school has in place Health and Safety policy and procedures that meet the requirements of the Health and Safety at Work Act 2016.</p>	<ul style="list-style-type: none"> <li>• An active Health and Safety committee is in place.</li> <li>• Informative and timely health and safety reports are provided to the Board of Trustees at each scheduled Board meeting.</li> <li>• 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.</li> </ul>
--------------------------	--	--

## Annual School Improvement Plan – SUMMARY

<i>Domain</i>	<i>Strategic Goals</i>	<i>Targets</i>	<i>Short Report</i>
<b>Wellbeing</b>	To strengthen student and teacher wellbeing	<ul style="list-style-type: none"> <li>Targets will be based on the 2023 survey information</li> </ul>	
<b>Students' Learning</b>	To improve student engagement, progress, and achievement at NCEA Level 2 and Level 3 with a particular focus on Maaori students.	<ul style="list-style-type: none"> <li>To improve the enrolment-based percentage of Year 12 Maaori students that achieve NCEA Level 2 from 32.3% to at least 57% (comparable social equity index band). This represents a 76.5% percentage increase..</li> <li>To improve the enrolment-based percentage of Year 13 Maaori students that achieve NCEA Level 3 from 34.3% to 50.7% (comparable social equity index band). This represents a 47.8 % percentage increase.</li> <li>To raise the percentage of Year 12 students who achieve NCEA 1 literacy and numeracy to at least 80%. In 2023, 73.6% achieved literacy and 74.4% achieved numeracy.</li> <li>To support 100% of Year 12 and Year 13 school leavers to pursue purposeful post-secondary school pathways (further training or employment).</li> <li>To support all Year 9 and Year 10 students to move at least two curriculum sub levels in the number and algebra strands</li> </ul>	

<b>Student Engagement</b>	To improve the regular school attender percentage from 27.2% (term 2. 2023) to at least 50%	<ul style="list-style-type: none"> <li>To implement school attendance strategies (improve communication at all levels).</li> </ul>	
---------------------------	---	--	--

### *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 implementing Rongohia te Hau learnings and cooperative learning.
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. Increase the number of regular attending students
6. 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 destreaming Fairfield College on November 19 and November 25<sup>th</sup> 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
<p>Unfreeze</p> <p>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)</p>	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 vision, strategy, and evidence of change process.	Work with change leadership groups to develop and communicate the vision, 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)
<p>Moving or Locomotion</p> <p>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).</p>	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) .
<p>Refreeze</p> <p>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).</p>	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.

