



Fairhaven School
Whānau ako – learning together

Charter 2022 – 2024 (*updated 2023*)



Information for Our Community

The Fairhaven School Charter is a document for our community, Board, staff and stakeholders that outlines the Board's aims, objectives, directions, priorities, and student improvement targets.

The first few pages in the Charter outline our **Mission, Vision, and Values**.

The next section outlines our **Strategic Goals** – 'where we would like to be in 3-5 years'. These goals are reviewed annually.

The **Annual Development Plan** sets down our focus for the year and the core strategies we will use to achieve our targets. These targets directly relate to our Strategic Goals.

Then, **specific achievement targets** for the current year are identified. We use a system that enables us to identify, measure, and report the progress and achievement students are making in their individual goals, specifically in Mathematics (Numeracy), English (Literacy) and a Health and Physical Education / Key Competency Goal. This information is able to be aggregated for differing cohorts of students and school wide. In 2020 the system was further developed to enable us to monitor progress and achievement of our senior students using Graduate Profile Outcomes. In 2021, we explored ways in which to better support the learning of our more complex learners, through the assessment system IMPACs. This exciting new assessment tool will be developed and embedded into our systems over the next 2 years.

In 2023 due to staff changes and the ongoing impact of COVID 19 on professional development opportunities, we will be revisiting and consolidating many of the initiatives introduced in the past two years, to ensure our young people have the best education possible. We will keep you up-to-date during the year with our progress, through our school events, whānau communication and whānau consultation.

Over the course of the next two years, the Board alongside staff and community will be exploring the statement of National Education and Learning Priorities (NELPS) that were issued under the Education and Training Act 2020 to strengthen our policies, processes, values and day to day work on things that will have a significant positive impact for our children and young people.

- 1) Learners At The Centre: Learners with their whānau are at the centre of education
- 2) Barrier Free Access: Great education opportunities and outcomes are within reach for every learner
- 3) Quality Teaching And Leadership: Quality teaching and leadership make the difference for learners and their whānau
- 4) Future Of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives

Diane Whyte

Principal

Tina Meharry

Presiding Member

School Description

Fairhaven School is a Special School delivering holistic education for students aged 5-21 years, who have a range of special educational learning needs, intellectual and / or physical disabilities. Our students are mainly from Napier City, Taradale and surrounding areas. Many of our students receive transport assistance from the Ministry of Education (MoE).

The school currently comprises of a Base School (2 reception / primary classes), and 5 satellite units, these being located at Nelson Park School, Tamatea Primary, Tamatea Intermediate, Tamatea High and our Senior Transition or “Tech” named Te Rangimarie on Maraekakaho Rd, at Bridge Pa. The majority of our students receive funding under the Ongoing Resourcing Scheme (ORs). We endeavour to come together as a school as regularly as possible taking into consideration the ongoing impact of COVID 19..

The school roll is growing, and we will start the 2023 year with 80+ students. Approximately 54% of our students identify with Māori being their first ethnicity, 1% as Pacifica, 5% as Asian, 38% New Zealand European descent and the remainder as other.

The Principal leads Fairhaven School, working together with 2 Deputy Principals, 18 part or full time teachers, 2 office administration staff, and 38 part or full time teacher aides. Teachers and whānau also work closely with our Fairhaven Assessment and Support Team (FAST) supporting our students’ access to the New Zealand Curriculum (NZC). The FAST team consists of a Kaitohutohu, 2 Music Therapists, 2 Occupational Therapists, 2 Physiotherapists, 1 Speech and Language Therapists and a Therapy Assistant.

All students have a personalised learning plan (PLP) or a Graduate Personalised Learning Plan (GPLP), developed together with whānau, specialists and teachers. The NZC Key Competencies are the focus of PLP / GPLP development and classroom planning. The Key Competency Pathway (KCP) indicators are used to set NZC targets for students, and the NZC sets the context for learning. All students are offered a wide range of learning experiences and opportunities to enhance individual outcomes.

