



# Central Auckland Specialist School

Inspiring Engagement – Realising Potential

**Charter  
2021**







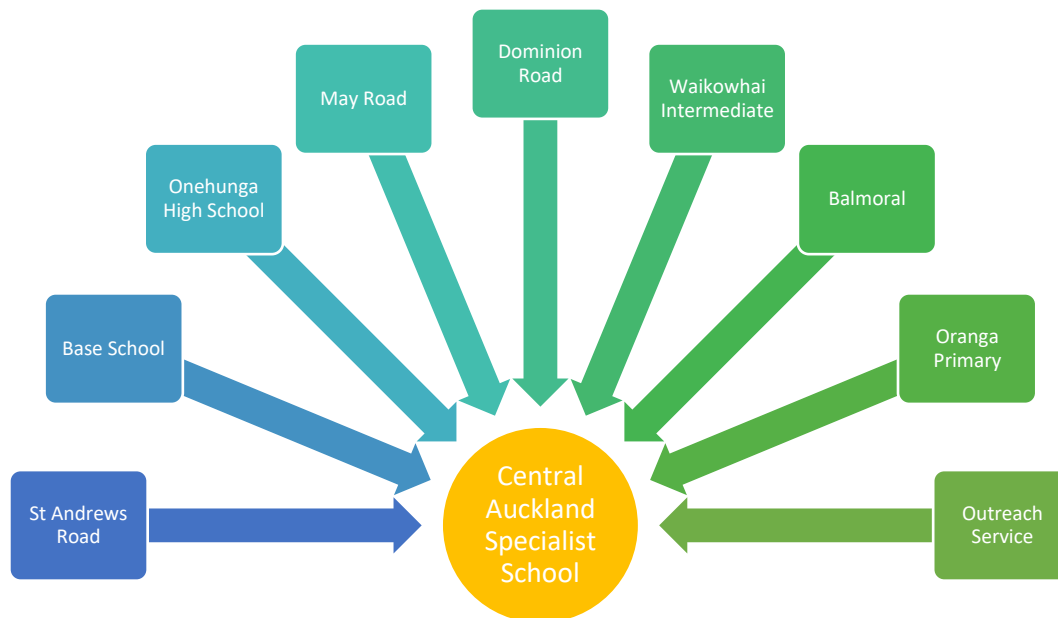
**Ko te ahurei o te tamatai  
arahia ō tātou mahi**

*Let the uniqueness of the child guide  
our work*

## Description of the school Community

Central Auckland Specialist School is a state co-educational school situated in central Auckland which was established after the merger of Sunnydene and Carlson Special Schools in 2018. CASS provides quality education for students with intellectual disabilities, many of whom may also have physical, sensory or behaviour disabilities. Our students are aged between 5 – 21 years and are funded through the Ongoing Resourcing Scheme Funding (ORS)

Our school has 23 classrooms are located across Central Auckland. These include our base school site, satellite classes and the St Andrews road campus (StAR). Classes are organised to ensure students of a similar age and who benefit from similar approaches to teaching and learning are grouped together. The school also offers a comprehensive Specialist Outreach Service, supporting ORS funded students in their mainstream schools.



CASS employs a large number of Learning Assistants and Therapists to support the learning of our students. The organisation structures of the school are designed to meet the challenges of a diverse students population, large numbers of staff and the geographical locations of our classes.





## Treaty of Waitangi

We value the Treaty of Waitangi and strive to meet the principles of participation and partnership inherent in this founding document. Therefore, in all matters the school should reflect the bicultural nature of Aotearoa. In all our interactions we recognise the importance of tika (honesty), pono (trust), aroha (compassion), whanaugatanga (relationship), and wairua (spirituality).



### Protection

- valuing, validating and protecting local knowledge (place-based learning)
- normalising te reo Māori
- learning and including tikanga school-wide
- equity for Māori



### Participation

- working to strengthen home-school relationships
- Māori participating in school decision making
- School environment reflecting the biculturalism of Aotearoa
- aspirations of Māori whānau reflected in school planning
- equity for Māori



### Partnership

- engaging with Māori community
- inquiry- place based learning-finding out about the Māori origins of your rōhe, mountains, rivers, history
- having Māori representatives on Boards of Trustees
- equity for Māori
- power sharing



## Achievement Statement

At Central Auckland Specialist School, progress and achievement is individualised and reflects our holistic approach to students learning. We place a high value on the partnership and collaboration we have with families and whanau throughout a student's learning journey.

