



Fairhaven School
Whānau ako – learning together

Strategic Plan 2024 – 2025

Our School Values



Strategic Goal Alignment Education and Training Act 2020		
s127 - Objectives of boards in governing schools	HIRANGA	MANAAKI
Every ākonga at the school is able to attain their highest possible standard in education achievement	✓	
The school: <ul style="list-style-type: none"> is a physically and emotionally safe place for all ākonga and staff. gives effect to relevant ākonga rights. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school 		✓
The school is inclusive of and caters for ākonga with differing needs		✓
Fairhaven School gives effect to Te Tiriti o Waitangi by: <ul style="list-style-type: none"> working to ensure its plans, policies and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori ākonga 	✓	✓

Goals are as a result of the following over the 2023 year	
Whānau voice: PLP meetings Surveys ConsultationWhānau mai te kai hui Curriculum Refresh Team Focus Teacher self-reflections Self-Review Staff Survey Leadership Survey Education Review Office Focus Feedback	Collection and analysis of information about learning/curriculum Analysis of PLP data Whānau curriculum comments Exploring and considering Whānau Hauā

The same process will be used to measure progress in 2024 and 2025

Strategic Goal Alignment National Education Learning Priorities		
	HIRANGA	MANAAKI
1: LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education		
1 Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying		✓
2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages, and cultures	✓	
2: BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner		
3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support needs		✓
4 Ensure every learner/ ākonga gains sound foundation skills including language, literacy, and numeracy	✓	
3: QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau		
5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning		✓
6 Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce	✓	
4: FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge, and pathways to succeed in work	✓	

Strategic Goals	NELP's	Strategic Initiatives		Te Tiriti o Waitangi		
				Art 1	Art 2	Art 3
STRATEGIC GOAL 1 Develop a schoolwide approach to the teaching of literacy, resulting in positive learner outcomes	1, 2, 3	2024	<ul style="list-style-type: none"> Evaluate current literacy levels of all learners. Engage in school-wide professional development to establish a shared understanding of pedagogical knowledge of the specialist literacy approach – Comprehensive literacy for all 	✓		✓
		2025	<ul style="list-style-type: none"> Re-evaluate current literacy levels of all learners Continue to engage in school-wide professional development to further develop pedagogical knowledge of the specialist literacy approach – Comprehensive literacy for all Comprehensive Literacy for all embedded into Literacy teaching, planning, and assessment 		✓	✓
STRATEGIC GOAL 2 Integrate Te Mātaiaho Framework into the Fairhaven Curriculum	2, 3	2024	<ul style="list-style-type: none"> To continue to engage with Curriculum Leads & National Curriculum Refresh Team To incorporate Te Mātaiaho Framework using a thematic approach (Cycle 2) To continue to develop the Fairhaven phases of learning across the thematic approach Seek Whānau aspirations 	✓	✓	
		2025	<ul style="list-style-type: none"> To continue to engage with Curriculum Leads & National Curriculum Refresh Team To incorporate Te Mātaiaho Framework using a thematic approach (Cycle 3) To continue to develop the Fairhaven phases of learning across the thematic approach Seek Whānau aspirations 	✓	✓	✓
STRATEGIC GOAL 3 Enhance and expand the Fairhaven Foundations framework for ākonga, kaiako, and whānau	1, 2	2024	<ul style="list-style-type: none"> Review and evaluate, and further develop the Fairhaven Foundations Seek Whānau voice Engage in professional development of the further developed Fairhaven Foundations 	✓	✓	✓
		2025	<ul style="list-style-type: none"> Review and evaluate, and further develop the Fairhaven Foundations Engage in professional development of the further developed Fairhaven Foundations Seek Whānau voice 	✓	✓	✓

Te Tiriti o Waitangi

Article 1 Kāwanatanga/ Governance Article 2 Rangatiratanga/ Autonomy Article 3 Ōritetanga/ Equity

Whānau and Ākonga Aspirations

We gathered Whānau and Ākonga voice through surveys, focus questions at our annual school dance, and consultation at meetings and enrolment interviews. These aspirations, collated into general themes, guided us as we developed our strategic aims and goals.