Fairhaven School is part of the Ahuriri Kāhui Ako along with Porritt School, Tamatea Primary, Tamatea Intermediate, Tamatea High, and Westshore School. This partnership has strengthened over time and has the intention of making a significant positive impact on the learning outcomes for students across the community.

Recognising New Zealand's Cultural Diversity and Māori Achievement

Fairhaven School embraces the concept of Ako – where the teaching and learning relationship is one of reciprocity. We recognise that to enable success, the learner, and whānau cannot be separated. As a Specialist Service Provider, and in meeting the Specialist Service Standards, Fairhaven School Board of Trustees, staff and specialist / therapy staff endeavour to build strong relationships and networks with Māori, including social service providers, community organisations, iwi, and hapu. We aim for all staff to understand and practise culturally responsive and relational pedagogy.

The school will endeavour to meet our aims through:

- ❖ Consultation with our Māori community
- ❖ Bilingual signage within the school and incorporating Te Reo in our classroom visuals
- ❖ Employing staff (including a Specialist Teacher) with expertise in Te Reo and Tikanga
- ❖ Meaningfully Incorporating te reo Māori and Tikanga Māori into the everyday life of our school, including embedding our local Ngati Kahungunu curriculum into planning and curriculum delivery
- ❖ Recognising the unique position of Māori when developing school policies and procedures that reflect NZ's cultural diversity
- ❖ Provide professional development for staff in Tikanga Māori

Our School Vision

Whānau Ako – Learning Together

Students, staff, and whānau working together so all students are proud of who they are - learning, achieving, and successfully participating in their communities."

Our Shared Values



Strategic Plan 2022 – 2024 Core Strategies for Achieving Goals (updated 2023) *NELP Objective 1 overarches all goals*

<p>Goal One: Students' Learning Every student learns, achieves and succeeds as evidenced by progress in their individual goals <i>NELP Objective 2 Barrier Free Access</i></p>	<ul style="list-style-type: none"> Teacher inquiries, resourcing, and Professional Learning & Development (PLD) focuses on supporting student progress and achievement within our Total Communication strategy, and Personalising Learning systems Student progress against SMART individual goals is measured and analysed formatively to inform next steps for learning and summatively to report to stakeholders IMPACs assessment tool implemented to provide improved outcomes for students with complex needs. Achievement data is analysed at individual, class, syndicate, ethnicity, and whole school levels to identify future focus areas Specialists and teachers work together effectively to maximise the value of specialist input for students PLP process and Reporting to Parents is reviewed annually in light of further findings / directions Positive Behaviour Support Policy and Processes (Team Teach, MoE Guidance & the Education and Training Bill – Update of the physical restraint framework.) embedded across school
<p>Goal Two – Engagement 4 Learning Fairhaven School Curriculum supports the development of a sensory learning approach that fully engages and accommodates the learning differences of all students <i>NELP Objective 2 Barrier Free Access</i> <i>NELP Objective 4 Learning that is relative to the lives of New Zealanders today and throughout their lives.</i></p>	<ul style="list-style-type: none"> Engagement Profile system / process embedded in school practice – Universal Design for Learning (UDL) Our 'Total Communication' (TC) philosophy is embedded and supports an inclusive curriculum, promoting the learning, safety, health and wellbeing of all learners – Universal Design for Learning Sensory Learning Approach is embedded as part of the Fairhaven School Curriculum to support Engagement 4 Learning Ongoing Review and refinement of Fairhaven School Curriculum to include Digital Learning as an embedded component Differentiated Assessment Tools that meet the needs of diverse learners are researched / designed and utilised Assistive Technology and Augmentative is further developed as a tool to support learning and access to the NZC (UDL) Therapy / Specialist Assessments / Programmes and recommendations are embedded across the school day Vocational Pathway further developed that aligns with Graduate Profile Outcomes (Kahui Ako)
<p>Goal Three – Staff Learning and Development Student outcomes are enhanced through all staff continuing to develop their skill and knowledge through ongoing PLD, collaboration and reflective practice. <i>NELP Objective 2 Barrier Free Access</i> <i>NELP Objective 3 Quality Teaching & Leadership make the difference for learner and their whānau</i></p>	<ul style="list-style-type: none"> All PLD has a Culturally Responsive and Relational Pedagogy approach - Teachers continue to develop their understanding of what effective practice is, reflecting on the Standards for the Teaching Profession, and Tātaiako and how culturally responsive and relational pedagogy links to valued outcomes for students All staff engage in Numcion PLD to enhance the teaching of Mathematical / Numeracy strategies Learning for students with High Complex Needs is enhanced through IMPACs PLD for all staff All staff confidently participate in a robust 'Personal and Professional Growth Cycle that supports effective practice and increased student engagement and achievement All PLD has a Universal Design for Learning focus (sensory approach to learning focus) Develop Leadership capacity / skills across the school Staff share knowledge and work collaboratively to enhance outcomes for our students

