



Fairhaven School
Whānau ako – learning together

Fairhaven Annual Report – 2023



Statement of Variance: Progress against targets - Annual Action Plan for 2023

Goal One: Students' Learning Every student learns, achieves and succeeds as evidenced by progress in their individual goals - NELP Objective 2 - Barrier Free Access

Strategic Aims:

- 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

Outcomes: Our continued focus on priority learners through the Engagement 4 Learning methodology lens, supported teachers to continue to personalise learning and 'tweak' strategies following regular review of progress and achievement. This was supported by our 'real-time' sharing and celebrating success and progress towards goals via our student management system. Attendance was disrupted due to ongoing effects of Cyclone Gabrielle.

Annual Target: *All students will make 80% or more progress towards all their Personalised Learning Goals (English, Mathematics & Key Competency / Health & PE)*

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 student is provided with one Specific Learning Intention (SLIs) for these core areas to focus on throughout the academic year. It is intended that each Specific Learning Intention will be able to be 'mastered' i.e., 80 – 100% consistency within the school year. This achievement data is gathered each term measuring individual students' specific learning intentions towards their personalised learning goals. 91% made expected progress (75% or more), 9% partially achieved their SLI's (50-74%).

Charter Target: **Annual Charter Target: 80% of students will make expected or above expected progress towards their Personalised Learning Goals in English**

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. As such, the goals are framed under the generic term 'Literacy. 93% students made expected progress, towards SLI for Literacy (75% or more), 7% of students partially achieved their SLI's (50 – 74% progress).

Where to Next: Continue with Literacy / Communication focus for Charter Target. Continue focus on priority learners in line with the Engagement 4 Learning Tool. Strengthen outcomes for students through whole team (therapists / teachers / lead) contributing to the design of specific learning intentions, ensuring that therapy goals are aligned in a way that enables therapy programmes to be naturally occurring in classrooms. FAST to continue to support total communication, providing PD on Core Boards to T/A's and whānau. 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. Build understanding of processes with new teaching staff. Continue to provide focussed PLD for staff in ImPACTS to better meet the needs of our most complex students, and continue to develop the reporting system which will show the small gains made across time.

Statement of Variance: Progress against targets - Annual Action Plan for 2023

Goal Two – Engagement 4 Learning Fairhaven School Curriculum supports the development of flexible learning environments that fully engage and accommodate the learning differences of all students NELP Objective 2- Barrier Free Access, NELP Objective 4 - Learning that is relative to the lives of New Zealanders today and throughout their lives.

Strategic Aims:

- Engagement Profiles are completed for identified priority learners
- Sensory Learning Approach is aligned with our 'Total Communication' (TC) philosophy and is embedded and supports an inclusive curriculum, promoting the learning, safety, health and wellbeing of all learners – Universal Design for Learning
- Therapy Plans & recommendations are embedded across school day
- Differentiated assessment tools that meet the needs of diverse learners are researched / designed and utilised
- Vocational Pathway further developed

Outcomes: Engagement 4 Learning (E4L) methodology was revisited with new and existing staff members. E4L continues to be an impetus for driving a growth in teacher pedagogy, supporting teachers to collaborate and deeply inquire into teaching and learning, identifying and responding to student interests, motivation and learning styles. 12 students were identified as 'Focus Learners.' Regular Teaching as Inquiry meetings, held throughout each term supported the ongoing professional discussions around these learners. The pre PLP meetings with Therapists / Teacher and Lead Team meeting to formulate and review individual goals prior to whānau meetings continued to be of value to all. Sharing knowledge from the two perspectives (teacher / therapist) has continued to be beneficial in deepening the understanding of programmes and ways in which to increase engagement and participation. Teachers continued to regularly access the therapy case notes and programme plans, which has both strengthened teacher knowledge and ability to adapt programmes and continued to strengthen the linking and embedding of goals within classroom programmes.

