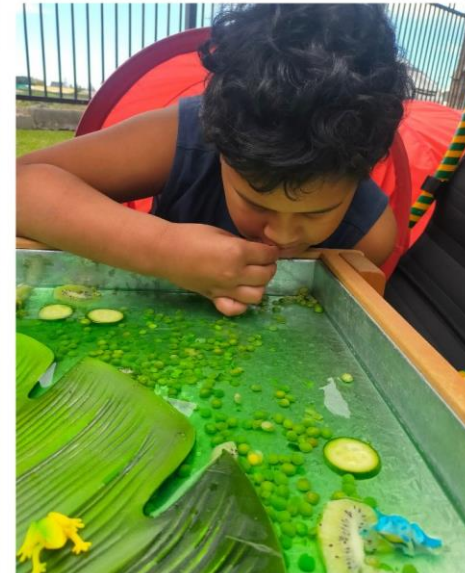




Fairhaven School
Whānau ako – learning together

Fairhaven Annual Report - 2024



School Number 2558

Statement of Variance: Progress against targets - 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	
Actions	What did we achieve?	Reasons for any variances between the target and the outcomes	Planning for 2025 – where to next?
Deliver Comprehensive Literacy PD PD Day 1 PD Day 2 All teachers to complete online PD Comprehensive Literacy for All	Two days of Professional Development Delivered – Comprehensive Literacy for All with a communication foundation focus and assessment. All teachers have completed the online Comprehensive Literacy for All PD. Reading resources – organised for each satellite.		Deliver Comprehensive Literacy PD PD Day 1 – week 0 All new teachers to complete online PD Comprehensive Literacy for All Engage in MOE Specialist School Structured Literacy PD when available
Set up regular meetings with all teachers – monitor progress	Teachers arranged meetings with Literacy Co-Ordinator as and when they needed advice on implementing Comprehensive Literacy for All.	Due to STOS demands of the Literacy Co-Ordinator this was not as regular as had been initially planned.	Set up regular meetings with all teachers – monitor progress. Ensured that STOS workload was less to ensure support is given to teachers.
Staff to embed AAC modelling across the day in all classrooms	Speech and Language Therapists were in regular contact with class staff. There was clear expectations of use and modelling of AAC. There was a focus on – if students can't communicate, assessments, reading and writing cannot happen.	All staff now wear a core vocabulary board, yes/no's and visuals. New visuals consistent across the school.	Training for new staff as part of the induction process.
Begin to embed PD into classroom programmes	Introduction of chart writing in 11 out of 13 classes. Morning message/sign in in some classes (as appropriate) Nelson Park and High School introduced 'Ready to Read' phonics and reading books.		PD embedded into classroom programmes Staff to complete Comprehensive Literacy for All Assessments for all students Continue to evaluate current literacy levels of all learners Assessment PD – Week 0 and develop an assessment annual plan.

Statement of Variance: Progress against targets - 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	
Actions	What did we achieve?	Reasons for any variances between the target and the outcomes	Planning for 2025 – where to next?
Review existing curriculum materials/ current term overviews (Cycle 2) Review current teaching times for Reading, Writing and Mathematics DPs reviewed classroom	Term Overviews reviewed at the end of every term – dedicated team meeting. Linking the theme term to the refreshed social sciences curriculum DPs reviewed classroom timetables. Reading, Writing and Mathematics explicitly labelled & a main focus of all EOTC		Review existing curriculum materials (Cycle 3) Review & re-write Fairhaven Curriculum embedding refreshed Maths & English Curriculums. (Cycle 3). To continue to develop the Fairhaven phases of learning across the thematic approach linking in 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 the school.		Re-writing theme plan to incorporate Te Mātaiaho and the Fairhaven Phases of Learning. Implement new curriculum
Liaise with Curriculum Leads & National Curriculum Refresh Team	DW and SE working with MOE on possible literacy and mathematic progressions. DW (SEPANZ) – came to an agreement with the Minister/Ministry that a bespoke structured literacy PLD be developed for Specialist Schools. Appointed a Maths Curriculum Lead.	Current Comprehensive Literacy PLD remained appropriate and supportive of teacher growth.	Liaise with Curriculum Leads & National Curriculum Refresh Team. Implement ULC Structured Literacy across the school. Literacy Champions to complete ULC Specialist School Structured Literacy PLD (before all staff complete in 2026)
Foster Partnership with local iwi and Māori community leaders (Kāhui Ako)	NH continued to work with the Kāhui Ako. Kapa Haka Festival – students are becoming more confident and building their skills. Māori Consultation Te Reo Māori name gifted to our school Te Kahu Amohia Fairhaven School.	Māori Consultation – evening Meetings are difficult for our parents.	Foster Partnership with local iwi and Māori community leaders (Kāhui Ako). Consultation with Ngāti Kahungunu re proposed name change
Seek Whānau aspirations	Feedback post Whānau mai te kai. Māori Consultation Evening. Gathering of student and school aspirations from caregivers during school dance. Detailed report submitted to the Board		Continue to seek Whānau aspirations in different situations.