Other Key Improvement Strategies

Aim: To provide a safe, stimulating, well resourced & attractive learning environment that promotes & supports high quality learning for all students

Revised 10 Year Property Plan (10YPP) June 2019

- ILE Upgrade of Base Classrooms & Bridge Pa Block A – finalising 2023 - Property Maintenance – Exterior Painting and refurbishment as per Maintenance Plan

Additional Projects

- Investigate property development to enable a safe site where students who have ongoing / cyclical challenging behaviour can learn safely and with dignity
- Working with MoE and Onekawa School on new satellite provision
- Create Sensory Spaces within each classroom
- Develop Outdoor spaces at Base School – develop separate Sensory Space
- Nelson Park Satellite Bathroom, refurbishment, and outdoor upgrade (Joint MoE, Nelson Park, Fairhaven School project)
- Tamatea Intermediate – work in conjunction with Tamatea Intermediate and MoE in rebuild process
- Tamatea Primary School – playground and fence development, classroom refurbishment

Information Communication Technology (ICT) – E-learning: Ongoing development and implementation of E-Learning Strategy to ensure ICT / Assistive Technology and E-Learning meet the needs of all students and staff. Investment in ICT infrastructure to support sensory approach to learning. Continue to develop HERO, student management system focussing on improving home school communication, whānau engagement, data analysis. Move to cloud-based server. Update School Website.

Specialist Services (Fairhaven Assessment & Support Team)

- Ongoing review of systems and procedures and induction to support new staff
- Identified next step from Specialist Services Review (whānau voice)
- PLD to support new staff in understanding of Specialist Service Standards and following the SS Pathway
- Visits for therapy team to shadow experienced and successful therapists

Health & Safety:

- Site Safety Checks are systematic and regular with Health & Safety Rep & Committee meeting regularly, and Board is fully informed through the principal
- Manual Handling / safe practices PLD for staff as per individual student needs
- Behaviour Support Policy / Processes and Systems – Updated to reflect 2023 Guidance - Annual whole school staff PLD, Student Specific PLD, All new staff certificated
- Scope First Aide Certification needs / bi-annual certification system required to ensure coverage across school / renewal of current certified staff

Kahui Ako - Community of Learning

Focus: Strengthen Culturally Relational and Responsive Pedagogy, Promote and develop Well-Being and Hauora for our ākonga, Ensuring effective transitions

2023 Development Plan

Goal 1: Students' Learning: Every student learns, achieves and succeeds as evidenced by progress in their individual goals

