

Fairfield Intermediate School Strategic Plan 2024 - 2025



School Values

- Whanaungatanga** - ensuring that we create a place of belonging.
- Manākitanga** - ensuring that we create a place of kindness and compassion.
- Kaitiakitanga** - demonstrating through our actions we are guardians of ourselves, others and the environment.

Whakaharahara ākonga, Whakaharahara wahi - Exceptional Learners, Exceptional Place

Mission Statement: We specialise in high-quality learning for emerging adolescents. We provide a broad range of opportunities in a safe, inclusive, connected learning community. We embrace the potential of our unique and diverse community. Students leave Fairfield Intermediate School as confident, critical and creative thinkers, equipped to take their place as responsible contributors in a global society.

Treaty of Waitangi: At Fairfield Intermediate, we give effect to Te Tiriti o Waitangi by:

- Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori through engagement with our local iwi, Ngati Wairere.
- We take deliberate steps to implement tikanga Māori and make instruction available in te reo Māori.
- Targeting strategic goals and annual implementation plans to bring about equitable outcomes for Māori students including actively prompting the normalised use of te reo Māori in everyday interactions.

Strategic Goals

Whanaungatanga	Kaitiakitanga	Manākitanga
<p><i>Nurture partnerships between parents, whānau and the wider community to strengthen learning and wellbeing.</i> (NELPS - 1.1, 1.2 Learners at the Centre, 2.3. Barrier free access)</p>	<p><i>Provide an inclusive learning environment where all students can achieve their highest potential.</i> (NELPS - 1.2 Learners at the Centre)</p>	<p><i>Implement the revised New Zealand Curriculum/Te Mātaiaho in authentic ways that engage and challenge our diverse student community.</i> (NELPS - 2.4 Barrier free access, 3.6 Quality Teaching and Leadership)</p>

<p>1.1 Ensure a culture of inclusivity to recognise and respect diversity.</p> <p>1.2 Value stakeholders’ perspectives and build productive partnerships.</p>	<p>2.1 A schoolwide understanding of culturally responsive practice is developed and implemented.</p> <p>2.2 Staff competency and capability is strengthened, to enable excellent and equitable learning pathways for ākongā.</p> <p>2.3 Students are active and engaged participants, demonstrating self-efficacy in their learning.</p> <p>2.4 Attendance data is utilised strategically to inform and develop targeted interventions, ensuring regular ākongā attendance.</p>	<p>3.1 Implement a coherent, local curriculum that meets the needs of our diverse student population.</p> <p>3.2 Ensure all learners gain sound foundation skills in literacy and numeracy.</p> <p>3.3 Staff are engaged in Professional Learning Development based on creating a student centred, culturally responsive curriculum.</p> <p>3.4 Staff PLD is focused on implementing the revised Mathematics Curriculum</p>
<p>Success Statements - Outcomes</p>		
<p>Improved partnership with the whole school community to strengthen student learning and wellbeing.</p>	<p>Culturally responsive practice is embedded schoolwide.</p> <p>Ākongā are engaged in clear and meaningful learning pathways that enable them to reach their highest potential.</p> <p>Ākongā regularly attend and engage in meaningful learning.</p>	<p>Cultural and responsive practices will ensure Māori are learning and achieving as Māori.</p> <p>Strengthened localised curriculum will be delivered to meet the needs of our diverse student community.</p> <p>Foundation skills in literacy and numeracy are embedded for every student by the end of Year 8.</p>
<p>Targets</p>		
<p>Writing</p>	<p>All Ngā Whetū Writing students currently below or well below their expected curriculum level standard, at the end of March 2025, will have made more than one year’s progress by the end of 2025.</p>	