Statement of Variance: Progress against targets - 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,	
Actions	What did we achieve?	Reasons for any variances between the target and the outcomes	Planning for 2025 – where to next?
Evaluate current situation and priorities which Fairhaven Foundations to cover first	Lead and FAST leads met and created a priority list on the schools current understanding and needs. The focus – Trauma Informed Care, Sensory Processing/regulation, Learner Profiles, Manual Handling, Play Schemas, Fairhaven Communication Foundations.	Ongoing process – will continue in 2025	Continue to evaluate current situation and priorities which Fairhaven Foundations to cover first.
Deliver content at staff meetings with updated guidance and documents	PD was delivered across the school year. FAST Team studying Trauma Informed Practice – this information was embedded into all PD delivered to staff. Team Teach was tailored.		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. Dare to Lead book by Brene Brown was purchased for FAST and teachers – Upskilling on coaching. It is now a shared expectation that coaching is an opportunity during professional discussion.		Continue to coach Team Leaders to consolidate their role in school-wide application of Fairhaven Foundation systems.
Begin to embed Fairhaven Foundations across the day	Consistency across the school evident with clear expectations and coaching. As and when conversations happen to ensure the Fairhaven Foundations are upheld.		Continue to embed Fairhaven Foundations across the day.
Seek Whānau feedback	Positive feedback following Whānau mai te kai – topics were Funding support, Health & Sexuality, Sensitive Eaters. Māori Consultation Evening – gaps identified, further work needed School Dance – feedback sought on student and school aspirations – detailed report submitted to the Fairhaven Board.		Continue to seek Whānau feedback.

Personalised Learning at Fairhaven School 2024 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 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.

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 which may focus on Health and Physical Education. 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 'mastered' 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 young adult students 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)

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, 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 will have 10 goals consisting of: 3 x Communication & Interaction, 2 x 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 a transition phase to ImPACTS over the past 2 years, in 2024 only the students whose annual cycle term was in terms 3 or 4 had an interim PLP set in term 1 which was based on their current assessments. Their new assessments/ PLP goals were set in their annual cycle term, term 2, 3 or 4. From 2025, all students will continue to have their assessments completed and goals set in their annual cycle term which could be in term 2, 3 or 4.

Evaluation of the school's students' progress and achievement

2024 PLP Data Analysis

Comparison 2023 - 2024: PLP Literacy Achievement	
2023 93% achieved expected progress 7% partially achieved SLI's (50-74%)	2024 74% achieved expected progress 22% partially achieved SLI's (50-74%) 5% partially achieved (25 - 49%)

Comparison 2023 - 2024: PLP Numeracy & KCP Achievement	
2023 Numeracy 91% achieved expected progress Key Competency 89% achieved expected progress	2024 Numeracy 80% achieved expected progress Key Competency 86% achieved expected progress