Therapists continued to inquire into ways to continue to support classrooms with our Total Communication policy/framework to enable students to have greater agency. The FAST team worked closely with new teachers to the school. Teachers and Therapists continued to extend the ImPACTS assessments for our students who have the most complex needs. In 2023 these students had 4 Communication and Interaction goals, 2-4 Cognition and Learning goals and 0-2 Key Competency Goals.

Where to Next: 2024 will be a year of consolidation for new staff, we will revisit, E4L, UDL, Total Communication. We will also be beginning to roll out Comprehensive Literacy For All PD, planning and assessments for all TAs and Teachers. Teachers will complete online modules and all staff will have access to Whole School PD from the Literacy Lead and Speech and Language Therapist. Continue to develop ImPACTS, in 2024 these students 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. Ongoing development of our Transition programmes, including rekindling our links with Valhalla Farm.

Statement of Variance: Progress against targets - Annual Action Plan for 2023

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 practise. NELP Objective 2 - Barrier Free Access. NELP Objective 3 - Quality Teaching & Leadership make the difference for learner and their whānau

Strategic Aims:

- Teachers continue to develop their understanding of what is effective practice. Reflecting on what the Practising Teacher Criteria and Tātaiako looks like and how it links to valued outcomes for students
- All staff have a robust 'Personal and Professional Growth Cycle in place that support effective practice and increased student engagement and achievement
- To promote safe, inclusive learning environments that foster the wellbeing of all students and staff

Outcomes: All teachers met the Practising Teacher criteria. Therapy staff participated in regular professional supervision with colleagues and a nominated external therapist.

PLD to support increased engagement for all students, and in particular our students who identify as Māori: Examining practice through the E4L Lens and Universal Design for Learning continued to support staff to further develop as reflective practitioners.

Achievement Data for students who identify as Māori: In 2022 94% of students who identify as Māori achieved their SLI's, in 2023 88% of students who identify as Māori achieved their SLI's.

FAST inquiry "Strengthening developmental knowledge across the school " with ongoing workshops and supporting in class with assessments/knowledge has supported staff understanding and positive participation.

Student & Staff well-being - Positive Behaviour Support: Over the course of 2023 High Frequency Data was collected for 7 students at various points of the year. During Terms 1-3, 8 students were monitored by the Leadership Team and Specialist staff at weekly case conferences. This increased to 9 students in Term 4.

Analysis of data showed the same trend as 2022 - the total number of incidents per term (both low-level & high-level behaviours) followed a downward trend across Terms 2 & 3, and then increased in Term 4. This is to be expected as students are more fatigued as the year continues. As this is such a small cohort, data has been redacted for privacy reasons. Increased focus on well-being to continue, monitoring and supporting whānau, students and staff in light of continued anxiety within our community due to social and economic impacts of COVID 19 and the ongoing effects and Cyclone Gabrielle.

Where to Next: 2024 will continue to be a year of reflection and consolidation with the focus on staff and student well-being, resiliency, and sustainability. With several new staff, in both 2022 -2025, it will be important to ensure that systems are shared and revisited and there is a robust induction in place.

Student well-being, including providing practical resources and support to whānau will be paramount. Reassuring whānau that school is safe and continuing to find ways to deepen engagement with whānau, re-engage students and increase attendance will be a focus. To strengthen our CRRP and to further our knowledge of Te Reo and Tikanga, we will continue to work closely with and be guided by our Specialist Teacher with knowledge and expertise in Tikanga Māori. Specialist pedagogy development; FAST to review, reflect and build on systems and approaches to learning supporting teachers, support staff and whānau with a trauma informed lense. Continue to develop ImPACTS for our more complex learners. Behaviour Support processes further developed; Team-Teach update workshops for staff, and 2 new staff trained have been trained so we now have three Team Teach trained facilitators on staff.

Personalised Learning at Fairhaven School 2023 Student Data Analysis

A PLP is a Personalised Learning Plan for a student. 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.

