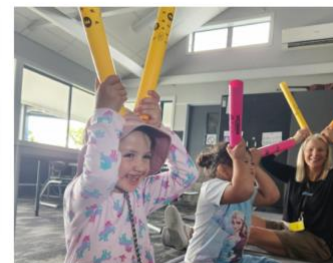


Te Kahu Amohia - Fairhaven Annual Report – 2025



Annual Action Plan for 2025

Strategic Goal 1	Develop a schoolwide approach to the teaching of literacy, resulting in positive learner outcomes		
Strategic Initiatives for 2025	- Continue to evaluate current literacy levels of all learners - Continue with school-wide professional development to establish a shared understanding of pedagogical knowledge of the specialist literacy approach – Comprehensive literacy for all - Engage in MOE Specialist School Structured Literacy PD when available		
Intended outcome for 2025	Develop staffs shared understanding of literacy teaching strategies tailored to the diverse needs of our ākonga		
NELPS	NELP 1 – Learners at the Centre, NELP 2 – Barrier Free Access, NELP 3 – Quality Teaching & Leadership		
Actions	What did we achieve?	Reasons for any variances between the target and the outcomes	Planning for 2026 – where to next?
Deliver Comprehensive Literacy PD PD Day 1 – week 0 All new teachers to complete online PD Comprehensive Literacy for All	All new teachers were enrolled in the "Comprehensive Literacy for All" online course. PD on assessment was delivered, with most new teachers completing their online requirements by Term 2.	Some teachers initially viewed the PD as optional, and certain staff required extra support to complete assessments on time.	All staff to complete BSLA (for Specialist Schools)
Set up regular meetings with all teachers – monitor progress	The Literacy Co-ordinator and Speech and Language Therapist (SLT) conducted ongoing classroom visits and regular monitoring meetings with teachers.		Set up regular meetings with all teachers – monitor progress and offer support where needed.
Staff to complete Comprehensive Literacy for All Assessments for all students	Comprehensive Literacy for All assessments were completed for students by staff, with extra modelling provided for staff requiring support. Moderation meetings ensured consistency in assessment across the school.		Strengthen leadership messaging to ensure PD is embedded as a core requirement. Create a formalised annual assessment schedule and timeline to ensure consistency across all satellites
PD embedded into classroom programmes	By term 4 PD was embedded into classroom programmes. Regular PD across the year.		BSLA PD Embedded into classroom programmes.
Engage in MOE Specialist School Structured Literacy PD when available and make a school wide plan for implementation	Four staff enrolled in and began the BSLA for Specialist Schools face-to-face professional development in Auckland.		All staff to complete Structured Literacy PD - BSLA

Annual Action Plan for 2025			
Strategic Goal 2	Integrate Te Mātaiaho Framework into the Fairhaven Curriculum		
Strategic Initiatives for 2025	- To continue to engage with Curriculum Leads & National Curriculum Refresh Team - To incorporate Te Mātaiaho Framework using a thematic approach - To continue to develop the Fairhaven phases of learning across the thematic approach		
Intended outcome for 2025	To incorporate the principles and practices of Te Mātaiaho into the Fairhaven Curriculum to promote cultural competency, inclusivity, and indigenous knowledge		
NELP's	NELP 2 – Barrier Free Access, NELP 3 – Quality Teaching & Leadership		
Actions	What did we achieve?	Reasons for any variances between the target and the outcomes	Planning for 2026 – where to next?
Review existing curriculum materials/ current term plans. (Cycle 3)	Existing materials and term plans were reviewed at the end of each term.		Review existing curriculum materials (Cycle 4) Review & re-write Fairhaven Curriculum embedding the expanded Maths & English Curriculums. (Cycle 4). To continue to develop the Fairhaven phases of learning across the thematic approach linking the refreshed NZC areas as they are released.
Re-writing theme plan to incorporate Te Mātaiaho and the Fairhaven Phases of Learning	Theme plans were written for the following term at the end of each term. Staff worked in phase teams to ensure progression across the phases and across school.		Re-writing theme plan to incorporate changes in Curriculum documents and the Phases of Learning. Implement new ENZC.
Liaise with Curriculum Leads & National Curriculum Refresh Team	Staff worked with the MOE team in Wellington to develop and finalise inclusive teaching sequences for the Expanded New Zealand Curriculum.		Continue to liaise with Curriculum Leads Implement BSLA Structured Literacy across the school.
Foster Partnership with local iwi and Māori community leaders (Kāhui Ako)	Finalized the new school's name, Te Kahu Amohia, in collaboration with local iwi. Successfully held "Whānau mai te kai" and several social events to gather whānau aspirations.		Plan a blessing for the new school Pou in coordination with the Tamatea High School Pou blessing. Official blessing of the new school's name. Strengthen relationship with Te Tai Whēnua.
Seek Whānau aspirations	Feedback post Whānau mai te kai. Gathering of student and school aspirations from caregivers during school dance. Report submitted to the Board.		Continue to seek Whānau aspirations in different situations.

