



Fairfield College

"Committed to quality education and personal excellence."
"E ū ana ki te mātauranga kōunga me te hiranga ā-tangata."

2026 Annual Implementation Plan

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the Plan

Fairfield College has entered a significant phase of growth and improvement, grounded in a strong commitment to improving attendance, raising achievement, strengthening teaching and learning, and ensuring equitable outcomes for all students. Guided by our strategic priorities and informed by the School's Statement of Variance, the 2026 Achievement Improvement Plan sets out clear, targeted actions that respond directly to our community's aspirations and the learning needs of our students. This plan reflects our focus on high-quality curriculum delivery, evidence-based literacy and numeracy practices, strengthened use of data, improved attendance, and meaningful learning support for those who need it most. As we move forward, Fairfield College continues to build on the progress already made, ensuring that every learner is supported to achieve success and thrive within our diverse and vibrant school community.

Where we are at currently

Fairfield College's current position is clearly demonstrated in the School's Statement of Variance, which shows that strong progress was made in closing the achievement gaps between Fairfield College and other schools within the same equity index band (SEIB). The only targets the school did not meet were the UE achievement target and the Year 11 Literacy and Numeracy target, which is reassuring given the overall pattern of progress. In response, and as outlined in the Statement of Variance, the school has set more personalised and context-specific goals for University Entrance in 2026, along with refreshed targets for Year 11 Literacy and Numeracy. The school has also established a new NCEA Level 1 target for 2026, as this will be the first year since 2017 that NCEA Level 1 is offered as the Year 11 qualification.

[2026 Statement of Variance](#)

How will our targets and actions give effect to Te Tiriti o Waitangi

Our targets and actions give effect to Te Tiriti o Waitangi by prioritising equitable outcomes for Māori learners through the deliberate setting of NCEA achievement improvement goals. These goals reflect the Board's commitment to partnership with whānau and mana whenua, protection of Māori learners' right to succeed as Māori, and increased participation and achievement in senior qualifications. By using achievement data to identify disparity and implementing targeted, culturally responsive actions, the college demonstrates its ongoing commitment to honouring Te Tiriti o Waitangi in practice.

Information on teaching and learning strategies

Fairfield College has refreshed its school-wide pedagogy model, drawing on findings from the 2025 Ko te Hautaki o te Hau internal review and aligning it with the Education Review Office's Teacher Observation Framework. The updated model is designed to strengthen evidence-based, effective teaching practices by establishing clear expectations for how teachers plan, deliver, and monitor their lessons. Its purpose is to ensure greater consistency and impact in classroom practice, leading to improved student engagement and higher levels of achievement across the school.

In response to an ERO recommendation, Fairfield College will present a comprehensive Learning Support Review to the Board at their September meeting, outlining actions and improvements designed to strengthen how learning support is delivered across the school. Fairfield College will continue their commitment to their de-streaming approach but will introduce the following steps to assist students:

1. Offer Junior Foundation Programmes for Literacy and Numeracy in the option lines
2. Strengthen Junior Foundation Programmes and Senior Foundation Programmes.

To strengthen writing Fairfield College is investing in a dedicated literacy team to lead school-wide improvement. In addition, the school is introducing a Year 10 learning block focused on building the skills required for students to be more confident in sitting the Common Assessment Activities in Writing and Reading. The Year 10 mathematics programme will continue to prioritise building students' confidence and capability to successfully sit the Numeracy Common Assessment Activity.

The implementation of Phase 4 in the Mathematics and Statistics curriculum, alongside the refreshed English curriculum, remains a key priority for Fairfield College. Preparing all curriculum areas for the full rollout of the refreshed national curriculum in 2027 will also be a major focus for the school. To enable this the following steps have been enacted:

1. The ongoing support of the Curriculum Change Leadership Team
2. Accessing Ministry of Education expertise
3. Providing school wide professional learning to strengthen leadership and teacher understanding of the refreshed New Zealand Curriculum – Te Maataiaho.

Strengthening school attendance is a key school priority as referenced in the school's Attendance Management Plan (AMP).

Strategic Goals

Improving student attendance remains a key priority for Fairfield College, ensuring the school is well positioned to contribute to the national goal of having 80% of students attending more than 90% of the time by 2030.

In parallel, the school is committed to strengthening student achievement in literacy and numeracy at all levels, alongside continued improvement in NCEA success rates.

Annual Targets

Improving School Attendance

The target of 44% regular attendance in 2026, calculated as an average across all four terms, represents a realistic and evidence based progression from Fairfield College’s current performance and aligns with the national trajectory toward 2030. The stepped increases to 54% in 2027 and 65% in 2028 establish a clear and sustainable improvement pathway over the next three years ensuring Fairfield College remains on track to meet national expectations for regular attendance by 2030.