Through the Mahi Tahi system we implement the New Zealand Curriculum. We recognise that our students do not always follow a linear learning process and that learning steps may sometimes be small, can take time and achievement may not always occur in the way we predicted.

Assessment and reporting systems attempt to capture this and focus on what students' can do and work to build on the skills and abilities that they bring to their learning. To support student achievement, staff maintain high expectations about what students are able to achieve and students are celebrated as learners.

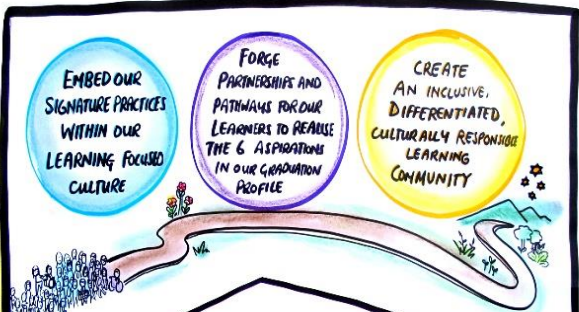




By many, by thousands, the work will be accomplished

[illegible]

## ACTIONS



## CONDITIONS FOR SUCCESS



## CURRENT STRENGTHS



## OUR VISION

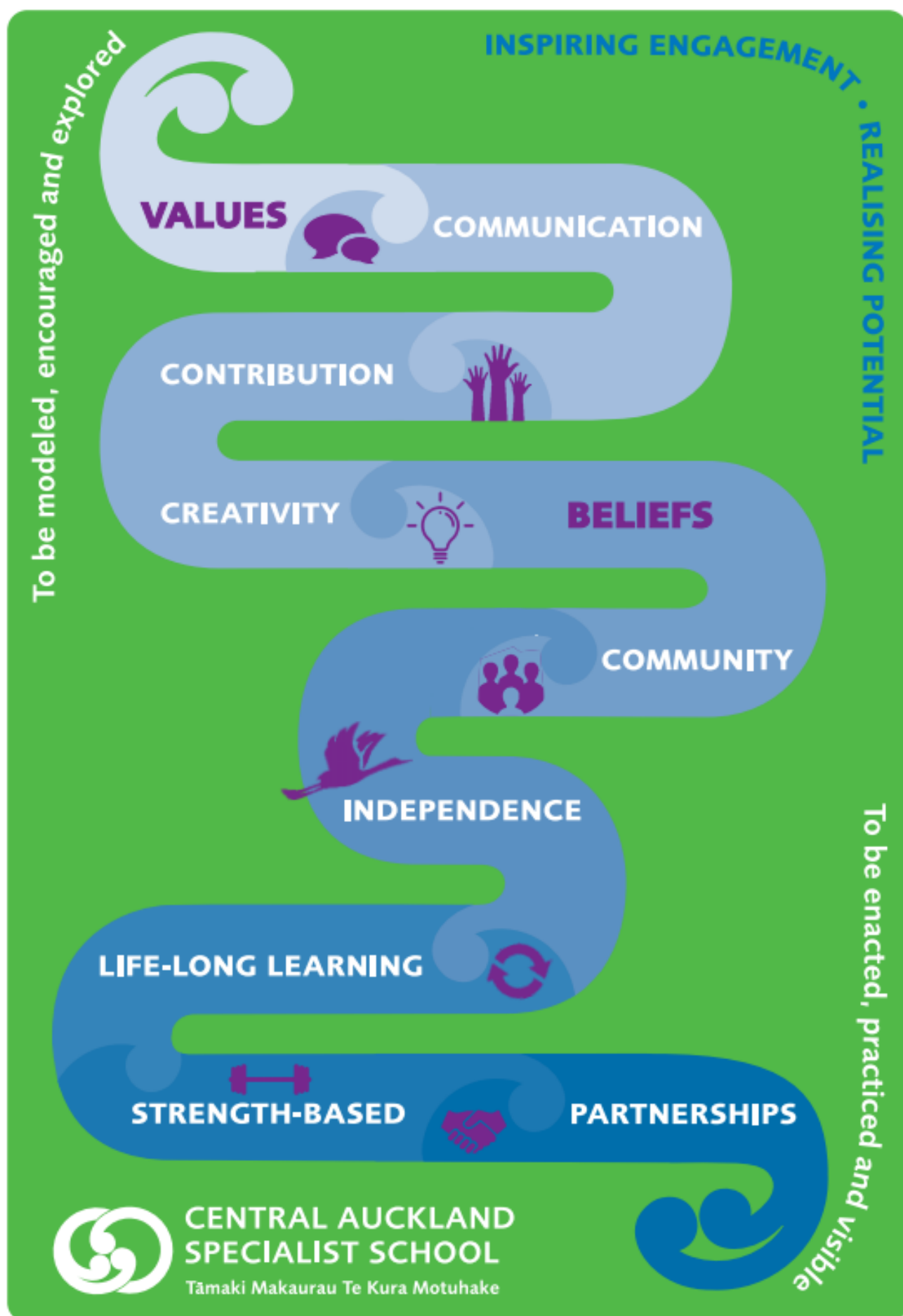


ACKNOWLEDGE  
RISK =





## Our Vision, Value and Beliefs



## School Aims



To be a place where students and their families belong. Where we grow and promote a sense of community



Create and deliver a contextual, meaningful and personalised curriculum that reflects our high expectations of students learning



To be flexible and responsive to the changing needs of our community



To be at the forefront of developing special education pedagogy and practice.



Create and maintain quality learning environments which reflect our holistic view of students health and wellbeing