Review & re-write Fairhaven Curriculum embedding refreshed Maths & English Curriculums	Staff worked with the MOE team in Wellington to develop and finalize inclusive teaching sequences for the Expanded New Zealand Curriculum Conducted school-wide Numicon PD (Breaking Barriers) and participated in the Kahui Ako Kapa Haka Festival.	Implementation of some refreshed curriculum areas is awaiting the completion of Expanded New Zealand Curriculum from the MOE.	Embed the finalised Expanded New Zealand Curriculum Maths and English teaching sequences into the Fairhaven Curriculum.
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Annual Action Plan for 2025

Strategic Goal 3		Enhance and expand the Fairhaven Foundations framework for ākonga, kaiako, and whānau	
Strategic Initiatives for 2025		- Review and evaluate, and further develop the Fairhaven Foundations - Engage in professional development of the further developed Fairhaven Foundations	
Intended outcome for 2025		Prioritised Fairhaven Foundations are evident in all classrooms and are embedded across the day	
NELP's		NELP 1 – Learners at the Centre. NELP 2 – Barrier Free Access,	
Actions	What did we achieve?	Reasons for any variances between the target and the outcomes	Planning for 2026 – where to next?
Evaluate current situation and priorities which Fairhaven Foundations to cover first	Priority lists were established based on current school needs, focusing on Trauma-Informed Care and Sensory Processing. Teacher's led PD (Champions...) Fairhaven Foundations evident in classrooms – teachers and TA's.	Ongoing process -will continue in 2026	Continue to evaluate current situation and priorities depending on staffing and current need.
Deliver content at staff meetings with updated guidance and documents	PD was delivered across the school year. FAST Team continue to study Trauma Informed Practice – information was embedded into all PD delivered to staff. Teacher's delivered PD in areas of expertise including : Numicon, Comprehensive Literacy for All, Writing Moderation & Social Stories.		Continue to deliver content at staff meetings with updated guidance and documents.
Coach Team Leaders to consolidate their role in school-wide application of Fairhaven Foundation systems	Regular meetings with Team Leaders with a coaching focus.		Continue to coach Team Leaders to consolidate school-wide application of Foundation systems.
Begin to embed Fairhaven Foundations across the day	Consistency across the school is evident with clear expectations and coaching.		Continuing to embed Fairhaven Foundations across the day.
Seek Whānau feedback	Positive feedback from whānau following Whānau Mai te Kai. Whānau coffee group was established to connect whānau. School Dance – feedback sought on student and school aspirations – report submitted to the Board.		Continue to seek whānau feedback

Personalised Learning at Te Kahu Amohia Fairhaven School 2025 Student Data Analysis

A PLP is a Personalised Learning Plan. This document identifies students' strengths and needs within an educational framework. The PLP outlines the way in which the school intends to help the student address their prioritised needs within the educational framework of the school, i.e. the New Zealand Curriculum (NZC) and Key Competency Pathway (KCP).

