



**FAIRTON  
SCHOOL**

Success in Learning • Success in Life

## ANNUAL IMPLEMENTATION PLAN 2026

### Summary of the Plan

Each Ākonga has a divine spark, is born of greatness, is connected through whakapapa and whānau and stands on the shoulders of their tupuna, is unique, has agency, and has the inherent capacity to learn and be successful. In our Kura, every Ākonga has the right to an exemplary education – to be nurtured, supported and challenged, to have their successes championed, to have opportunities to extend their horizons, have choices, be enabled to develop their senses of self and identity, to be heard, to have opportunities to thrive, learn, contribute and connect.

The focus for 2026 is to continue to raise achievement in the areas of Literacy, with emphasis on Writing and Structured Literacy and Mathematics. This includes the continued implementation and development of the refreshed curriculums in both English and Mathematics, including the development of programmes of work and new assessment and reporting, and for Teachers to continue developing professionally in explicit teaching and 'best practice'.

The focus is also on continuing to raise achievement in other key learning areas. This will be done by continuing to work alongside Sport Canterbury through the continuation of the Healthy Active Learners programme for Health, Fitness, Well-being and Sport. A focus will be building on developing the capability and confidence of Teachers to deliver programmes of work in the Science curriculum that incorporate the use of the new House of Science kits and resources.

Another goal in the 2026 plan is an attendance goal, to aim for high attendance at Fairton School from all pupils – Our target is 80% of students attending school at least 90% of the time. Fairton School aims to reach this target every term in 2026.

## LEARNING PRIORITIES AT FAIRTON SCHOOL

Whakamaua te pae tata kia tina – Take hold of your potential so it becomes your reality...

Whaia te pae tawhiti kai tata – Explore beyond the distant horizon and draw it near...

### Strategic Goal 1

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

### Annual Target/Goal 1

To raise engagement and achievement in the writing of all pupils through robust writing programmes and structured literacy

For pupils to show incremental movement in progress within their year level.

In Reading, Writing and Mathematics for 70% or more of children to be consolidating, proficiently achieving or exceeding at mid year point, and 70% to be proficiently achieving or exceeding at end of year point.

For pupils to show incremental improvements using the IDEAL Spelling tests and Junior Decoding Test as shown at 2 checkpoints during the year - 20 weeks and 40 weeks.

For Years 3 - 6 children - end of Term 2 and Mid Term 4, and these results to be recorded in the MOE database and Learning Matters database as required.

For all children to have a Diebles reading test twice yearly at Term 2 and 4 and for these results to be recorded on the Learning Matters site and our SMS system.

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

For Structured Literacy to be an everyday part of the Literacy programme.

For daily writing to be part of the everyday programme.

For Teachers to use both the new Mathematics curriculum and the Oxford programme to develop effective and explicit programmes in Mathematics, and also assessment.

For Teachers to be using the new refreshed English curriculum to plan programmes of work, and to assess pupils' achievement using the new tools.

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

Pupils capable of using the learning progressions to understand where they are at with their learning, and to make choices as to where they need to go next with their learning. Teachers use the progressions at the different Year levels to understand incremental measures of success with pupils' learning, and understanding of where to next with this learning.

Teachers familiar with the new refreshed curriculum, the phases, the terminology,, and are developing programmes of work and planning that align with the new curriculum. Robust assessment practice, analysis and reporting will be used, including the newly developed assessment resources from the MOE (SMART),PAT, IDEAL, and Oxford Pupils will show progress within their Year levels and at their ability levels from the beginning of the year to the end of the year, and this will be shown through several pieces of evidence including the use of standardised testing.

Actions	Who is Responsible	Resources Required	Timeframe	How will Success be Measured
<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Equitable achievement outcomes for Maori pupils.</p>	<p>Classroom Teachers Teacher Aides Pupils Parents and Care-givers</p>	<p>Well set-up classroom learning environments Quality programmes of work in all aspects of Literacy. An effective Structured Literacy programme. Explicit teaching of Writing. Reading resources. Reading programme aligns with Writing programme Teacher reading daily to pupils from a variety of sources. Assessment tools - Ideal tools, Spelling, PAT. assessments, Learning Progressions, Reading records (Ideal, Benchmark or Probe), SMART tool</p>	<p>Terms 1-4 2026 Daily programmes in Literacy - 2 hours per day minimum</p>	<p>Conferencing with pupils, work in progress, work completed, observations, working with pupils on Learning Progressions - reflection and goal setting, self appraisal. Formal assessments - PATs, Ideal tools, Dibels, spelling testing, SMART tool (once trained).</p>