Strategic Aims	Expected Outcomes	Specific Actions
Teacher Inquiries, resourcing and PLD focuses on personalising learning alongside Engagement 4 Learning (focus learner) to support annual targets	<ul style="list-style-type: none"> ▪ Student achievement & progress rates in Literacy & Numeracy will increase ▪ Teachers identify gaps in their own knowledge & practice to improve student outcomes 	<ol style="list-style-type: none"> 1) Budget supports Engagement 4 Learning Focus 2) Teaching as Inquiry (TAI) focus on Engagement for Learning 3) Curriculum update in line with NZ Curriculum Refresh 4) Communication strategies and tools available for all staff <p>FAST continue to support Total Communication PLD – Core Boards for parents and staff</p>
Teachers can confidently use assessment practice to identify links between review, student goals, progress & achievement for PLP / NZC individual goals	<ul style="list-style-type: none"> ▪ All Teachers are confident using the school wide monitoring system that informs review ▪ Individual goals are embedded in classroom programmes ▪ Assessment is embedded into teaching cycle 	<ol style="list-style-type: none"> 1) Assessment for Learning Toolbox further developed 2) Cumulative records used to record progress against PLP goals (SMS System Hero) 3) Moderation of information / evidence across school 4) All planning clearly shows where & how PLP, KCP, GPO, IMPACTs goals will be developed 5) Collegial Conversations linked to E4L and TAI 6) PLD for all staff – NUMICON 7) PLD for all staff – Total Communication
Achievement data is analysed at individual, class, and whole school levels to identify future focus areas	<ul style="list-style-type: none"> ▪ Student Goals are more specific and measurable ▪ Student Progress and Achievement can be closely analysed leading to increased outcomes 	<ol style="list-style-type: none"> 1) Consolidate PLP process – Each SLI is challenging whilst being achievable within one school term 2) Data System is further refined to enable teachers to input and analyse student progress data (SMS Hero) 3) Staff PLD in use of data system / SMS (Hero) 4) Staff PLD & Development of IMPACs assessment
Specialists and teachers work together effectively to maximise the value of therapy input for students	<ul style="list-style-type: none"> ▪ Collaborative planning between teachers and therapists is strengthened ▪ Therapy goals / plans are embedded across the day in all learning programmes 	<ol style="list-style-type: none"> 1) Teachers and FAST released in weeks 1-3 to co-construct goals & SLI's 2) Therapy goals / plans are explicit and embedded in classroom practice 3) Targeted PLD for support staff to enable therapy role release 4) Ongoing Supervision for new grad SLT
PLP process is reviewed annually and PLP documents are 'living' documents	<ul style="list-style-type: none"> ▪ PLP process meets the needs of students & whānau ▪ Home School partnerships are strengthened, supporting increased outcomes for our students 	<ol style="list-style-type: none"> 1) Staff to consult / discuss / share PLP goals with students 2) Learning is more visible in all classrooms with a school wide 'I am learning to....' Wall / area 3) Therapy goals are explicitly evident to support enhancing access to learning and NZC

2023 Development Plan

Goal 2: Engagement For Learning - Fairhaven Curriculum supports the development of sensory learning that engages & accommodates the learning needs of all students

Strategic Aims	Expected Outcomes	Specific Actions
Engagement Profiles are completed for identified focus learners	<ul style="list-style-type: none"> Students have increased engagement & outcomes Staff will have a tool grounded in current research, that enables them to more fully understand and engage these focus learners 	<ol style="list-style-type: none"> 1) New Staff trained in the Engagement for Learning Programme 2) E4L group lead teachers further coaching in leading and mentoring colleagues 3) E4L groups meet fortnightly – Sharing good practice / moderation 4) Staff have targeted PLD in Total Communication, NUMICON, & IMPACs
Sensory Learning Approach is aligned with our 'Total Communication' (TC) philosophy and supports an inclusive curriculum, promoting the learning, safety, health and wellbeing of all learners (Universal Design for Learning)	<ul style="list-style-type: none"> Sensory Learning Approach is evident in all areas of school enabling students an increased voice & experience greater engagement in learning Staff interact with all students in a positive, respectful and meaningful way Students are supported to make positive transitions across contexts 	<ol style="list-style-type: none"> 1) PLD for new staff 2) Revisit UDL Framework alongside Total Communication 3) Strengthen use of visual strategies, through focussed PLD for all staff 4) Ongoing Assistive / Augmentative technology reviewed & staff trained as appropriate for students 5) Development of IMPACs 6) Ongoing training for staff in Manual Handling / Positive Handling & Touch / new staff trained as part of induction / MOVE 7) Behaviour Support Team Teach, ongoing review / strengthen restorative practice / Prioritise & schedule debrief sessions
Therapy Plans & recommendations are embedded across school day	<ul style="list-style-type: none"> Increased student engagement Increased access to NZC & learning Increased learning outcomes 	<ol style="list-style-type: none"> 1) Scheduled Teacher / Specialist sharing time 2) Staff training in SS Pathway electronic files (induction of new teachers) 3) PLD for Therapy Staff (School visits / shadowing experienced & successful practitioners) 4) Specialist Service Standards reviewed at FAST meetings 5) Seating / Wheelchair equipment certification 6) Additional Supervision for therapists
Differentiated assessment tools that meet needs of diverse learners researched / designed	<ul style="list-style-type: none"> Staff knowledge & assessment practise continues to develop, accelerating student progress 	<ol style="list-style-type: none"> 1) Ongoing PLD - Assessment of Learning / E4L training / IMPACs 2) DP & Curriculum Leads - continue to develop and trial assessments 3) Alternative Therapy Assessments – stocktake and develop
Vocational Pathway further developed	<ul style="list-style-type: none"> Transition pathway meets the needs of students & whānau Contextualised & relevant learning Increased outcomes for students 	<ol style="list-style-type: none"> 1) Vocational curriculum further developed through SPEC and aligned with Graduate Profile Outcomes