The PLP identifies the most important areas of educational need for each student. Each student's aspirations or long-term goals are then crafted into a more specific goal and then these are broken down into Specific Learning Intentions. Personalised goals are incorporated into each student's daily programme. They do not sit alone, out of context or in isolation. All personalised teaching and learning programmes include the therapeutic programmes which our team of highly skilled therapists devise in collaboration with staff, whānau and caregivers.

At Te Kahu Amohia Fairhaven School, we have developed our own School Curriculum which, while based on and reflecting the NZC, is adapted to meet the learning needs of our students. This is currently being updated in line with the NZ Curriculum Refresh.

Te Kahu Amohia Fairhaven School has three different types of personalised plans:

A **PLP** – *Personalised Learning Plan* or

A **GPLP** – *Graduate Personalised Learning Plan* or

An **IPLP** – *ImPACTS Personalised Learning Plan*

The majority of ākonga have a PLP, which has identified 3 core curriculum areas which are prioritised in all learning. These are English, Mathematics and an identified Key Competency. Each student is provided with a Specific Learning Intention (SLI) for each of these core areas to focus on throughout the academic year.

The expected rate of progress for each student is that each Specific Learning Intention will be able to be 'achieved' i.e., 75 – 100% consistency within the school year. As our students often do not follow typical learning patterns, the SLI's may need to be adjusted (further differentiated) to enable us to show and celebrate progress.

Our senior students transition to a **GPLP**. These ākonga follow the South Pacific Education Course (SPEC) curriculum which has a slightly different process. These students focus on Graduate Profile Objectives (GPOs), within four areas:

Self-Management (GPO 1)

Personal Health and Planning Goals (GPO 2&4)

Relating to others (GPO 3)

Problem Solving, Literacy, Numeracy (GPO 5&6)

The expected rate of progress for each ākonga is the same as for PLPs i.e. each Specific Learning Intention will be able to be 'achieved' i.e., 75 – 100% consistency within the school year.

Our experiential students' personalised plans are documented in an IPLP. Although these students still follow the Fairhaven Curriculum, their goals are slightly different and are based on the Rosewood School ImPACTS Assessment/Curriculum. These students' ImPACTS assessments and PLP goals are still set once a year, however, this will be on each individual student's annual cycle term which could be in term 2, 3 or 4.

These students have between 8 and 10 goals consisting of:

3x Communication & Interaction, 2x Cognition & Learning, 2x Personal, Social and Emotional Wellbeing, 1x Environmental Control (EC) and up to 2 x Sensory and/or Physical goals.

Although we aim for a similar rate of progress, research into experiential learners shows that these ākonga often take longer periods of time to meet their goals. Ākonga within this group also often had a significant time absent from school and/or can also show regression due to their specific medical conditions.

Evaluation of the school's students' progress and achievement

2025 PLP Data Analysis

Comparison 2024 - 2025: PLP Literacy Achievement	
2024 74% achieved expected progress 21% partially achieved SLI's (50-74%) 5% partially achieved (25 - 49%)	2025 73% achieved expected progress 21% partially achieved SLI's (50-74%) 6% partially achieved (25 - 49%)

Comparison 2024 - 2025: PLP Numeracy Achievement	
2024 80% achieved expected progress	2025 80% achieved expected progress

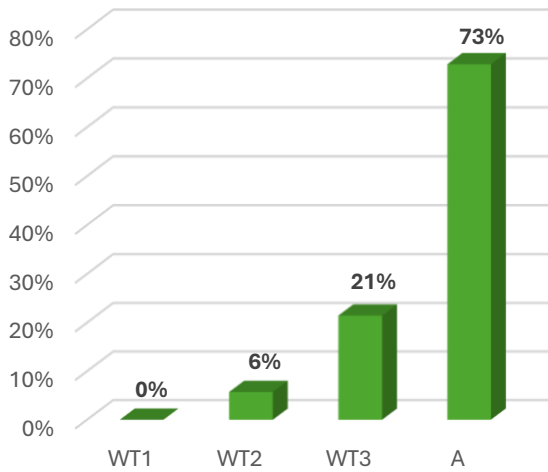
Comparison 2024 - 2025: PLP Numeracy & Key Competence Achievement	
2024 86% achieved expected progress	2025 84% achieved expected progress