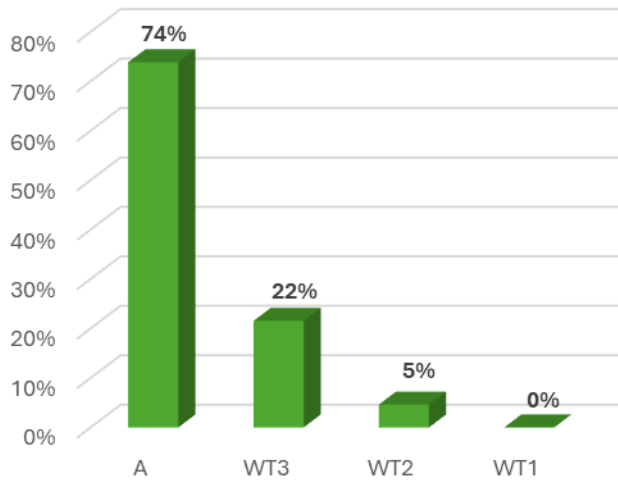
Comparison 2023 - 2024: Overall PLP Goal Achievement	
2023 91% achieved expected progress 9% partially achieved SLI's (50-74%)	2024 80% partially achieved SLI's (25 - 49%) 15% partially achieved SLI's (50-74%) 5% achieved expected progress

2024 – Another good year of achievement with 80% of ākonga achieving all of their goals. 79% of Māori ākonga achieved their goals showing a slightly lower percentage than ākonga of other ethnicities.

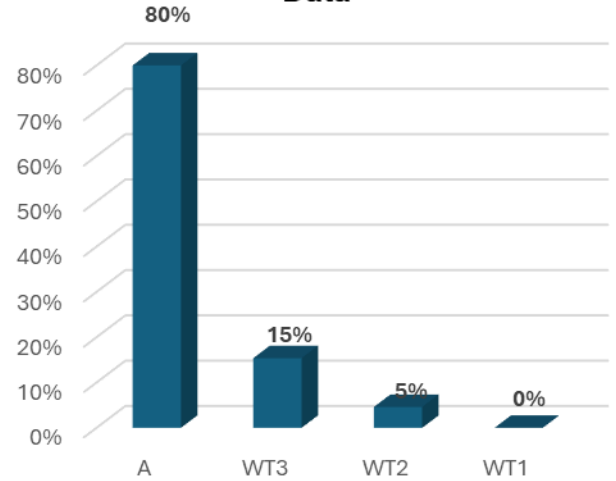
Although overall achievement is lower in 2024 when comparing to 2023, it still meets our 80% target. The majority of ākonga that partially achieved their goals had a significant amount of time absent from school and we have been working alongside the Attendance Service to support these ākonga and their whānau.