Attendance	Increase regular attendance, so that 70% and above of all ākonga are attending at an average rate of 90% (9 days per fortnight).
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Annual Implementation Plan 2025					
<i>Whanaungatanga</i>					
Strategic Goal 1	<i>Nurture partnerships between parents, whānau and the wider community to strengthen learning and wellbeing.</i> (NELPS - 1.1, 1.2 Learners at the Centre, 2.3. Barrier free access, 3.5 Quality teaching and Leadership)				
Sub Goals	1.1 Ensure a culture of inclusivity to recognise and respect diversity. 1.2 Value stakeholders' perspectives and build productive partnerships.				
Success Statements - Outcome (by the end of the year)					
➤ Improved partnership with the whole school community to strengthen student learning and wellbeing.					
<i>Nurture partnerships between parents, whaanau and the wider community to strengthen learning and wellbeing.</i>					
Sub Goal	Actions - We will:	Who	When	Progress Indicators	Monitoring and evaluating
1.1 Ensure a culture of inclusivity to recognise and respect diversity.	Complete a review of where the school is at in terms of inclusivity. An action plan will be created using the results of the review.	SLT/HOD Māori	Terms 2 & 3	A clear, concise action plan will be put in place, understood and underway.	Staff/student voice. Whānau voice.

1.2 Value stakeholders' perspectives and build productive partnerships.	Strengthen ties with Ngāti Wairere through links to our local curriculum (via Kāhui Āko).	SLT & HOD Māori	Ongoing	Local mātauranga has been gathered through connecting with Ngāti Wairere experts/kaumātua (via Kāhui Ako) and/or their recordings. Teach our local histories using insights and resources provided by local experts and kaumatua.	Evidenced and monitored through curriculum planning, staff/student voice, and whānau/hapu voice.
	Continue to strengthen effective communication and engagement with parents/caregivers/whānau/iwi.	SLT/HOD Māori/All staff	Ongoing	Stakeholders feedback (parents/whānau) is utilised for better school engagement. For example, Sharing of the Learning, Meet the Teacher, cultural events.	A higher/growing level of interest and engagement by parents, whānau, and the wider community is observed. Host events that give the local community an opportunity to actively participate in our learning activities.

Kaitiakitanga

Strategic Goal 2	<i>Provide an inclusive learning environment where all students can achieve their highest potential. (NELPS - 1.2 Learners at the Centre, 2.4 Barrier free access, 3.6 Quality teaching and leadership))</i>
Sub Goals	<p>2.1 A schoolwide understanding of culturally responsive practice is developed and implemented.</p> <p>2.2 Staff competency and capability is strengthened, to enable excellent and equitable learning pathways for students.</p> <p>2.3 Students are active and engaged participants, demonstrating self-efficacy in their learning.</p> <p>2.4 Attendance data is utilised strategically to inform and develop targeted interventions.</p>

Success Statements - Outcomes (by the end of the year)

- Culturally responsive practice is embedded school-wide.
- Ākonga are engaged in a clear and meaningful learning pathway that enables them to reach their highest potential.
- Ākonga regularly attend and engage in meaningful learning.

Provide an inclusive learning environment where all students can achieve their highest potential.

Sub Goal	Actions - We will:	Who	When	Progress Indicators	Monitoring and evaluating
2.1 A schoolwide understanding of culturally responsive practice is developed and implemented.	Strengthen staff understanding of culturally responsive pedagogy.	HOD Māori SLT	Ongoing	Greater use of Ako through teaching and learning (Collaborative Inquiry) Higher levels of student engagement, particularly for our Māori tamariki Better progress and achievement outcomes	Staff and student voice Collaborative inquiries Ongoing ako observations Reflected in planning
	Continue to strengthen and upskill staff in the understanding of te ao Māori and the use te reo Māori.	HOD Māori and teaching staff	Ongoing	Evidence of greater use of te reo and te ao Māori across the school (e.g., waiata and kapa haka, karakia, teaching and learning programmes, Tainui kawa etc.).	Staff and student voice (surveys). Teacher planning checks. Observations
	Embed the teaching/learning of Aotearoa New Zealand Histories.	SLT, Curriculum Leaders and teaching staff	Terms One and Three	Evident in Long Term Plan, schoolwide curriculum planning, and teacher planning.	Evident in teacher planning, House Dean meeting minutes, and through student learning outcomes. Staff and student voice (surveys - kanohi ki te kanohi).