Comparison 2024 - 2025: Overall PLP Goal Achievement	
2024 80% achieved expected progress 15% partially achieved SLI's (50-74%) 5% partially achieved SLI's (25 - 49%)	2025 80% achieved expected progress 16% partially achieved SLI's (50-74%) 4% partially achieved SLI's (25 - 49%) Māori

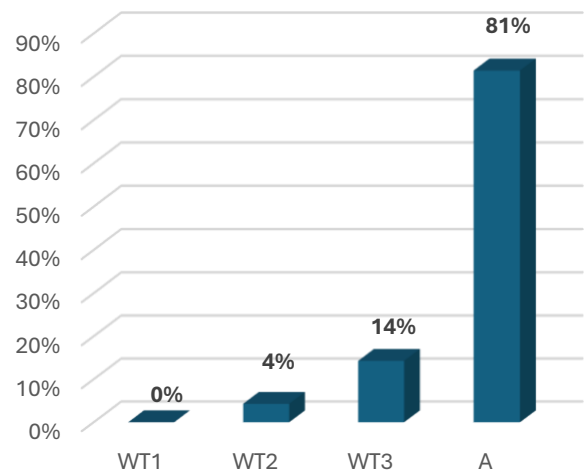
2025 – Another good year of achievement with 80% of ākonga achieving all of their goals. 77% of Māori ākonga achieved their goals showing a slightly lower percentage than ākonga of other ethnicities (83%)

Overall achievement in 2025 is very similar to when comparing to 2024, and meets our 80% target. The majority of ākonga that partially achieved their goals had a significant amount of time absent from school, we have been working alongside the Attendance Service to support these ākonga and their whānau.