2023 Development Plan

Goal 3: Staff Learning & Development: Student outcomes are enhanced through staff developing their skill & knowledge through PLD, collaboration & reflective practice.

Goal 3: Strategic Aim	Expected Outcomes	Specific Actions
Teachers continue to develop their understanding of what is effective practice reflecting on Standards for Teaching Profession /behavioural indicators from Tātaiako and how they link to valued outcomes for students	<ul style="list-style-type: none"> ▪ Staff increase knowledge of Tikanga Māori, and practice and pedagogy is culturally responsive leading to enhanced student engagement and outcomes ▪ Increased Opportunities for Māori students to learn as Māori, ▪ Specialist Pedagogy skill & knowledge extended resulting in increased engagement and outcomes for all students 	<ol style="list-style-type: none"> 1) Culturally responsive relational pedagogy – Engaging Learners - Kahui Ako focus (PLD for all staff) 2) Strengthen school team through appointing staff who are speakers of Te Reo, or who have expertise and knowledge of Tikanga including specialist teacher of Māori 3) Teaching and Specialist staff continue Certificate in Tikanga Māori (Te Wānanga o Aotearoa) 4) Ngati Kahungunu curriculum – informs place based curriculum in line with NZ Curriculum Refresh 5) Increased use of IT equipment to support engagement, total communication and personalised learning 6) Bite Size Sensory Learning /Sensory Processing embedded in staff meetings 7) Whole Staff Numicon PLD and Numicon resourcing in all classes 8) Formal induction for new staff
All staff have a robust 'Personal and Professional Growth Cycle in place that supports effective practice and increased student engagement and achievement	<ul style="list-style-type: none"> ▪ Fairhaven staff are actively engaged in their own learning and able to identify gaps in their own knowledge / practice 	<ol style="list-style-type: none"> 1) Individual PLD budget for Teaching and Therapy Staff 2) All staff trained & participate in Shadow Coaching with cultural lens 3) Teaching As Inquiry / E4L Groups focussed on goals for identified Focus Learners 4) Review growth cycle PLD / Appraisal system 5) Targeted Leadership PLD for lead teachers 6) FAST supervision supporting individual and team growth
To promote safe, inclusive learning environments that foster the wellbeing of all students and staff	<ul style="list-style-type: none"> ▪ Intensity and frequency of incidents of extreme behaviours are lessened ▪ Greater student engagement and learning ▪ Increased staff resiliency 	<ol style="list-style-type: none"> 1) 3 x Staff certify as Team Teach Trainers 2) Behaviour Support Process further developed and unpacked in line with updated guidance 3) All staff receive Team Teach preventative techniques and de-escalation training 4) New staff receive Autism Specific Training 5) Sensory Processing, knowledge & strategies enhanced

Measuring student achievement

All students at Fairhaven School have Individual Goals, which use fine-grained learning progressions that are strongly linked to the New Zealand Curriculum and the Key Competency Pathway. As each of our students have unique abilities, their progress is measured against their stated individual goals, rather than against the performance of other students. By measuring progress towards these goals, we are able to identify and celebrate each students learning and achievement.