	Develop a greater schoolwide understanding around teaching and learning for Pasifika students (best practice) Formation of a Pasifika Action Plan	SLT HOD Pasifika Teaching staff External support, as required	Ongoing	Greater use of Ako through teaching and learning (Collaborative Inquiry) Higher levels of student engagement, particularly for our Pasifika tamariki Better progress and achievement outcomes	Staff and student voice Collaborative inquiries Ongoing ako observations Reflected in planning Pasifika Action Plan
2.2 Staff competency and capability is strengthened, to enable excellent and equitable learning pathways for students.	Staff PLD around Learning Support Practice on Neuro-diversity	AP/SENCO/LS C/external support as required.	Termly (and needs based)	Neurodiverse PLD sessions are available for staff through PLD delivered in Staff Meetings/ TODs/ Kahui Ako day, external experts ie: MOE Learning Support, Oranga Tamariki (FASD) and courses as identified.	Professional Learning Plan
	School-wide collaborative Inquiry around Planned Interactive Learning/Ako	Curriculum Coach/AP/ HOD Māori /SLT	Ongoing	House teams' documentation of collaborative inquiry processes, including individual progress towards school-wide focus. Peer observations.	House Teams present their findings and reflections on teacher and student growth at the end of the cycle. Student voice.
	Teacher understanding and analysis of classroom and schoolwide data (achievement and progress).	Curriculum Coach/AP/SLT	Ongoing	Strengthened teacher planning and pedagogy, targeting student learning needs (individuals and groups). Improved student learning outcomes.	Ngā Whetū tracking and monitoring, assessment and reporting, evidence in planning.
	Moderation in Writing	Curriculum Coach	Terms 1 and 3	Improved teacher competency and schoolwide consistency around writing assessment.	PCT and House Team moderation workshops. Schoolwide writing moderation checks.

	Upskilling of staff around coaching and mentoring.	AP/Curriculum Coach/House Deans/SLT	Ongoing	Teachers will effectively question, critique, and guide their own and each other's teaching practice. Student progress and achievement will be improved.	Documented in team Collaborative Inquiries, recorded in teacher's Professional Growth Cycles, through staff/student voice, observations, and overall student achievement data.
2.3 Students are active and engaged participants, demonstrating self-efficacy in their learning.	Student voice to inform curriculum planning and classroom teaching and learning.	SLT/Curriculum Coach, House Deans, and Teachers	Termly	Curriculum Plan and teaching and learning programmes meet the learning needs of students. Learning programmes are engaging and interactive where ako is the driving force.	Student voice findings. Collaborative Inquiry documentation. Curriculum Plan. Teacher planning. Observations
	Students take ownership of their own learning.	Teachers/ Curriculum Coach/AP/ House Deans/SLT	Ongoing	Learning programmes are engaging and interactive where ako is the driving force. Students can articulate specific goals that drive their learning outcomes.	Student voice findings. Collaborative Inquiry documentation. Teacher planning. Observations
2.4 Attendance data is utilised strategically to inform and develop targeted interventions.	Strengthen and widen our attendance monitoring team to develop tier two targeted intervention plans.	Attendance team/SLT	Ongoing	Team is in place and operating effectively. Action plan is developed specifically for attendance.	Attendance Action Plan. Everyday Matters. Attendance data/internal analysis of data. Board reports.