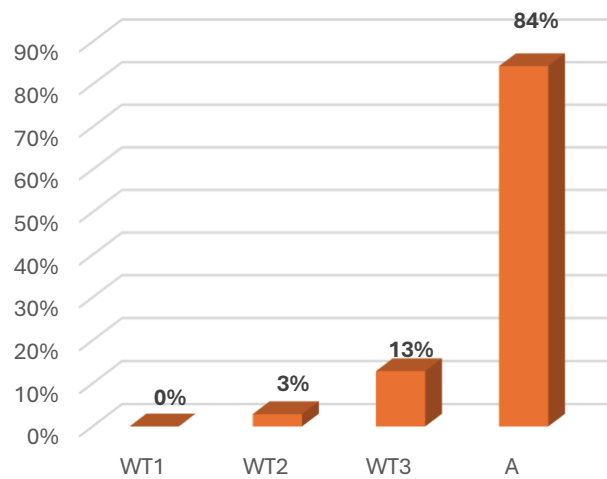
2025 English/Literacy Data



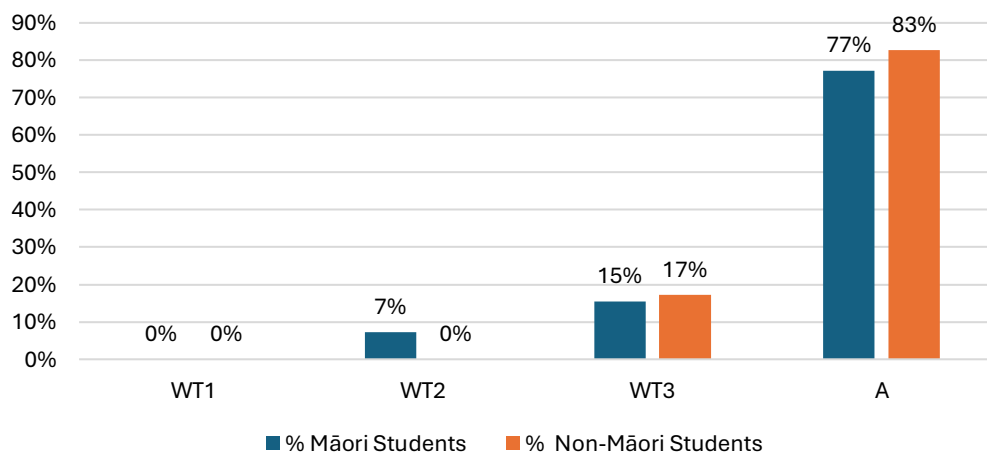
2025 Mathematics/ Numeracy Data



2025 Key Competency Data



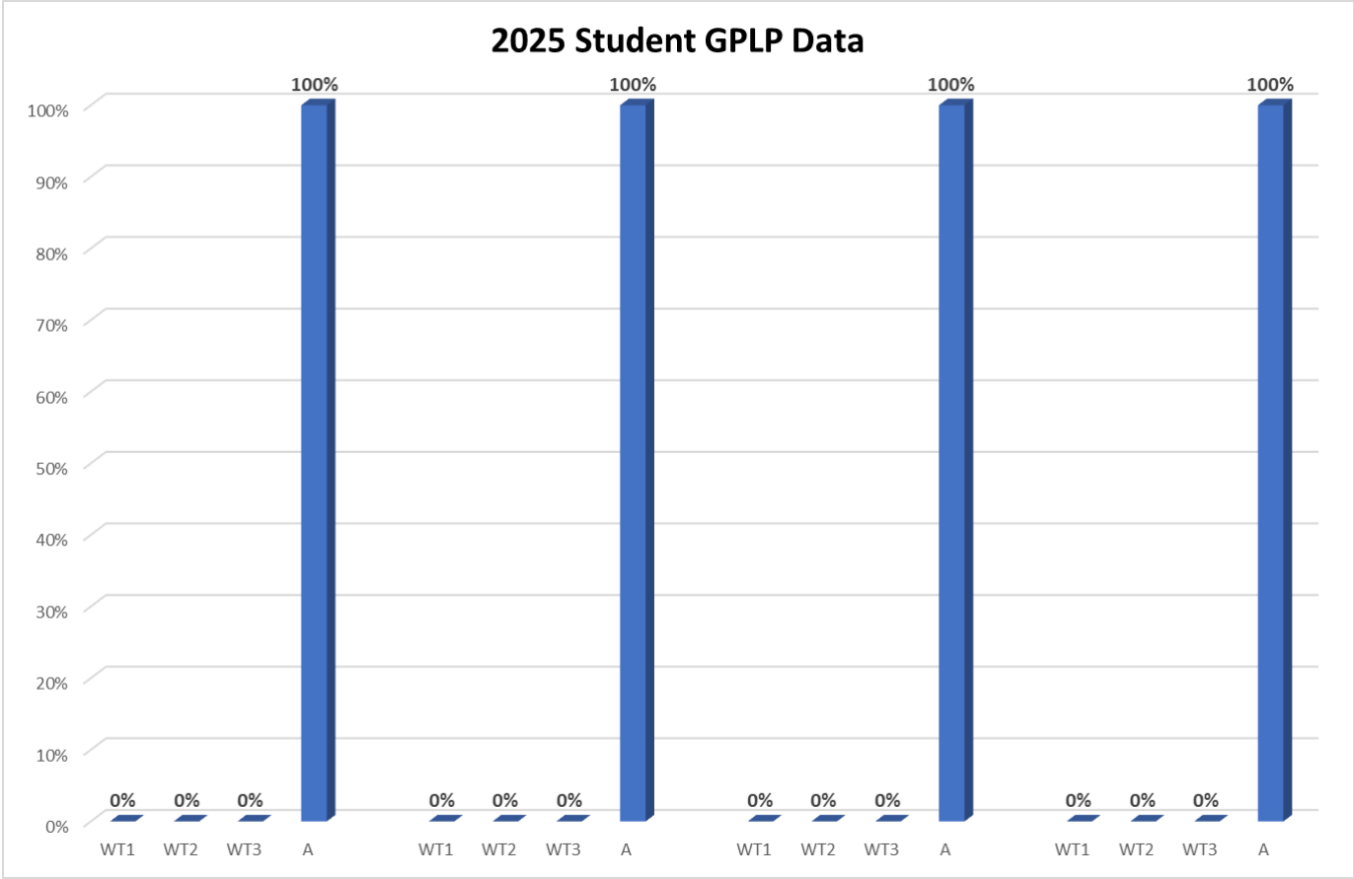
**2025 Combined PLP SLI Totals
Māori & Non-Māori Students**



In 2025, 2 classes were following the SPEC programme. Te Rangimarie 1 & 2. In total, these ākonga completed 40 SPEC modules – 25 of these were NZ Skills for Living modules and 15 were sensory modules. One student completed their New Zealand Certificate in Foundation Skills.