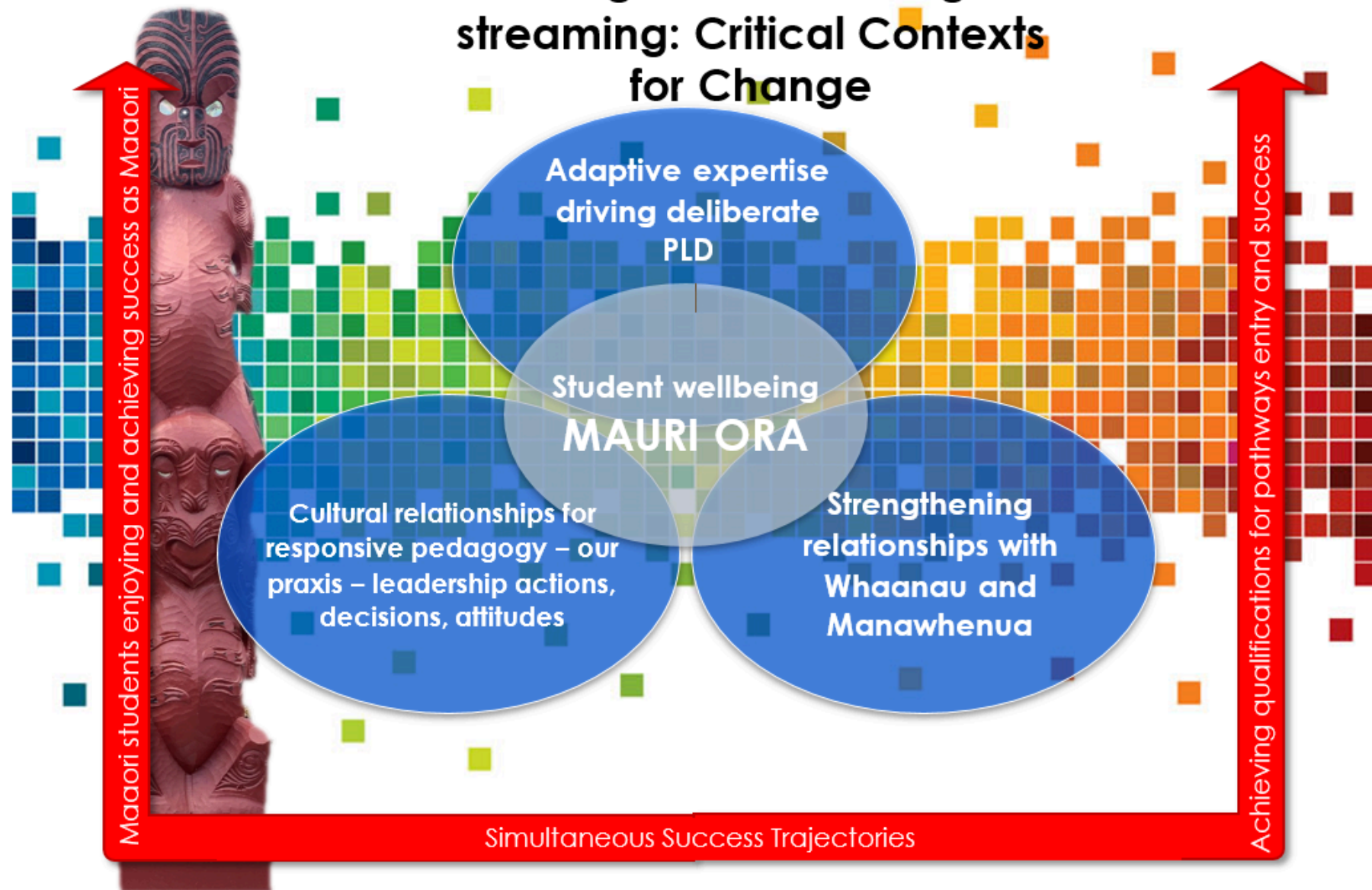
Hopkins, D. (2020). Unleashing greatness - a strategy for school improvement. *The Australian Educational Leader*, 42(3), 8-17.

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
<ul style="list-style-type: none"> <li>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.</li> <li>Providing more opportunities for faculties to meet.</li> <li>Improving consistency of teacher practice. <ul style="list-style-type: none"> <li>deadlines for assessments (stick to them).</li> <li>time to mark, moderate and post grades needs to be consistent.</li> </ul> </li> <li>Provide opportunities for teachers and teacher aides to meet and plan / share information.</li> <li>Need to ensure all staff know the school expectations and we have reminders (school policies).</li> <li>Identify and support students that have learning difficulties – differentiate learning.</li> </ul>	<ul style="list-style-type: none"> <li>Communication of the why and connect with students. (Why has streaming been reconfigured?)</li> <li>Special Assembly Year 9 and Year 10 (2020) and Year 11 (2021).</li> <li>Develop a survey to seek feedback ongoing. Regular student evaluation of lessons.</li> <li>Clearly communicate expectations (student/staff/community) are implemented and acted on.</li> <li>continued focus on attendance</li> <li>Ensure students know why we are destreaming.</li> </ul>	<ul style="list-style-type: none"> <li>Communication of the why and connect with whaanau, plan for information evening, develop a survey to see feedback (ongoing).</li> <li>Class meetings with whaanau. Meet teachers, share contact information, outline programmes and student work.</li> <li>Strengthen pastoral processes that reinforce the message of ‘learning and class’ is important.</li> <li>Learning conferences—what do we want them to look like in 2021? Give time eg) postcards, Akotahi.</li> <li>Marae Committee Representative and Eddie Neha’s role.</li> <li>An online forum for parents to connect and share information, resources, ideas, doe supporting and strengthening relationships with teens</li> <li>More casual informal evenings</li> <li>Have learning circles to discuss how students are doing</li> <li>Have get together at the beginning of year, with all year groups to get to know teachers in an informal setting.</li> </ul>