	Attendance data is collated and analysed on a regular and ongoing basis.	Pastoral Dean/Attendance team/SLT	Ongoing	Attendance data is utilised strategically to inform and develop targeted interventions.	Attendance Action Plan. Everyday Matters. Attendance data/internal analysis of data. Board reports.
Manaakitanga					
Strategic Goal 3	<i>Implement the revised New Zealand Curriculum/Te Mātaiaho in authentic ways that engage and challenge our diverse student community.</i> (NELPS - 2.4 Barrier free access, 3.6 Quality Teaching and Leadership)				
Sub Goals	<p>3.1 Implement a coherent, local curriculum that meets the needs of our diverse student population.</p> <p>3.2 Ensure all learners gain sound foundation skills in literacy and numeracy.</p> <p>3.3 Staff are engaged in PLD based on creating a student centred, culturally responsive curriculum.</p> <p>3.4 Staff PLD is focused on implementing the revised Mathematics curriculum.</p>				
<p>Success Statements - Outcomes (by the end of the year)</p> <ul style="list-style-type: none"> ➤ Strengthened localised curriculum will be delivered to meet the needs of our diverse student community. ➤ Foundation skills in literacy and numeracy are embedded for every student by the end of Year 8. 					
Implement the revised New Zealand Curriculum in authentic ways that engage and challenge our diverse student community.					
Sub Goal	Actions - We will:	Who	When	Progress Indicators	Monitoring and evaluating
3.1 Implement a coherent, local curriculum that meets the needs of our	Continue to strengthen our existing local curriculum, using	SLT, HOD Māori, Curriculum Leads, iwi connections/	Ongoing, particularly pertinent in terms one and	Termly curriculum planning and teacher planning reflects Waikato te ao Māori/mātauranga.	Student learning outcomes. Sharing of the learning. Parent/whānau voice.

diverse student population.	local mātauranga Māori.	external providers.	three (ANZH focus).		House/Teacher evaluation of term plans. Student voice (reflection on learning contexts and content).
3.2 Ensure all learners gain sound foundation skills in literacy and numeracy.	Refine and continue to strengthen our 'Dedicated Teaching and Learning' approach in English and Mathematics, using the newly mandated 'one hour per day' timetable.	AP/Curriculum Coach/ SLT/ Curriculum Leads/House Deans	Ongoing	Regular Professional Learning Development is provided to teaching staff around Dedicated Teaching and Learning, specific to literacy and numeracy. Teachers are engaged in Teaching as Inquiry (linked to writing and with a pedagogical focus on Planned Interactive Learning). Teacher understanding of the new English curriculum is strengthened and embedded as we move into our second year of its implementation.	Planning checks and planning meetings with House Teams. Student voice regarding teaching and learning content and contexts. Collaborative Inquiries (TAI) are monitored and regular meetings with House Teams keep these effective and on track.
	Provide targeted PLD around best practice in the area of English and Mathematics.	Curriculum Coach/HOD Mathematics/ AP/House Deans	Ongoing	Regular Professional Learning Development in Writing, and to a lesser extent, Reading and Mathematics, is provided for our PCTs and the entire teaching staff, as required (needs based).	Teacher voice (surveys and kanohi ki te kanohi). Student voice regarding teaching and learning content and contexts.
3.3 Staff are engaged in PLD based on creating a student centred, culturally responsive curriculum.	Provide targeted PLD focused on Planned Interactive Learning/AKO to improve student agency.	AP/Curriculum Coach/ SLT/ Curriculum Leads/House Deans/ Teachers	Ongoing	Learning programmes are engaging and interactive where ako is the driving force. Students can articulate specific goals that drive their learning outcomes.	Collaborative Inquiry. Student voice. Staff voice. Whānau voice. Attendance data.

				Cultural and responsive practices will ensure Māori are learning and achieving as Māori.	
3.4 Staff PLD is focused on implementing the revised Mathematics Curriculum	<p>Provide targeted PLD focused on the implementation of the Mathematics curriculum.</p> <p>Provide targeted PLD around the use of online and hard copy teaching resources (Oxford)</p>	AP/Curriculum Coach/ SLT/ Mathematics Curriculum Leader and team/House Deans/ Teachers	Ongoing	<p>Teacher understanding of the new curriculum is introduced and strengthened as we move into our first year of its implementation.</p> <p>Termly collaborative planning includes upskilling teachers in specific mathematic strand areas (in preparation for teaching).</p>	<p>Evidenced in termly curriculum plans and teacher planning. Classroom observations.</p> <p>Staff voice regarding the effectiveness of the mathematics PLD provided.</p>