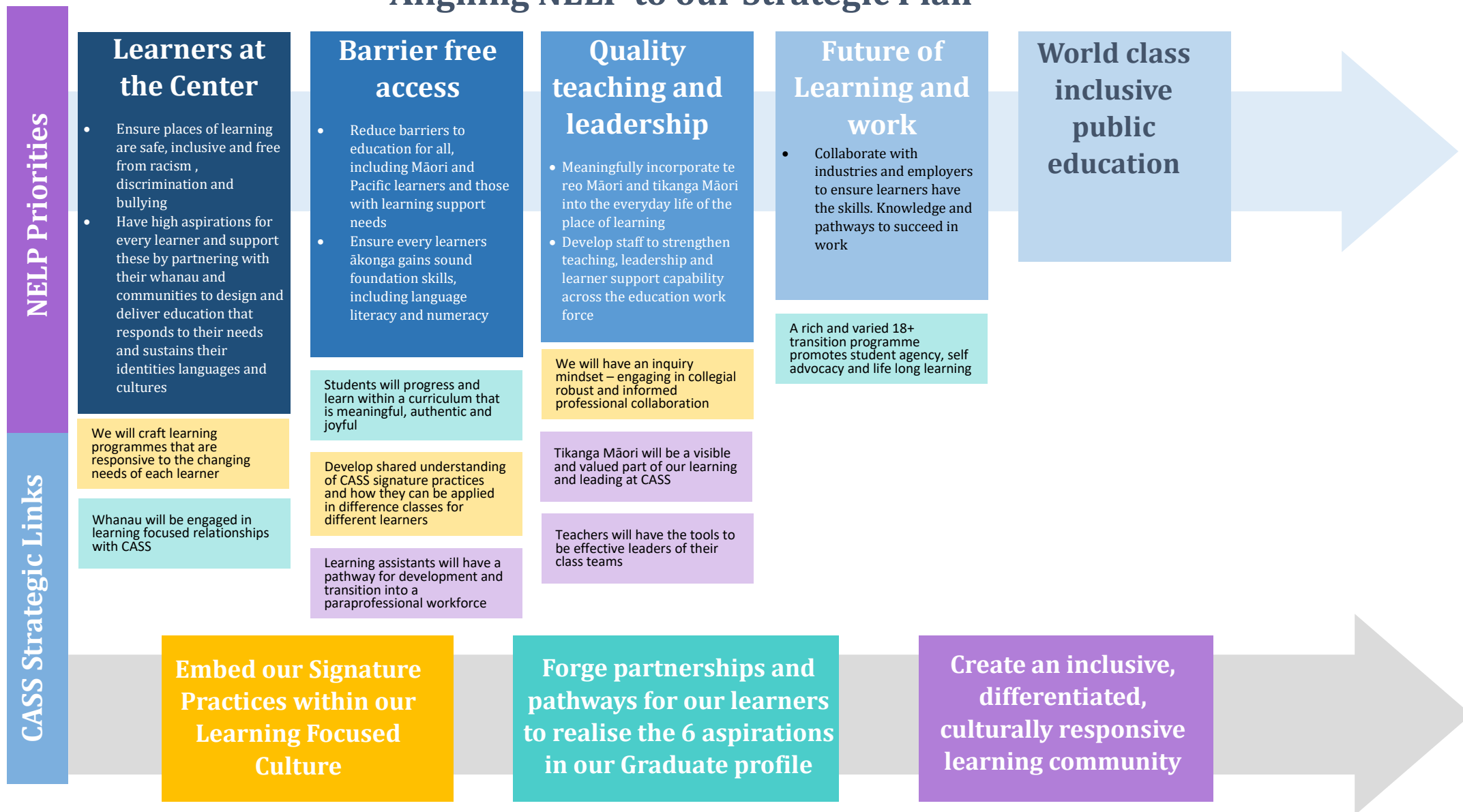




# National Education and Learning Priorities NELP

The NELP are statutory documents enabled by the Education and Training Act 2020 that set out the governments priorities for education. There are 5 Objectives and 7 priorities for Primary schools.

## Aligning NELP to our Strategic Plan



## Our Curriculum



At CASS we believe that each of our students is a learner and our curriculum focuses on supporting each student to develop the skills, knowledge and competencies to reach their potential.

The New Zealand Curriculum sets the direction for student learning in New Zealand. The CASS curriculum sits alongside the NZC and reflects How our students learn, What our students are learning and Who helps them learn.