<i>When</i>	<i>What (examples)</i>	<i>Who</i>	<i>Indicators of Progress</i>
<b>Strengthen school wide application of a culturally responsive and relational pedagogy</b>			
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.
<b>Strengthen school curriculum to include more purposeful vocational pathways for students</b>			
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' database that can effectively track school leaver pathways.
<b>Implement a timely and responsive mentoring and support programme for Year 12 and Year 13 students and whaanau.</b>			
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)  
\$5000 investment for numeracy and literacy assessments.

Investment in more chrome books to enable students to engage in digital platforms and prepare for the coalition government's banning of mobile phones in schools. This will be budgeted through depreciation (up to \$90000).

Wellbeing in school is a priority and this reflects commitment to promoting that.  
**\$15000**

Investment of up to \$12000 for teacher professional learning in the areas of cooperative learning through Kagan. This is the second year in succession that the school will focus..

Investment of \$50000 to employ two pastoral support people to help engage and mentor students in the school. It is envisaged that \$15000 of this will be accessed through interim resource funding from Ministry of Education funding.

## Analysis of Variance report - 2023 Board of Trustees strategic student improvement goals

Attendance improvement goals			
Goal	Extent of achievement	Future actions	
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.	The achievement of this goal was minimal with only a 1.5% attendance improvement for Maaori students in 2023 from 2023 (based on term 4 results). For all students there was a 4.2% improvement.	Improving the percentage of students attending school regularly will be a priority goal in 2024 as this has a direct impact on student achievement.  The improvement will focus on all students and all levels. There will be a key focus on Maaori students at year 12 and year 13 as this is also linked to the NCEA achievement improvement goals that are set.  The establishment of a Fairfield school clustergroup driven by the Te Pae Here Pou-akiaki- kura will be a key strategy as well as regular reporting to the Board and the community regarding school progress to achieving this goal,	
	Regular attendance percentage FFC (91% to 100%) improvement from 2022 to 2023		
	Term 4, 2022, Maaori		21.5%
	Term 4, 2023 Maaori		23%
	Variance		1.5%
	Term 4, 2022, all students		30.2%
	Term 4, 2023, all students		34.4%
	Variance		4.2%
	Increasing the percentage of students that attend school regularly remains a significant challenge as this has a direct impact on student achievement and impacts on the NCEA achievement improvement goals.		
NCEA achievement improvement goals			

Goal	Extent of achievement	Future actions						
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.	<p>There was minimal improvement in 2023 of the percentage of Year 12 Maaori students that achieved NCEA Level 2 (32,3%) compared to 2023 (32,2%). There has been a decline in the Year 12 Maaori students NCEA 2 achievement level over the last 5 years as illustrated in the table below. The NCEA Level 2 achievement of all students including Maaori has also declined (see table below). Improving the level of attendance and retention is pivotal in seeking to reverse this decline.</p>	<p>The improvement of attendance, retention, and NCEA achievement are priority goals for 2024. Each Y12 student will be provided with an individual learning and achievement plan which will be supported and monitored by their pouako and some will be supported by a mentor. These will be reviewed at least twice a term.</p>						
	<p>% of year 12 FFC Maaori students that achieve NCEA Level 2.</p>							
	Year		2019	2020	2021	2022	2023	2024
	%		56.7	43.5	50.9	32.2	32.33	60
	<p>% of year 12 FFC students that achieve NCEA Level 2</p>							
	%		54.9	50.9	55.4	46.7	42. 4	60
	<p>The work of mentors did not yield the results that we planned for, however, we are hoping to implement a similar approach but with greater support and reporting.</p>							
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.	<p>There was a small decline in 2023 of the percentage of Year 13 Maaori students that achieved NCEA Level 3 (34,3%) compared to 2023 (34,5%). There has been a decline in the Year 13 Maaori student NCEA 3 achievement level over the last 5 years as illustrated in the table below. The NCEA Level 3 achievement of all students including Maaori has also declined (see table below). Improving the level of attendance and retention is pivotal in seeking to reverse this decline.</p>	<p>The improvement of attendance, retention, and NCEA achievement are priority goals for 2024. Each Y13 student will be provided with an individual learning and achievement plan which will be supported and monitored by their pouako and some will be supported by a mentor. These will be reviewed at least twice a term.</p>						