Regular Attendance Percentage				
	Term 1	Term 2	Term 3	Term 4
2024	35	30	29	32
2025	38	34	28	32
2026	46	44	40	46
2027	54	54	54	54
2028	65	65	65	65

Reducing the number of students who are chronically absent is Fairfield College’s second major attendance priority. The targets outlined in the table below are informed by the school’s chronic-absence patterns across 2024 and 2025, with the goal of achieving a 23% chronic-absence average across all four terms representing a realistic and achievable improvement benchmark.

Chronic Absences Percentage				
	Term 1	Term 2	Term 3	Term 4
2024	29	34	36	40
2025	27	33	37	36
2026	20	25	27	20
2027	18	23	25	18
2028	15	20	20	15

Improving School NCEA Achievement and Year 9 and Year 10 Literacy and Numeracy

The school expects to see significant improvements in attendance levels, with at least 44% of students meeting regular attendance requirements and chronic absence rates reduced to 23%. These improvements will be supported through the school's consistent implementation of the processes outlined in its Attendance Management Plan, ensuring these practices become embedded as a normal part of school operations. Strengthened attendance will, in turn, contribute to improved literacy, numeracy, and NCEA achievement, aligning with the targets the school has set. We expect that students at every level will experience improved learning and achievement. This progress will be evidenced by the school's progress toward meeting NCEA achievement improvement goals, as well as the literacy and numeracy goals set for students in Years 9 to 12.

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

The school expects to see significant improvements in attendance levels, with at least 44% of students meeting regular attendance requirements and chronic absence rates reduced to 23%. These improvements will be supported through the school's consistent implementation of the processes outlined in its Attendance Management Plan, ensuring these practices become embedded as a normal part of school operations. Strengthened attendance will, in turn, contribute to improved literacy, numeracy, and NCEA achievement, aligning with the targets the school has set. We expect that students at every level will experience improved learning and achievement. This progress will be evidenced by the school's progress toward meeting NCEA achievement improvement goals, as well as the literacy and numeracy goals set for students in Years 9 to 12.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?	Evidence of impact with regular progress reporting to LSM and the Board
Develop, publish and monitor the schools Attendance Management Plan.	BMA and RCR	Funding to support attendance initiatives	Attendance Management Plan approved and published on school website by February 20. Monitoring of AMP is ongoing.	A greater staff understanding of how to implement the Attendance Management Plan will be demonstrated through stronger systems and processes being embedded across the school, along with a reduction in unknown absence entries to less than 10%. Fairfield College Attendance Management Plan	Regular attendance (≥90% of time): moves from baseline to 44%+ by Term 4 (or term-by-term milestones, e.g., T1 46%, T2 44%, T3 40%, T4 46%). Chronic absence (<70% of time): reduced to ≤23% by Term 4 (with milestones per term). At-risk cohort movement: % of students moving up a band (e.g., <70 → 70–79, 70–79 → 80–89, etc.) each term.
Provide timely attendance data that enables the principal to prepare accurate attendance reports for the Board. These reports will support informed decision-making about the school's progress and identify any additional resourcing required to achieve the stated goals.	BMA and ACO	Funding to support the role of the School Improvement Data Lead	As outlined in the Achievement Improvement Plan	Informative and timely attendance reports are presented to the Board to support effective oversight and decision-making.	The Board will receive clear and comprehensive attendance information that enables them to monitor progress effectively and develop strategies to accelerate improvement toward the school's attendance targets. In accordance with the AMP, progress will be reported through the Principal's report to LSM and the Board at Board meetings held on March 2 (Feb 2–Feb 20), April 13 (Term 1 data), June 8 (May 4–May 29), July 6 (Term 2 data), September 7 (July 20–August 28), October 5 (Term 3 data), and December 7 (Term 4 data).
Align Phase 4 of curriculum implementation by delegating responsibility to a Deputy Principal for organizing and resourcing a literacy specialist team. This team will deliver focused literacy preparation for Year 10, including allocating specific teaching time for literacy development with a strong emphasis on the Common Assessment Activity (CAA). Instruction will be guided by the school's writing rubric and, when available, the Literacy SMART tool to ensure consistency and measurable progress	SSU and NFO	Funding to purchase texts for CAA Preparation Y10 Class (\$4000) Specialist Literacy team (\$15000 – allocation of units plus 0.2 FTE).	February 2026 – December 2026	Feedback sheets from teacher will demonstrate growing capacity in writing and an increase in the percentage of year 10 students achieving the writing and reading CAA	The literacy specialist team will provide a termly progress report to the principal, with outcomes subsequently reported to LSM and the Board. Progress will be measured qualitatively through teacher feedback on the use of the writing rubric and student reflections on self-assessed writing progress (Terms 2 and 4). Reporting will occur through the principal's report at Board meetings on April 13, July 6, October 5, and December 7.