### Mahi Tahī

*“Working together on Learning Pathways”*

Mahi Tahī is our system of developing and documenting personalizing learning pathways. Is made of 4 of the components of our Curriculum model.

*Home -School Partnerships - Our values in action*

#### Communication

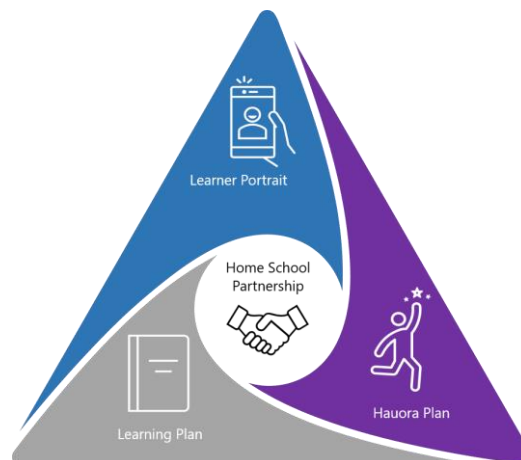
- That communication is at the heart of great relationships between home and school
- That communication should be two way – we should both leave the meeting having learned something about the learner

#### Contribution

- that parents have valuable and important knowledge to share about their child and how they learn – they are experts about their children
- Students learning opportunities are enhanced when the student, the school and the family work together