	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
	Develop a schoolwide approach to the teaching of literacy, resulting in positive learner outcomes	Integrate Te Mātaiaho Framework into the Fairhaven Curriculum	Enhance and expand the Fairhaven Foundations framework for ākonga, kaiako, and whānau
To be happy, and confident	✓	✓	✓
To have fun at school and enjoy learning	✓	✓	✓
To develop independence and social confidence	✓	✓	✓
To develop communication and connections with peers	✓	✓	✓
To get a job, to be able to fill their days with productive and healthy activities when they leave school	✓	✓	✓
To be able to make healthy choices	✓	✓	✓
Ākonga Led Aspirations			
To be independent - learn to drive	✓	✓	✓
To be able to have fun, have holidays, have good friends	✓	✓	✓
To learn more Te Reo	✓	✓	✓
To look after my grandparents	✓	✓	✓
To be a Teacher Aide	✓	✓	✓
To do things that I enjoy – photography, rowing, swimming	✓	✓	✓

Annual Action Plan for 2024

Strategic Goal 1	Develop a schoolwide approach to the teaching of literacy, resulting in positive learner outcomes		
Strategic Initiatives for 2024	<ul style="list-style-type: none"> Evaluate current literacy levels of all learners Engage in school-wide professional development to establish a shared understanding of pedagogical knowledge of the specialist literacy approach – Comprehensive literacy for all 		
Intended outcome for 2024	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		
WHAT KEY ACTIONS WILL WE TAKE to progress this initiative for 2024	WHO IS RESPONSIBLE?	WHEN WILL THIS HAPPEN?	WHAT ACTUALLY HAPPENED?
Deliver Comprehensive Literacy PD PD Day 1 PD Day 2 All teachers to complete online PD Comprehensive Literacy for All	Literacy Co-ordinator & Speech and Language Therapist Principal/DP's/All Teachers	Term 1 - Week 0 Term 2 - Week 10 Start of Term 2	
Set up regular meetings with all teachers – monitor progress	Literacy Co-ordinator & SLT	Terms 1 - 4	
Staff to embed AAC modelling across the day in all classrooms	Principal/DP's/FAST/All Teachers/All TA's	Terms 1 - 4	
Begin to embed PD into classroom programmes	Principal/DP's/All Teachers	Terms 1-4	

Annual Action Plan for 2024			
Strategic Goal 2	Integrate Te Mātaiaho Framework into the Fairhaven Curriculum		
Strategic Initiatives for 2024	<ul style="list-style-type: none"> 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 2024	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		
WHAT KEY ACTIONS WILL WE TAKE to progress this initiative for 2024	WHO IS RESPONSIBLE?	WHEN WILL THIS HAPPEN?	WHAT ACTUALLY HAPPENED?
Review existing curriculum materials/ current term plans. (Cycle 2)	Principal/DP's/All Teachers	End of each term	
Re-writing theme plan to incorporate Te Mātaiaho and the Fairhaven Phases of Learning	Principal/DP's/All Teachers	End of each term	
Liaise with Curriculum Leads & National Curriculum Refresh Team	Principal & DPs	Ongoing Terms 1-4	
Foster Partnership with local iwi and Māori community leaders (Kāhui Ako)	Principal/ DP's/ In-School Kāhui Ako teacher	Terms 1-4	
Seek Whānau aspirations	Principal/ DP's/ In-School Kāhui Ako teacher	Terms 1-4	
Review current teaching times for Reading, Writing and Mathematics	Principal/DP's/All Teachers	Terms 1-4	

Annual Action Plan for 2024			
Strategic Goal 3	Enhance and expand the Fairhaven Foundations framework for ākonga, kaiako, and whānau		
Strategic Initiatives for 2024	<ul style="list-style-type: none"> Review and evaluate, and further develop the Fairhaven Foundations Engage in professional development of the further developed Fairhaven Foundations 		
Intended outcome for 2024	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,		
WHAT KEY ACTIONS WILL WE TAKE to progress this initiative for 2024	WHO IS RESPONSIBLE?	WHEN WILL THIS HAPPEN?	WHAT ACTUALLY HAPPENED?
Evaluate current situation and prioritise which Fairhaven Foundations to cover first	Principal/DP's /FAST	End of Term 1	
Deliver content at staff meetings with updated guidance and documents	Principal/DP's /FAST	Term 2-4	
Coach Team Leaders to consolidate their role in school-wide application of Fairhaven Foundation systems	Principal/DP's /FAST	Term 2-4	
Begin to embed Fairhaven Foundations across the day	Principal/DP's /FAST	Term 2-4	
Seek Whānau feedback	Principal/ DP's/ In-School Kāhui Ako teacher / FAST Team	Terms 1-4	

Personalised Learning at Fairhaven School

Celebrating success and recognising strengths is at the core of everything we do. All ākonga at Fairhaven School have a personalised learning plan (PLP). This document identifies ākonga strengths and needs within an educational framework. The PLP outlines the way in which the school intends to help ākonga 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 ākonga. Their 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 every individual'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.