At Fairhaven School, Learning Plans are cyclical – meaning that they carry over from one year to the next. Generally, the 'longer term goal' does not change. It is intended that each Specific Learning Intention will be able to be 'mastered' i.e., 80 – 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

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 student is provided with one Specific Learning Intention (SLIs) for these core areas to focus on throughout the academic year. It is intended that each Specific Learning Intention will be able to be 'mastered' i.e., 80 – 100% consistency within the school year.

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), 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 student continues to have one SLIs for each of these areas. The expected rate of progress remains the same, i.e. the Specific Learning Intention will be able to be 'mastered' i.e., 80 – 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. In 2023 we were in a transition phase, and ImPACTS students had 8 goals consisting of: 4 x Communication & Interaction, 2-4 Cognition & Learning, 0-2 Key Competency goals. In 2024, these students will have 8 goals consisting of: 3 x Communication & interaction 2 x Cognition & Learning, 1 x Environmental Control Technology (ECT), 2 x Social, Emotional, Mental Health & Family Environment and Sensory and/or Physical goals.

2023 PLP DATA Analysis

Comparison 2022 - 2023: PLP Literacy Achievement	
2022 4% partially achieved SLI's (50-74%) 96% achieved expected progress (4 SLI's)	2023 7% partially achieved SLI's (50-74%) 93% achieved expected progress

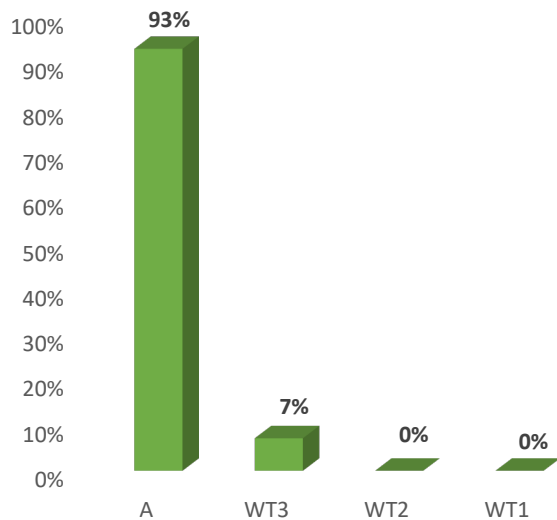
Comparison 2022 - 2023: PLP Numeracy & KCP Achievement	
2022 Numeracy 95% achieved expected progress Key Competency 94% achieved expected progress (4 SLI's)	2023 Numeracy 91% achieved expected progress Key Competency 89% achieved expected progress

Comparison 2022 - 2023: Overall PLP Goal Achievement	
2022 1% partially achieved SLI's (25-49%) 4% partially achieved SLI's (50-74%) 95% achieved expected progress	2023 9% partially achieved SLI's (50-74%) 91% achieved expected progress

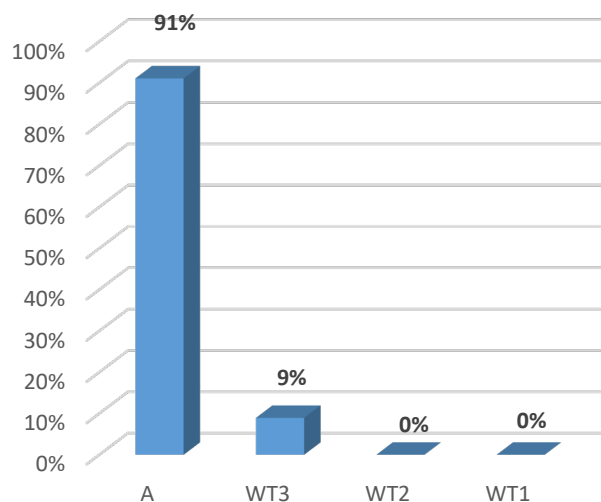
2023 – Another year of excellent achievement with 91% of ākonga achieving all of their goals. 88% of Māori ākonga achieved their goals showing a slightly lower percentage than ākonga of other ethnicities. The majority of ākonga that partially achieved between 50% - 74% of their goals had a significant amount of time absent from school.