#### Creativity

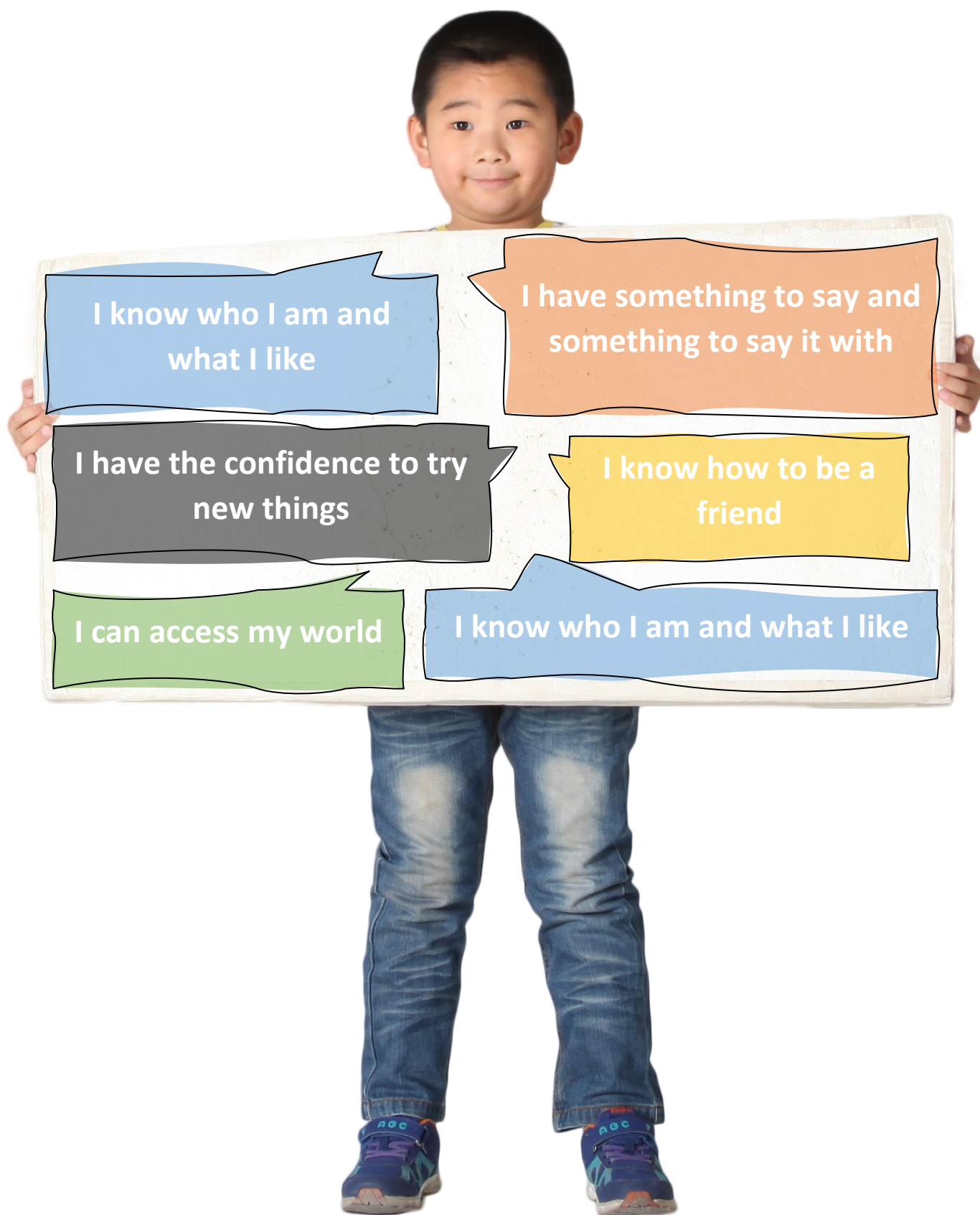
- We are able to create greater opportunities success when we understand how best to engage our learners
- We find better solutions when we collaborate with the learner at the heart





## Our Graduate Profile

Our Leavers profile outlines 6 'lifeworthy' aspirations for all students at CASS. These are broad objectives for our curriculum and represent skills and abilities that are important at school and in their lives once they leave school.



A photograph of a classroom with a green wall. In the foreground, a young girl with long brown hair, wearing a grey t-shirt with a dinosaur pattern and blue camouflage pants, is jumping on a blue trampoline. She is smiling. Behind her, another child is also on the trampoline. To the left, a boy in a red shirt is partially visible. In the background, another child is sitting on a yellow chair. The text "School Organisation" is overlaid in the center of the image.

# School Organisation



# School Organisation 2021

Manuka	Kowhai	Nikau	Senior
<b>Helen Walker</b>	<b>Sonya Dyton</b>	<b>Helen Walker</b>	<b>Sonya Dyton</b>
May Road 1	StAR 8	Waikowhai	Onehunga 1
May Road 2	StAR 6	Balmoral 1	Onehunga 2
May road 3	Dominion Road 1	Balmoral 2	Pitau
StAR 7	Dominion Road 2	Base 1	Base 4
StAR 5	Oranga 1	Base 2	
	Oranga 2	StAR 4	