<p>Professional development provision for Staff.</p> <p>Staff Meetings on pedagogy and best practice for teaching Writing and using assessment to improve achievement</p> <p>Refreshed curriculum staff meetings - All staff Teacher Only Days, Staff Meetings 2026</p> <p>Mentorship as part of PGC practice.</p> <p>Teacher professional growth cycles</p>	<p>Professional development on new curriculum, reporting and planning (paid professionals).</p> <p>Principals, Teachers.</p> <p>New curriculum - Staff Meetings Principal Lead</p>	<p>New curriculum in English New assessments - Dibels, phonetic junior testing, Ideal Spelling.</p> <p>Online PAT's</p>	<p>Continued implementation of 'Assessment for Learning' practice in 2026</p> <p>New curriculum - All of 2026</p>	<p>Teacher learning / capability and effectiveness of practice increases. Feedback from mentoring sessions. Development of assessment practice and utilising this in the classroom setting.</p> <p>Reflection on outcomes from new practice.</p> <p>Involvement of the children in self/peer and Teacher assessment.</p> <p>Involvement of the children in programme development and future steps for learning.</p> <p>Results showing achievement from new assessment methods using standardised testing.</p>
<p>Identification of at risk learners - Testing in Term 1. Identification of needs. IEP (Individual Education Plans) March, and then as needed, Termly or 6 monthly. Support programmes, such as BOOST, RTLit, RTLb as required. Teacher Aide Support One to One and small group work with the classroom Teacher.</p>	<p>Teachers Teacher Aides</p>	<p>Scaffolding support - Graphic organisers, sentence starters and visual aids to help pupils organise their thoughts and structure writing</p> <p>RT-Lit and RTLb personnel BOOST programme personnel Ideal Spelling / Writing programme Ideal Reading to support Writing programme Decodable texts Daily group reading with Teacher or Teacher Aide</p>	<p>Term 1 2026 and monitored throughout the year</p> <p>Individual Education Plans as required</p>	<p>Assessment Teacher and TeacherAide observations and conversations Incremental progress using the Learning Progression, standardised testing and observations IEP Meetings to discuss goals achieved and next steps.</p>
<p>Programmes of work developed.</p>	<p>Teachers Teacher Aides</p>	<p>Staff meetings PLD- Both English and Mathematics curriculums</p>	<p>Terms 1-4 2025</p>	<p>Robust programmes of work in all classrooms. Pupils showing progress in their</p>

		On-going collaborative meetings and planning sessions Resources to assist programmes New curriculum		learning throughout the terms.  Teachers using formative assessment as well as summative to formulate quality programmes of work
Continued implementation and consolidation of Ideal Structured Literacy programme for Reading and Writing in 2026	Teachers	IDEAL programme resource for whole school IDEAL supporting resources Decodable texts Continued training and teacher development using the Ideal programme - Tish to complete during Term 2	Terms 1-4 2025	Testing using IDEAL tools in all terms showing incremental progress throughout the year.  Progress and achievement shown in both Reading and Writing standardised tests, conferencing and observations.
Targets in Writing based on current student data. Data gathered from a variety of tools - standardised and observational - learning progressions and Ideal tools for structured literacy, as well as reading testing and writing testing. Assessments formal - March, July, November.	Teachers	Testing tools Learning progressions Teacher to Teacher discussions Teacher to parent discussions	March, July and November 2025	Progress demonstrated at assessment points - March, July and November. Pupils showing achievement of 70% or more consolidating at mid year or proficiently achieving and above at end of year.  Review and plan for pupils who do not meet expectations.

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

**Annual Target/Goal 2**

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

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

Mathematics - For 70% or more of children to be consolidating, proficiently achieving or exceeding at mid year point, and 70% to be proficiently achieving or exceeding at end of year point.

For children to have a positive attitude towards their learning in Mathematics.

For Teachers to have engaged in professional development around the new refreshed Mathematics curriculum, and to be using this to formulate programmes of work.

For Teachers to have acquired skills in using the new Oxford programme of work, and to be using this efficiently in their classrooms.

For Teachers to have familiarised themselves with using the tools on the new Smart boards to assist them with Mathematics lessons.

For Teachers to use assessment tools from Oxford, as well as other observational and devised assessments to assess children's achievement.