Although overall achievement is slightly lower in 2023 when comparing to 2022, it is still above our 80% target. The slightly lower rate of achievement could also be linked to the ongoing effect of Cyclone Gabrielle on the community.

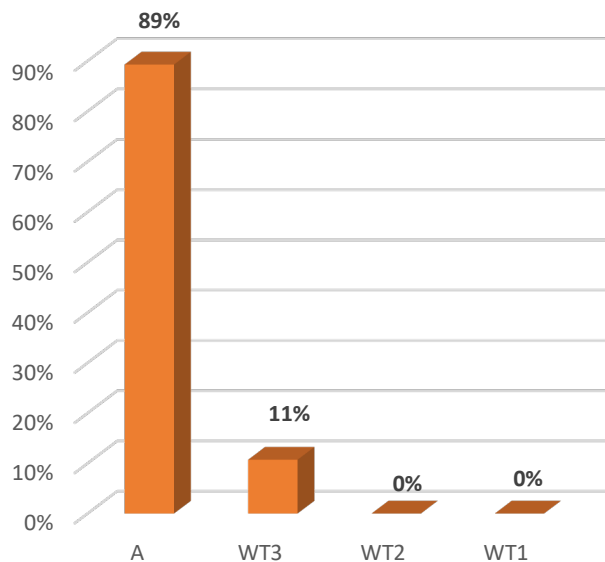
2023: English/Literacy Data



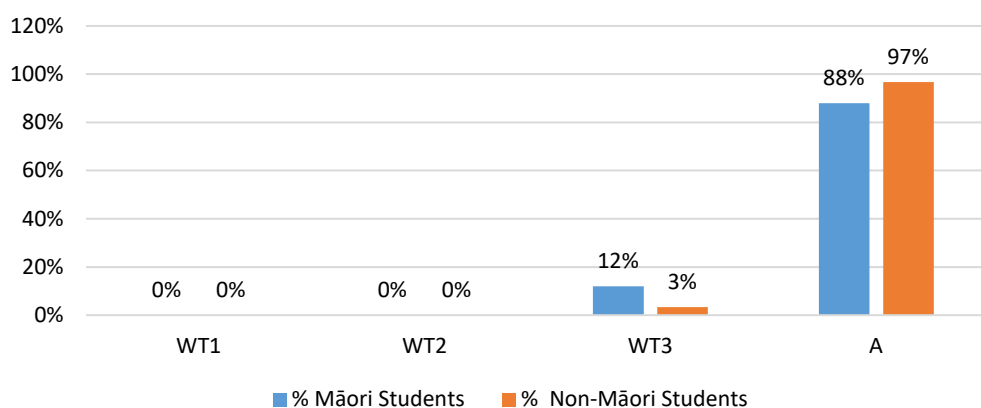
2023: Mathematics/Numeracy Data



2023: Key Competency Data



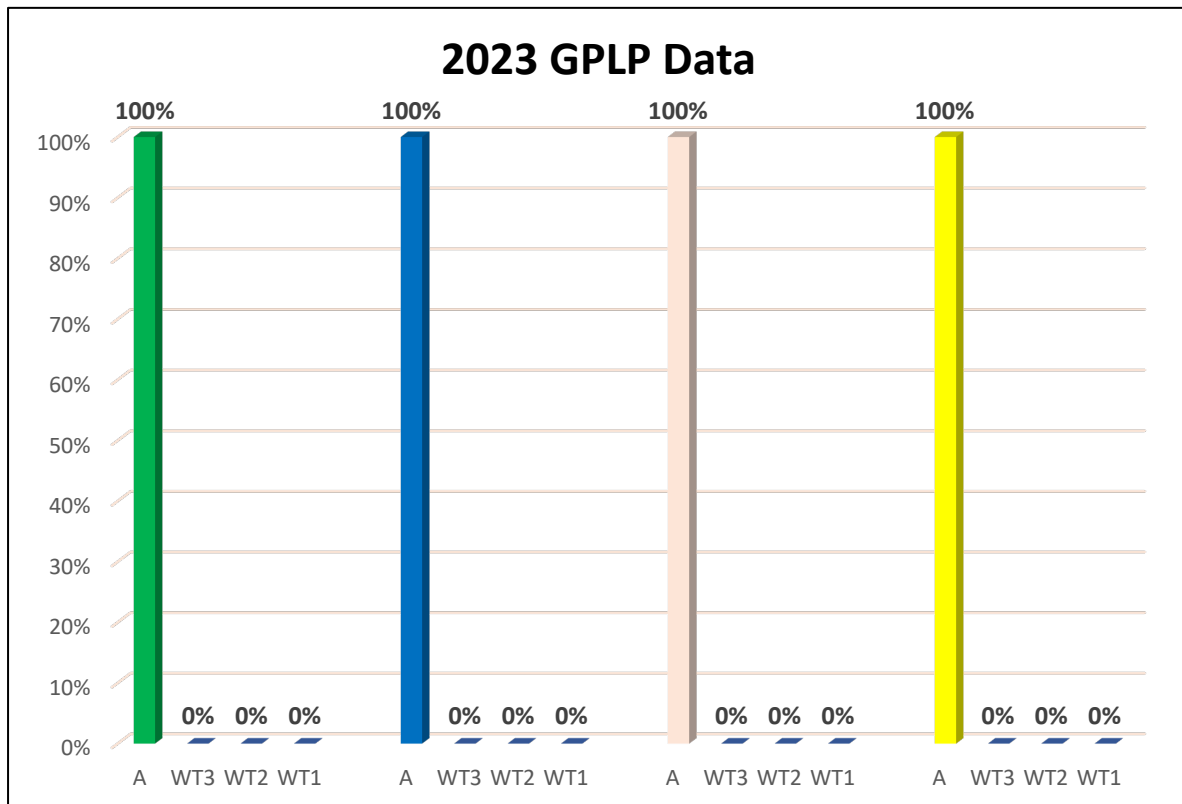
2024 Combined Data Māori & Non-Māori Ākonga



2023 Graduate Personalised Learning Plan Data & Analysis

In 2023, 2 classes were following the SPEC programme. Te Rangimarie 1 & 2. In total, these ākonga completed 50 SPEC modules. Five ākonga also completed enough SPEC modules to receive their NZ Certificate in Skills for Living. Te Rangimarie teachers shared a range of evidence, including ākonga voice with the Director of SPEC for verification purposes. 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 of their targets.