## Delegations

Trudi Brocas	Belinda Rowe	Helen Walker	Sonya Dyton	New AP
Principal	Deputy Principal	Associate Principal	Associate Principal	Associate Principal
Curriculum Self Reviews Property Host school Liaison Personnel Policies and procedures School communications ICT Employment Co-Coordinator Health and safety Privacy Officer Enrolments	Health and safety Pastoral care staff and students Attendance officer Visitor and external providers coordinator Professional Development Coordinator Employment Co-Coordinator Resource Room Professional Growth Cycle Coordinator Staff Leave	Positive Behaviour Support Literacy Assessment and Reporting Curriculum Planning Coordinator	Transition Coordinator ASD Approaches Signature Practices Mahi Tahi Coordinator Transport Coordinator	Health and PE Bi Culturalism EOTC Coordinator
New AP	Melinda Allen	Jay Bhana	Suchi Umapathy	Patsi Hudson
Associate Principal	Therapy Team Leader	Therapy Team Leader	CRT Team Leader	Outreach Team Leader
Parent and Whanau Engagement Numeracy Whole School Events	StAR site Digital Infrastructure Health Support Grants and Funding Communication	AUT OT clinical Coordinator Transport Co coordinator Parent/Whanau Engagement	Mentor Teacher Relievers Coordinator Arts Curriculum Arts therapy timetable Coordinator	
Curriculum Project Leaders				
e-Learning - Cindy Singh Recess Programmes – Jess Roberts		Outdoor Education – Dan Reeve Multisensory Learning – Carol Purdon		

# Meetings

Meeting	Day	Frequency	Time
<b>Senior leadership – Staff, student and property</b>	Monday	Weekly	12.30-2.30
<b>Senior leadership Agenda items</b>	Friday	Weekly	8:30-10:00
<b>Teams Meeting</b>	Tuesday	Even weeks (2,4,6,8,10)	3:15 - 4:15
<b>Professional staff meeting</b>	Tuesday	Odd weeks (1,3,5,7,9)	3:15 - 4:15
<b>Special Interest group</b>	Thursday	As required	3:15 - 4:15
<b>Therapy team meeting</b>	Tuesday	Fortnightly (Even weeks)	3.15 -4.15
<b>Outreach meeting</b>	Tuesday	Fortnightly	
<b>Optional Trainings</b>	Thursday	Weekly / as required	3:15-4:15

Meeting	Day	Frequency	Time
<b>Admin team</b>	Thursday	2 per term	11:00 -12.00
<b>Class meeting (Teacher and Teacher aides)</b>	Monday	weekly	8am -8.30am
<b>Full staff meeting (incl Teacher Aides)</b>	Thursday	Term 1 and Term 3	3:00-4:00
<b>Induction</b>	To be arranged	As needed	
<b>BOT meeting</b>	Thursday	Week 3 and week 8	6.00-8.30
<b>Class therapy (Teacher/Therapists)</b>	As timetabled	3 weekly	8.00 – 8.45 or 3.00 – 3.45
<b>Positive Behaviour Support</b>	Wednesday	Weekly	2.45-3.45
<b>ACCORD Staff only days</b>	<u>1 April</u> (SCERTS Training) <u>8 June</u> (Teachers as Leaders) <u>13 August</u> Combined Auckland Special Schools PD day <u>16 August</u> (BSquared Assessment)		





# Board of Trustees

Kaitiaki I te Kaupapa

# Board Members 2021

Trudi Brocas – Principal

Maria Aka – Parent Trustee

Mahrukh Khan – Parent Trustee

Jody Horsfall – Chairperson

Melissa Bowden – Parent Trustee

Helen Bayldon – Staff Trustee

Arna Suttie – Parent Trustee

The board of trustees of Central Auckland Specialist School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

**Refer to the** *New Zealand Curriculum, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities*. To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

## Governance and management

The following are the board's agreed governance and management definitions, which form the basis of its working relationships, policy and processes.

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the principal. The board and principal form the leadership, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day-to-day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the principal who must ensure compliance with both the board's policy framework and the law of New Zealand (for detail, see operational policies).</p>

## Education Act 1989

In developing the above definitions for Central Auckland Specialist School, the board is mindful of the sections of the **Education Act 1989** set out below.

The *Education Act 1989* was amended on 19 May 2017, clarifying the governance role of the board of trustees and a focus on student achievement. The powers and functions of boards are now set out in Schedule 6 of the Act, with the principal's role as chief executive specified in section 76.