Our School Curriculum, while based on and reflecting the NZC, is adapted to meet the learning needs of our ākonga. The Fairhaven School curriculum is currently being updated in line with the NZ Curriculum Refresh.

Fairhaven School has identified 3 core curriculum areas which are prioritised in all learning. These are English, Mathematics and an identified Key Competency which may focus on Health and Physical Education. Each ākonga is provided with four specific learning intentions (SLIs) for these core areas to focus on throughout the academic year. The expected rate of progress for each ākonga is to achieve one SLI per term, or four across the year.

Our young adult learners follow the South Pacific Education Course (SPEC) curriculum which has a slightly different process. These ākonga focus on Graduate Profile Objectives (GPOs), these are covered 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)

Each ākonga continues to have four SLIs for each of these areas. The expected rate of progress remains the same, i.e. four per year.

For our experiential learners, the personalised plans are documented in an **IPLP**. These ākonga still follow the Fairhaven Curriculum, and their goals are slightly different being based on the Rosewood School ImPACTS Assessment/Curriculum which enables us to acknowledge and celebrate their finer-grained achievements and progress.

ImPACTS assessments and PLP goals are set once a year, however, this will be on the annual cycle term of each ākonga which could be in term 2, 3 or 4. Each ākonga will have 10 goals consisting of: 3 x Communication & Interaction, 2 Cognition & Learning, 2 x Personal, Social and Emotional Wellbeing, 1 x Environmental Control Technology (ECT) and 2 x Sensory and/or Physical goals.

As we have completed the transition phase to ImPACTS over the past 2 years, for 2024 ākonga will have an interim PLP set in term 1 which will be based on their current assessments. Their new assessments/ PLP goals will be set in their annual cycle term which could be in term 2, 3 or 4. From 2025, all ākonga will continue to have their assessments completed and goals set in their annual cycle term which could be in term 2, 3 or 4.

2024 Ākonga Achievement Targets			
Learning – Overarching Aim: Every ākonga learns, achieves, and succeeds as evidenced by progress in their individual goals			
Annual Target: 80% of ākonga 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 ākonga has four Specific Learning Intentions (SLIs) for these core areas to focus on throughout the academic year. The expected rate of progress for each ākonga is to achieve one SLI per term, or four across the year.			
2022 Data 95% made expected progress (75% or more) 4% partially achieved their SLI's (50-74% progress) 1% achieved less than 50% progress		2023 Data 91% made expected progress (75% or more) 9% partially achieved their SLI's (50-74% progress)	
Annual Achievement Target: 80% of ākonga 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 ākonga.			
2022 Data 96% made expected progress, towards 4 SLIs for Literacy (75% or more) 4% partially achieved their SLI's (50 – 74% progress)		2023 Data 93% made expected progress, towards 4 SLIs for Literacy (75% or more) 7% partially achieved their SLI's (50 – 74% progress)	
Specific Actions	Timeframe	Responsibility	Indicators Of Progress
<ul style="list-style-type: none"> ▪ Therapy / Specialist team, teacher and Lead Team meet in weeks 1-4 T1 to review ākonga attainment, & revise / co-construct SLI's 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 ▪ Staff engage in school-wide professional development to establish a shared understanding of pedagogical knowledge of the specialist literacy approach – Comprehensive literacy for all ▪ 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 ▪ Appropriate resources identified and offered to whānau to support ākonga at home ▪ PLD – Fairhaven Foundations, Comprehensive Literacy For All 	<p>As per PLP Cycle</p> <p>Ongoing</p>	<p>Teachers / Lead Team / FAST</p> <p>Teachers & Therapists</p> <p>FAST Leads Lead Team</p>	<ul style="list-style-type: none"> ▪ Increased ākonga Engagement ▪ All personalised goals are SMART ▪ Whānau feedback is positive ▪ Whānau report feeling supported ▪ Fairhaven Foundations are evident ▪ Decreased high level behaviours ▪ Ākonga with complex needs show increased engagement in all classroom and school programmes