2024 PLP Data Analysis

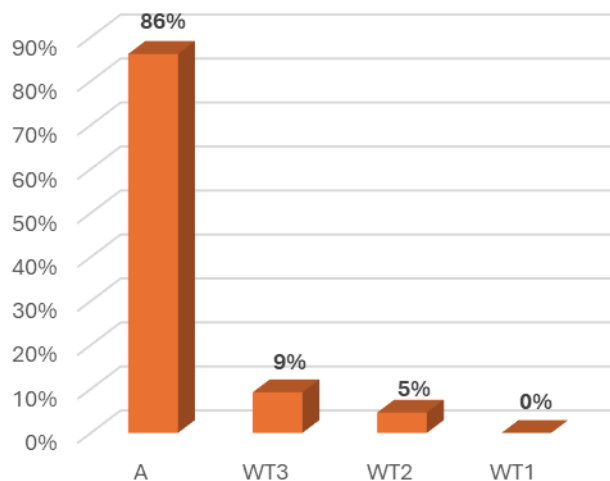
2024 English/Literacy Data



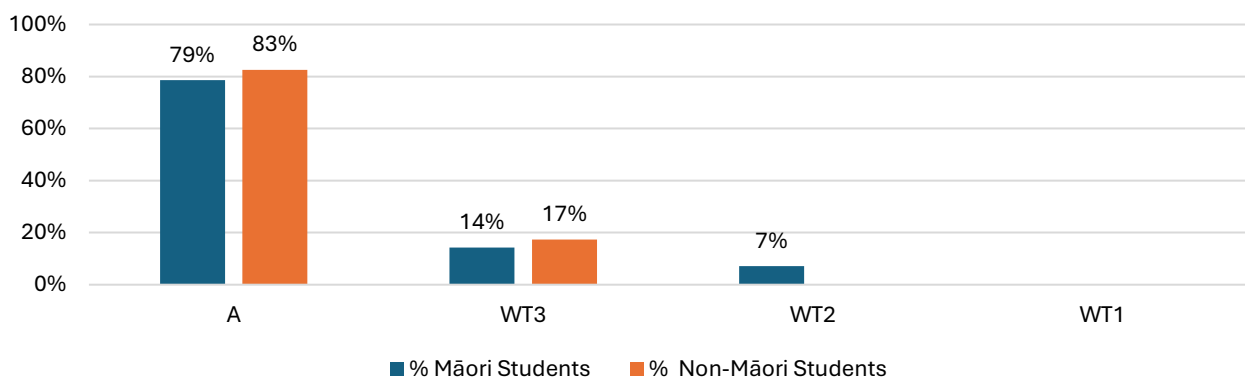
2024 Mathematics/Numeracy Data