<p>Implementation of LEARN Weeks for Senior Students</p> <p>Two LEARN Weeks (Learning, Engagement, Achievement, Revision, Navigation) are scheduled for:</p> <ul style="list-style-type: none"> • Week 4, Term 2 (18–22 May) – aligned with the first CAA opportunity • Week 6, Term 3 (31 August–4 September) – aligned with the second CAA opportunity <p>LEARN Weeks provide focused, personalised learning time to support senior students’ achievement and next learning steps.</p>	NFO		February 2026 – December 2026	Improved student progress throughout the year, supported by ongoing monitoring of achievement and strengthened self-regulation in working toward NCEA.	Planning updates will be provided to LSM and the Board through the Principal’s report at the April 13 and July 6 Board meetings, with outcomes reported on July 6 and October 5. Reporting will clearly show student progress against expected milestones and identify evidence-based strategies being implemented to accelerate progress for students at risk of underachievement.
<p>Carry out a Learning Support Review to evaluate how effectively current learning support provisions are meeting student needs. The review should consider whether resources and programmes are reaching all students who require support across the school. The team will compile findings and present a report with recommendations to the Board in their September meeting.</p>	LMI/MCH	Possible time allowances – provide relief.	November 2025- April 2026	A learning support review is carried out effectively, providing actionable data and insights that can be implemented to strengthen learning support provision across the school.	A learning support review will be presented to the Board at its September 7, 2026, meeting, providing evaluative findings and identifying evidenced short- and long-term recommendations to strengthen the effectiveness, coherence, and sustainability of learning support provision at Fairfield College
<p>Review Student Tracking & Monitoring System that will evaluate how effectively student achievement, attendance, and engagement are tracked across all year levels. It will examine current systems, including KAMAR and supplementary tools, to identify gaps in data accuracy, update frequency, and communication with whaanau and students. The process involves auditing existing practices, gathering feedback from staff and families, and assessing the impact of tracking on timely interventions and improved outcomes. Recommendations will focus on creating a unified system, standardising updating cycles, and introducing dashboards and alerts. The goal is to ensure transparent,</p>	NFO, ACO, LMI	5 MUS – for the Strategic Leadership Coordinator Role and the School Improvement Data Lead Positions (\$27500 AND .2 FTTE))	February 2026 – July 2026	The system provides live data tracking, enhancing the quality of decision-making by enabling timely adjustments—including resourcing decisions—that support increased engagement and improved achievement.	Greater progress is being made by students throughout the year, leading to increased achievement and a growing number of students gaining qualifications from Year 11 to Year 13. Updates on planning and progress will be provided to LSM and the Board through the Principal’s reports at the April 13, July 6, and October 5 Board meetings. Reporting will clearly demonstrate how effective tracking systems are strengthening communication between students, the school, and whānau, supporting improved student outcomes. This will include student progress against expected milestones and

<p>consistent monitoring that supports equity, engagement, and accelerated achievement for all learners.</p>					<p>evidence-based strategies being implemented to accelerate progress for students at risk of underachievement.</p>
<p>Through the support of the Strategic Leadership Coordinator and the development of more effective reporting systems to the Board on priority areas of attendance, literacy, numeracy, and NCEA achievement the school has strengthened connections between the Senior Leadership Team, faculty leaders, and Deans. These improvements in reporting are enabling clearer communication with the Board, ensuring governance decisions are informed by accurate data and fostering more aligned approaches to improve student outcomes</p>	<p>RCR, LMI</p>	<p>3MUS and a 0.12 FTTE allocation for the strategic leadership coordinator position</p>	<p>October 2025 – December 2026</p>	<p>Bi-termly meetings are held between SLT and Heads of Faculty to review progress toward the achievement improvement goals. During these meetings, strategies are collaboratively developed and monitored to strengthen student engagement and achievement.</p>	<p>Faculty achievement data is systematically tracked and reported in alignment with school strategic goals, through a structured cycle of twice-termly meetings. This creates a clear and coherent flow of information that informs the principal's reporting to the Board. Updates on planning and progress will be provided to LSM and the Board through the Principal's reports at the April 13, July 6, and October 5 Board meetings. Reporting will demonstrate how meetings between the Senior Leadership Team and Heads of Faculty are increasingly focused on achievement, explicitly aligned to the student improvement goals outlined in the Achievement Implementation Plan.</p>