Te Rangimarie teachers shared a range of evidence, including ākonga voice with the Director of SPEC and a range of other SPEC providers as part of the SPEC external moderation. The feedback from the external moderation was excellent – both the ākonga and kaiako were celebrated.

Another year of exceptional overall achievement, with 100% of ākonga meeting all their targets.



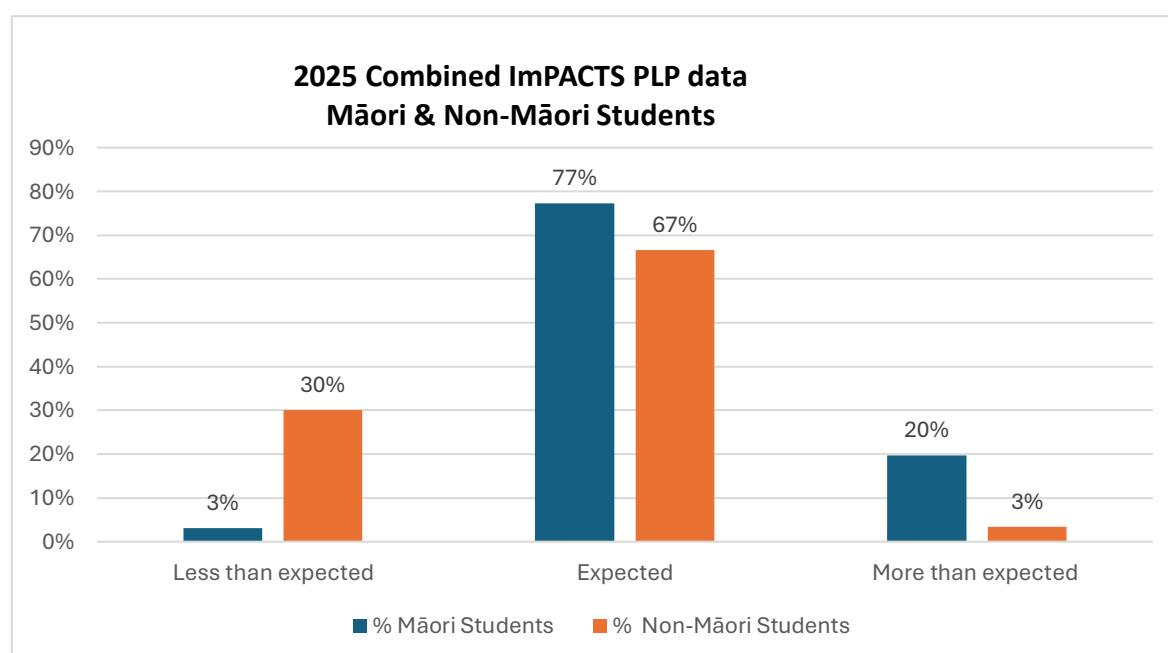
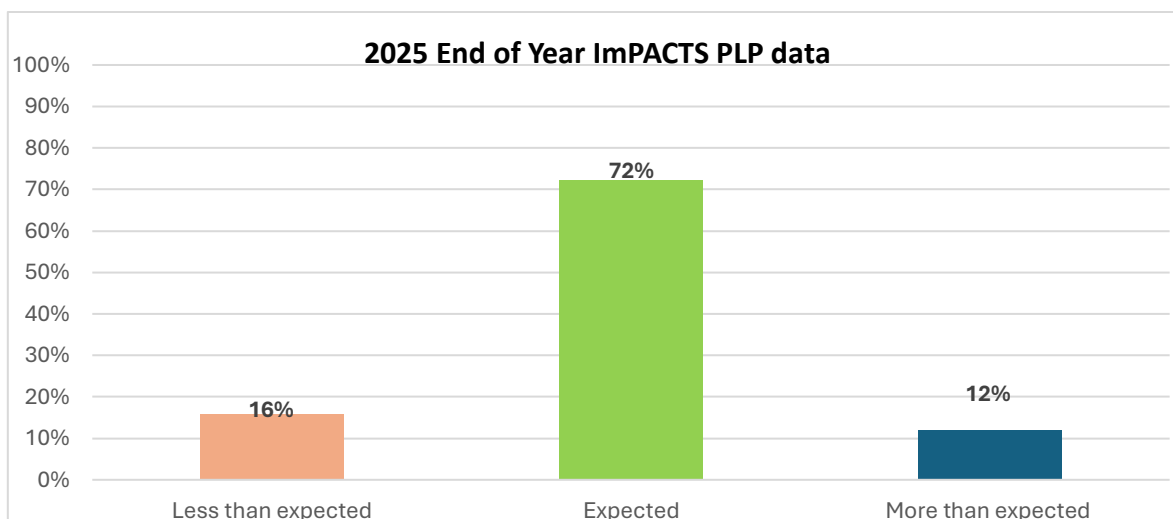
In 2025, ākonga from six satellites in the school had an ImPACTS PLP, Base, Nelson Park, Tamatea Intermediate, Tamatea High School and Te Rangimarie.