2024 Key Competency Data



2024 Combined Data Māori & Non-Māori Students



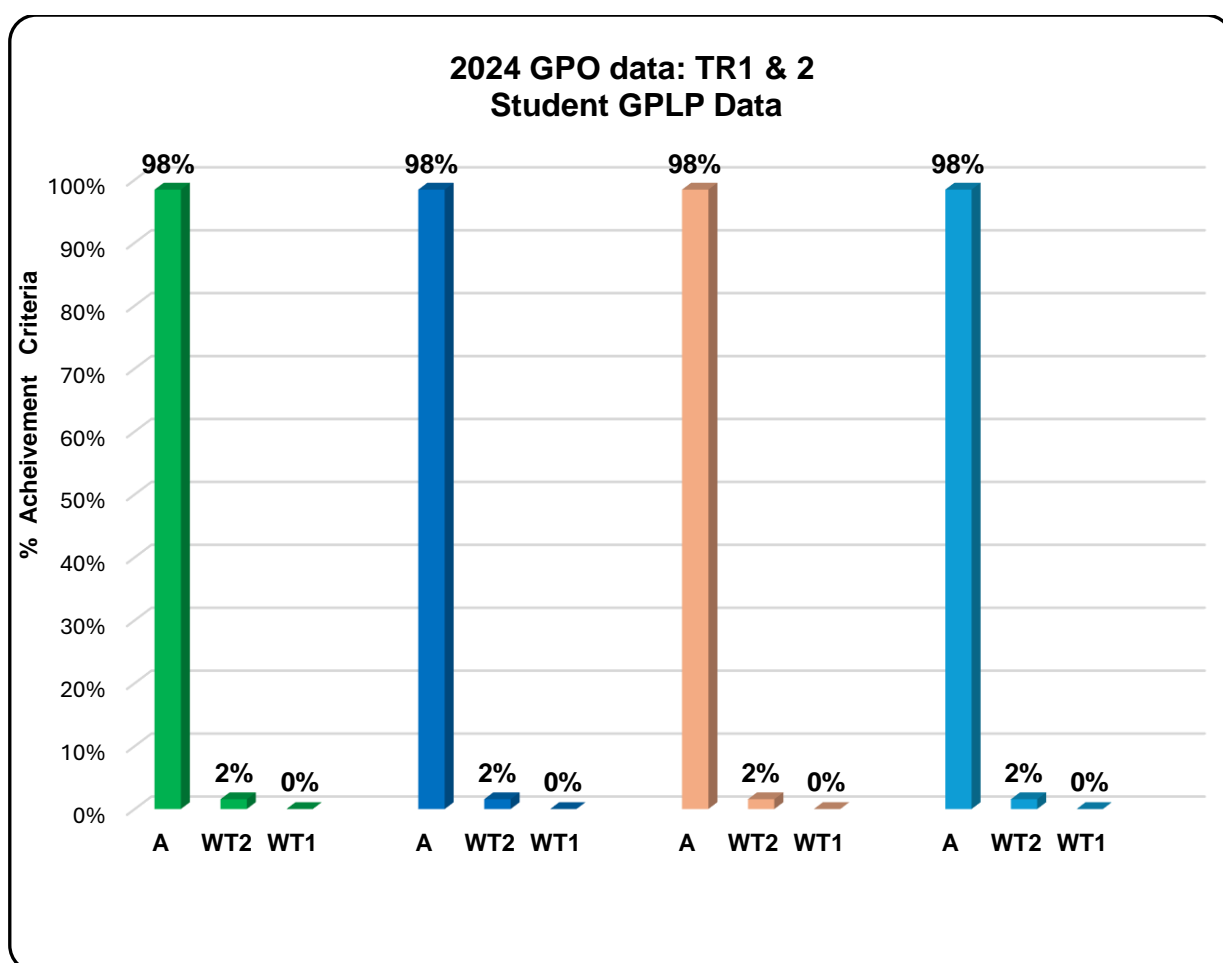
2024 Graduate Personalised Learning Plan Data & Analysis