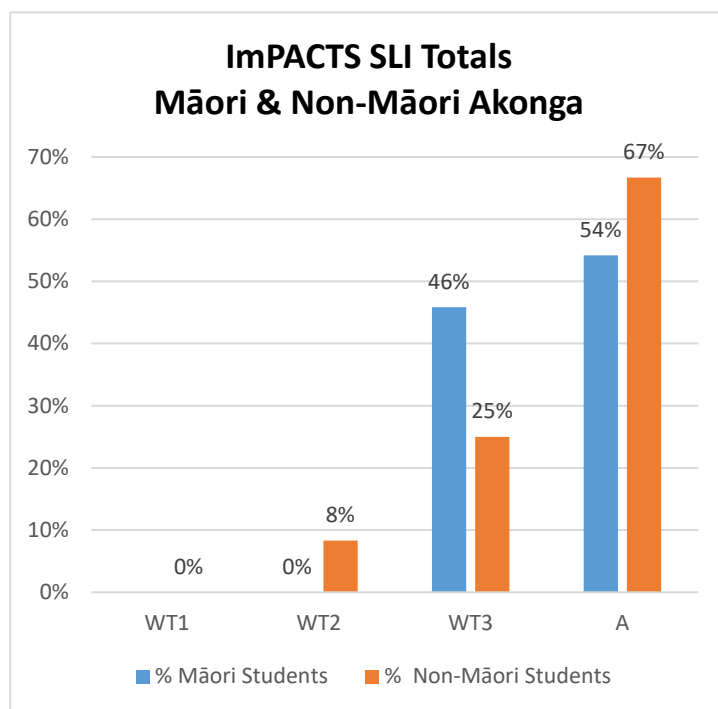
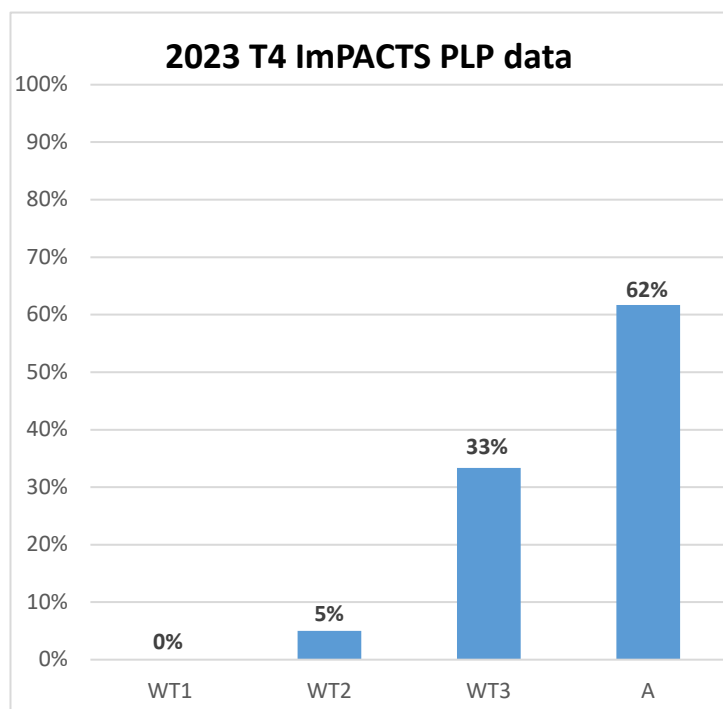


2023 ImPACTS Personalised Learning Plan Data & Analysis

In 2023, students from four classes in the school had an ImPACTS PLP, Base 1, Nelson Park 1, Tamatea High School 3 and Te Rangimarie 2. This was the second transition year of using the ImPACTS assessment/curriculum documents to set our goals. In 2022 the goals were based on just the communication assessment, whereas for 2023 students had 8 goals consisting of: 4 x Communication & Interaction, 2-4 Cognition & Learning, 0-2 Key Competency goals. Kaiako and whānau continue to find that the goals were more meaningful and specific to our experiential learners.

Students met 67% of their targets, with 33% being at 51-75% achievement and 5% working at 25-50% achievement. 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.

Māori ākonga were all achieving between 50% – 75+% in all goals. However, a slightly lower percentage (54%) of Māori ākonga achieved their goals than Non-Māori ākonga (67%).



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 2023 the school:

- Worked to ensure our plans, policies and place-based curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. Our 2023 theme plan reflects local history through a Māori perspective. 2023 saw further work on knowing our histories and pūrākau. Our senior Kapa Haka performance group performed at the 2023 Kāhui Ako Kapa Haka Festival at the Pettigrew Arena and opened the World Disability Celebration Day at the Taradale Hall. Staff opened meetings with a waiata, focusing on 2 waiata per term. 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 2023, the school received total Kiwisport funding of \$1,722.43 (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.