Following research in methodology and processes around data collection and designed a school-wide achievement criteria which enabled us to measure progress and achievement for all students, and to identify next steps for learning for each individual in a consistent and coherent way.

This enables us to collect and analyse data for a number of purposes:

- ❖ Inform teachers planning
- ❖ Inform next step / progression in individual goals
- ❖ Aggregate and report individual progress to whānau
- ❖ Report school wide and cohort data to the Board
- ❖ Report school wide and cohort data to MoE

Following review of our student achievement data, we identified the need to find a way to better support learning for our students who have the highest complex needs, by identifying goals and assessment tools that were authentic and able to measure the smallest of movement over time. IMPACs has been identified as a means to do this and will be developed and embedded in existing school systems over the next 2-3 years.

The Board of Trustees receive a termly report of school wide data against our Student Learning Targets in English, Mathematics and Health and Physical Education / Key Competency. This report outlines the progress, achievement, and analysis of individual student learning following Personalised Learning Plan and Graduate Profile Plan data analysis. We report progress and achievement in English/Communication, Maths/Numeracy, Key Competency Development and PLP/GPO progress across each term via HERO student management system.

2023 Student Achievement Targets		
Strategic Goal: Students' Learning: Every student learns, achieves, and succeeds as evidenced by progress in their individual goals		
Annual Target: 80% of students will make expected or above expected progress towards their Personalised Learning Goals (<i>English, Mathematics and Key Competency / Health & Physical Education</i>) Fairhaven School has identified 3 core curriculum areas which feature in every PLP. These are English, Numeracy and an identified Key Competency which may focus on Health and Physical Education. Each student has four Specific Learning Intentions (SLIs) for these core areas to focus on throughout the academic year. The expected rate of progress for each student is to achieve one SLI per term, or four across the year.		
2021 90% made expected progress (75% or more) 8% partially achieved their SLI's (50-74%) 2% achieved less than 50% progress		2022 95% made expected progress (75% or more) 4% partially achieved their SLI's (50-74%) 1% achieved less than 50% progress
Annual Charter Target: 80% of students will make expected or above expected progress towards their Personalised Learning Goals in English / Literacy		
Data gathered measured those who were making expected rate of progress, those who were making above expected or below expected progress. These goals incorporated communication, reading and writing, according to the specific levels, needs and abilities of each student.		
2021 76% students made expected progress, towards 4 SLIs for Literacy. 15% of students partially achieved their SLI's (50 – 74% progress) 9% achieved less than 50% progress towards their SLI's.		2022 96% students made expected progress, towards 4 SLIs for Literacy. 4% of students partially achieved their SLI's (50 – 74% progress)
Specific Actions		Indicators Of Progress
<ul style="list-style-type: none"> Therapy / Specialist team, teacher and Lead Team meet in weeks 1-4 T1 to review student attainment, & revise / co-construct Specific Learning Intentions in light of assessment outcomes PLP Meetings scheduled & goals shared with whānau prior to meeting to ensure whānau aspirations, thoughts and priorities are included / embedded within PLP /GPLP and / or classroom programmes – increased whānau voice Therapy / specialist goals are aligned with SLI's, and strategies are explicit in PLP document Stretch Targets developed for students who meet or exceed expected rate of progress TAI to focus on focus learners identified through Engagement for Learning Progress tracked & reported at individual and class level – moderated mid & end of each term / analysis of those who are not meeting expected rate of progress and interventions designed as a result of analysis Appropriate resources identified and offered to support whānau in working with students at home PLD – Engagement 4 Learning (teacher coaching ongoing) / IMPAC PLD and system development Autism Specific support / sensory learning from FAST Numicon PLD 		Increased Student Engagement All student individualised goals are SMART Whānau feedback is positive Whānau report feeling supported Staff can articulate principles of UDL/E4L UDL / TC principles are evident in classrooms Decreased high level behaviours Students with complex needs have increased engagement in all classroom and school programmes