In 2024, 2 classes were following the SPEC programme. Te Rangimarie 1 & 2. In total, these ākonga completed 42 SPEC modules.

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.

In 2024 Fairhaven was also part of the NZQA Consistency Review for the New Zealand Certificate in Skills for Living for Supported Learners Qualification. NZQA highlighted that Fairhaven School provided good evidence of consistency of graduate outcomes. The SPEC programme evidence was complemented by details of Fairhaven's programme delivery, their learners and their achievements".

Another year of exceptional overall achievement, with 100% of ākonga meeting all of their targets. The one student (2%) who achieved at WT2 (50 – 74%) joined us part way through the year so was on meeting her target for 3 terms at school.



2024 ImPACTS Personalised Learning Plan Data & Analysis

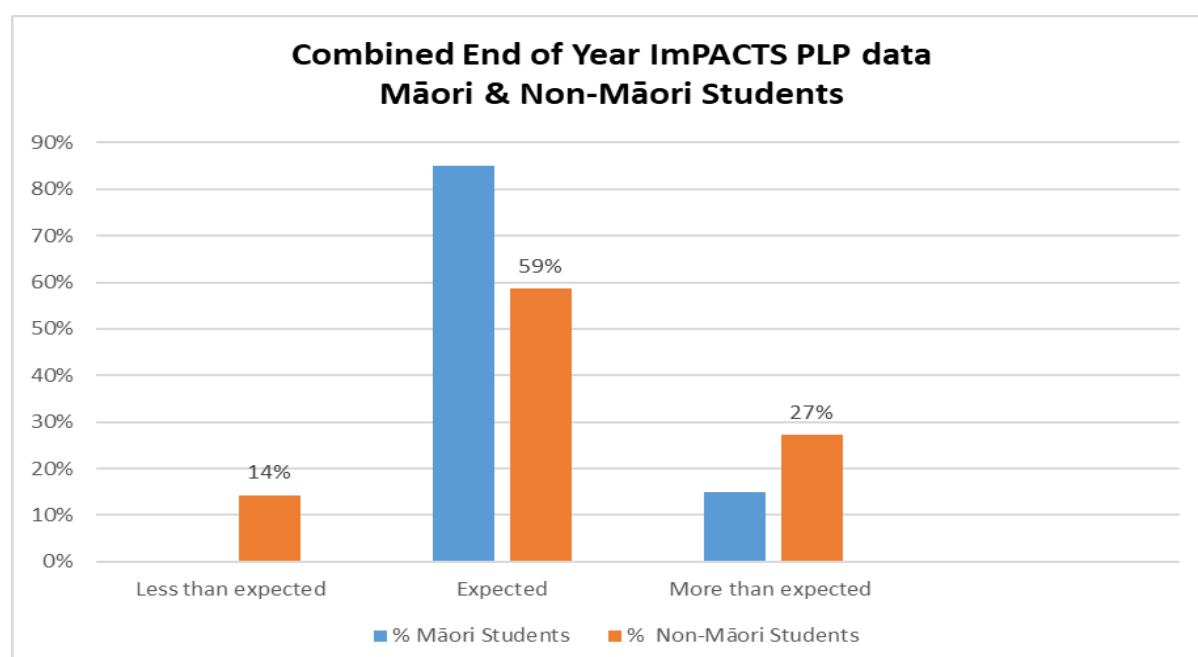
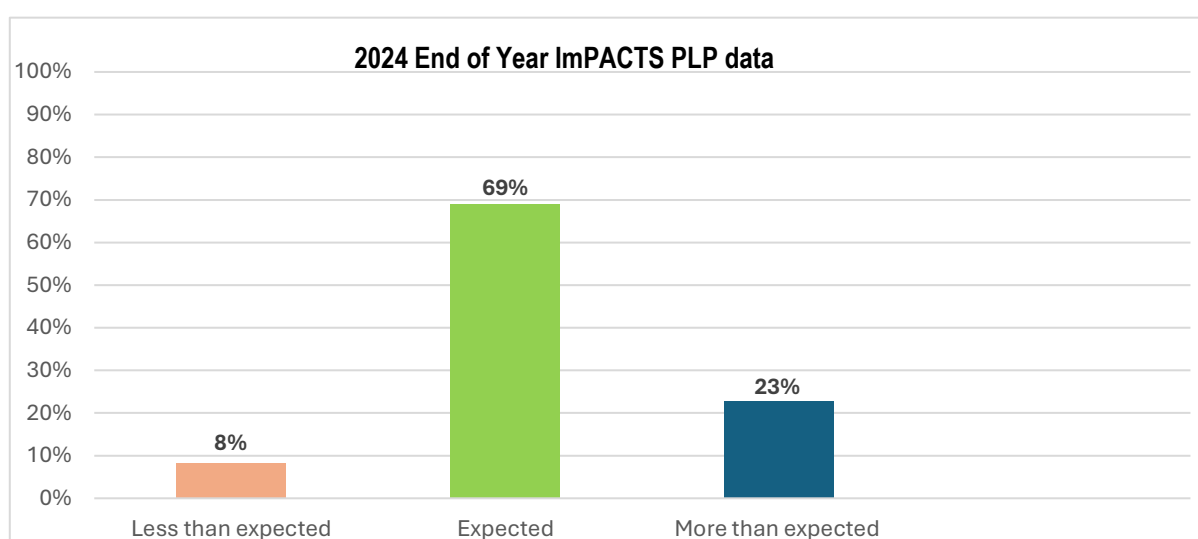
In 2024, ākonga from four unit in the school had an ImPACTS PLP, Base, Nelson Park, Tamatea High School and Te Rangimarie.

2024 was the third and final transition year of using the ImPACTS assessment/curriculum documents to set our goals. Ākonga new assessments/ PLP goals were set in their annual cycle term which could be in term 2, 3 or 4.

2024 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.

92% 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.

All Māori ākonga were achieving at or above the expected rate of progress, which is a slightly higher percentage than non-Māori ākonga (86%).



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 2024 the school:

- Worked to ensure our plans, policies and place-based curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
Our 2024 theme plan reflects the social sciences through a Māori perspective. 2024 saw further work on knowing our histories and pūrākau. Our senior Kapa Haka performance group performed at the 2024 Kāhui Ako Kapa Haka Festival at the Pettigrew Arena and opened the World Disability Celebration Day at the Toi Toi Theatre. 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.

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 has 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 2024, the school received total Kiwisport funding of \$1879.60 (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.