	<table><tr><td colspan="7">% of year 13 FFC Maaori students that achieve NCEA Level 3.</td></tr><tr><td>Year</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>%</td><td>45.5</td><td>46,7</td><td>40.5</td><td>34.5</td><td>34.3</td><td>60</td></tr><tr><td colspan="7">% of year 13 FFC students that achieve NCEA Level 3</td></tr><tr><td>%</td><td>47.4</td><td>46.4</td><td>48.8</td><td>48.7</td><td>37.6</td><td>60</td></tr><tr><td colspan="7">The work of mentors did not yield the results that we planned for, however, we are hoping to implement a similar approach but with greater support and reporting.</td></tr></table>	% of year 13 FFC Maaori students that achieve NCEA Level 3.							Year	2019	2020	2021	2022	2023	2024	%	45.5	46,7	40.5	34.5	34.3	60	% of year 13 FFC students that achieve NCEA Level 3							%	47.4	46.4	48.8	48.7	37.6	60	The work of mentors did not yield the results that we planned for, however, we are hoping to implement a similar approach but with greater support and reporting.							
% of year 13 FFC Maaori students that achieve NCEA Level 3.																																												
Year	2019	2020	2021	2022	2023	2024																																						
%	45.5	46,7	40.5	34.5	34.3	60																																						
% of year 13 FFC students that achieve NCEA Level 3																																												
%	47.4	46.4	48.8	48.7	37.6	60																																						
The work of mentors did not yield the results that we planned for, however, we are hoping to implement a similar approach but with greater support and reporting.																																												
<p>To raise the percentage of Year 12 FFC students who achieve NCEA 1 literacy and numeracy to <b>at least 80%</b>. In 2022, the FFC Year 12 percentage of students that achieved numeracy was <b>68.9%</b> and the literacy level was <b>73%</b></p>	<p>The NCEA Level 1 literacy and numeracy goals were not achieved in 2023. Similarly to the NCEA achievement improvement goals attendance and retention are barriers to the achievement of these goals.</p> <table><tr><td colspan="6">% of year 12 FFC students that achieve numeracy Level 1</td></tr><tr><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>78.8</td><td>81</td><td>83</td><td>68.9</td><td>74.4</td><td>85</td></tr><tr><td colspan="6">% of year 12 FFC students that achieve literacy Level 1</td></tr><tr><td>75.2</td><td>78,4</td><td>78.6</td><td>73</td><td>73,6</td><td>85</td></tr><tr><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr></table>	% of year 12 FFC students that achieve numeracy Level 1						2019	2020	2021	2022	2023	2024	78.8	81	83	68.9	74.4	85	% of year 12 FFC students that achieve literacy Level 1						75.2	78,4	78.6	73	73,6	85	2019	2020	2021	2022	2023	2024	<p>The improvement of attendance, retention, and achieving NCEA level 1 literacy and numeracy are priority goals for 2024. Each Y12 student will be provided with an individual learning and achievement plan which will be supported and monitored by their pouako and some will be supported by a mentor. These will be reviewed at least twice a term.</p>						
% of year 12 FFC students that achieve numeracy Level 1																																												
2019	2020	2021	2022	2023	2024																																							
78.8	81	83	68.9	74.4	85																																							
% of year 12 FFC students that achieve literacy Level 1																																												
75.2	78,4	78.6	73	73,6	85																																							
2019	2020	2021	2022	2023	2024																																							