Actions	Who is Responsible	Resources Required	Timeframe	How will Success be Measured
<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>Equitable achievement outcomes for Maori pupils.</p>	<p>Classroom Teachers Teacher Aides Pupils Parents and Care-givers</p>	<p>Well set-up classroom learning environments Quality programmes of work in all aspects of Mathematics</p> <p>Explicit teaching of Mathematics</p>	<p>Terms 1-4 2025</p>	<p>Conferencing with pupils Group lessons Small group and class discussions and observations Unit evaluations Standardised testing tools: Optional still GLOSS (Global Strategy Stage) IKAN(Individual Knowledge Basic Facts strategy testing JAM - Junior Assessment of Mathematics PATs Post and Pre-testing on Oxford units Incorporating new testing methods from MOE as they emerge</p>

<p>Implementation of refreshed Mathematics curriculum Pedagogy development and best practice implemented.</p> <p>Professional development provision for Staff.</p> <p>Staff Meetings on pedagogy and best practice for teaching Mathematics and using assessment to improve achievement</p>	<p>Principals, Teachers.</p> <p>Professional development - Teacher Only Days x2 on curriculum.</p> <p>Professional development days - Oxford Mathematics</p>	<p>Staff Meetings Teacher Only Days</p> <p>Staff Meetings in pedagogy and best practice for teaching Mathematics and using assessment to improve achievement - Teachers and Principal</p> <p>MOE facilitators Principal leading Oxford Mathematics facilitators</p>	<p>Terms 1-4 2024</p>	<p>Teacher learning / capability and effectiveness of practice increases. Feedback from mentoring sessions. Development of assessment practice and utilising this in the classroom setting.</p> <p>Reflection on outcomes from new practice.</p> <p>Involvement of the children in self/peer and Teacher assessment.</p> <p>Involvement of the children in programme development and future steps for learning.</p> <p>Engagement in learning programmes and achievement shown through pre and post Testing on Oxford, PAT's, Teacher observations, group work.</p>
<p>Identification of at risk learners - Testing in Term 1. Identification of needs. IEP (Individual Education Plans) March, and then as needed, Termly or 6 monthly. Teacher Aide Support One to One and small group work with the classroom Teacher. Maths Buddy programme for additional practice at school and home.</p>	<p>Teachers</p> <p>Teacher Aides</p>	<p>Tahurangi Website - Teaching Mathematics Oxford resources Mathematics Websites Resource books - School and Oxford Teacher and Pupil workbooks / website Mathematics equipment and Tools</p> <p>PLD Facilitators MOE Facilitators</p>	<p>Term 1 and monitored throughout the year. Intervention groups as required.</p>	<p>Assessment Teacher and Teacher Aide observations Incremental progress using the Learning Progressions / pre and post tests Oxford / Teacher observations / Individual and Group work IEP Meetings to discuss goals achieved and next steps.</p>
<p>Programmes of work developed.</p>	<p>Teachers</p>	<p>Staff meetings PLD- On-going collaborative meetings and planning sessions Resources to assist programmes</p>	<p>Terms 1-4 2026</p>	<p>Robust programmes of work in all classrooms Pupils showing progress in their learning through the terms. Engaged and motivated learners</p>

				having an authentic 'voice' about their learning. Achievement shown through assessment
Targets in Mathematics based on current student data. Data gathered from a variety of tools - standardised and observational - PAT, Learning Progressions, student surveys. Assessments formal - March, July, November.	Teachers	Testing tools Learning Progressions Teacher to Teacher discussions Teacher to parent discussions	March, July and November 2026	Progress demonstrated at assessment points - March, July and November  Progress shown through tracking on database of Oxford Mathematics - pre and post testing  Pupils showing achievement of 70% or more of children to be consolidating, proficiently achieving or exceeding at mid year point, and 70% to be proficiently achieving or exceeding at end of year point.  Data analysis of assessments in Mathematics. Teacher tracking and reporting data. Principal reporting to Board and Community. Principal to begin using Edge and PAT and Oxford website to analyse data and report.  Review and plan for pupils who do not meet expectations.

**Strategic Goal: To raise achievement in other key learning areas**

**Annual Target/Goal 1** To develop teacher capability and confidence using the new House of Science Kits, and taking engaging and meaningful Science lessons

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

- Teachers' growing capacity in teaching Science.
- Engaged pupils.
- A better Science programme delivered to students.

Professional learning still to commence on use of the new Science kits and resources.

**Annual Target/ goal**

For 80% of children to attend school for 90% of the time.

New Attendance Management Plan operational for 2026.