Ākonga new assessments were completed and PLP goals were set in their annual cycle term which could be in term 2, 3 or 4.

2025 data for ImPACTS ākonga is based on their expected rate of progress for where they are in their PLP cycle. E.g. ākonga who have been working on their goals since term 2 are expected to be at 51-75% achievement.

84% of ākonga were achieving at or above the expected rate of progress. This shows great progress for our experiential learners, especially as research shows that these students generally require a longer amount of time to solidify their new knowledge.

97% of Māori ākonga were achieving at or above the expected rate of progress, which is a slightly higher percentage than Non-Māori ākonga (70%).



Giving effect to Te Tiriti o Waitangi

Fairhaven School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Under the Education and Training Act 2020, a primary objective of the board of Fairhaven School is giving effect to te Tiriti o Waitangi. In 2025 the school:

- Worked to ensure our plans, policies and place-based curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
- Our 2025 theme plan reflects the arts through a Māori perspective. Our senior Kapa Haka performance group performed at the 2025 Kāhui Ako Kapa Haka Festival at the Pettigrew Arena. Staff opened meetings with a waiata, focusing on 2 waiata per term. School assemblies are led by tuakana from Te Rangimarie (our Young Adult Centre). Students lead with karakia, waiata and te reo. Fairhaven Te kaiwhakahaere o te reo Māori me ōna tikanga leads te reo, tikanga and kapa haka sessions throughout the school.
- Provided opportunities for students to use core vocabulary boards in te reo.
- Provided opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori

Statement of compliance with employment policy, including EEO policy

Fairhaven School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The school policy for employment was followed, which includes checking reference qualifications and employing the person with the best fit.

In 2025, the school employed 16 new staff.

Flexible work agreements are in place for those who have applied for them in the school.

Fairhaven School can confirm that it meets all Equal Employment Opportunities requirements and has developed and implemented personnel policies within policy and procedural frameworks to ensure employees' fair and proper treatment in all aspects of their employment. Fairhaven School confirms that it is reviewed its compliance against personnel policy and procedures and can report that it meets all requirements and identified best practices. Fairhaven School is a good employer. It complies with the conditions in the employment contracts of all staff employed by the Board. It ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

Kiwi Sport Funding

During the year the Board was recipient of additional Government funding for specific purposes. Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$1,976 (excluding GST). The funding was spent on sports equipment and fees. The number of students participating in organised sport continues to be at excellent levels.

Financial Statements

This will be added once received from the auditor.