# Boards of Trustees

## 4 Board is governing body of school

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 76, the school's principal is the board's chief executive in relation to the school's control and management.

## 5 Board's objectives in governing school

- (1) A board's primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

- (2) To meet the primary objective, the board must—

- (a) ensure that the school—

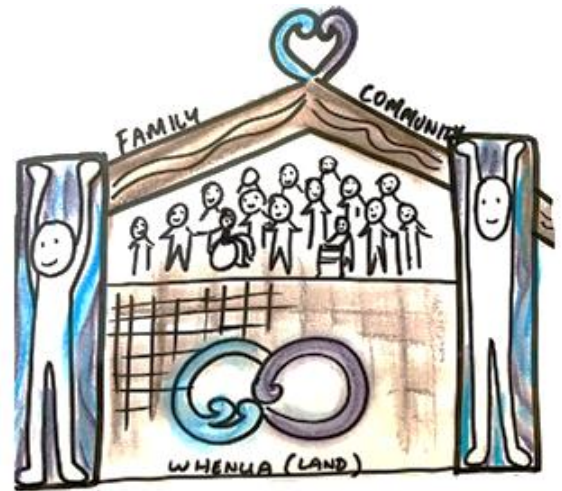
- (i) is a physically and emotionally safe place for all students and staff; and
- (ii) is inclusive of and caters for students with differing needs; and

- (b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and

- (c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and

- (d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and

- (e) comply with all of its other obligations under this or any other Act.



## 6 Staff

Subject to Parts 8A and 31, a board may, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss school staff.

## 13 Board has complete discretion

A board has complete discretion to perform its functions and exercise its powers as it thinks fit, subject to this and any other enactment and the general law of New Zealand.

## 16 Cultural diversity, Treaty of Waitangi, tikanga Māori, and te reo Māori

- (1) A board must take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- (2) In performing its functions and exercising its powers, a board must take all reasonable steps to act in a manner that is consistent with the principles of the Treaty of Waitangi.
- (3) Without limiting subclauses (1) and (2), a board must take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (the Māori language) for full-time students whose parents ask for it.

## 17 Delegations

- (1) A board may delegate any of the functions or powers of the board or the trustees, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - (a) a trustee or trustees:
  - (b) the principal or any other employee or employees, or office holder or holders of the board:



- (c) a committee consisting of at least 2 persons at least 1 of whom is a trustee:
  - (d) any other person or persons approved by the Minister:
  - (e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).
- (2) Subclause (1) does not apply to any functions or powers specified in this Act as not being capable of delegation.
  - (3) The board must not delegate the general power of delegation.
  - (4) A delegate to whom any function or power is delegated may,—
    - (a) unless the delegation provides otherwise, perform the function or exercise the power in the same manner, subject to the same restrictions, and with the same effect as if the delegate were the board or the trustees; and
    - (b) delegate the function or power only—
      - (i) with the prior written consent of the board; and
      - (ii) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
  - (5) A delegate who purports to perform a function or exercise a power under a delegation—
    - (a) is, in the absence of proof to the contrary, presumed to do so in accordance with the terms of that delegation; and
    - (b) must produce evidence of his or her authority to do so if reasonably requested to do so.
  - (6) No delegation in accordance with this Act—
    - (a) affects or prevents the performance of any function or the exercise of any power by the board or the trustees; or
    - (b) affects the responsibility of the board for the actions of any delegate acting under the delegation; or
    - (c) is affected by any change in the membership of the board or of any committee or class of persons.
  - (7) A delegation may be revoked at will by—
    - (a) resolution of the board and written notice to the delegate; or
    - (b) any other method provided for in the delegation.
  - (8) A delegation under subclause (4)(b) may be revoked at will by written notice of the delegate to the subdelegate.
  - (9) The board may, by resolution, appoint committees—
    - (a) to advise it on any matters relating to the board's functions and powers that are referred to the committee by the board; or
    - (b) to perform or exercise any of the board's functions and powers that are delegated to the committee.
  - (10) A person must not be appointed as a member of a committee unless, before appointment, he or she discloses to the board the details of any financial interest that would disqualify the person from being a trustee under section 103A.
  - (11) This clause applies to each member of a committee who is not a trustee with any necessary modifications



## Meeting protocols

The board of trustees of Central Auckland Specialist School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

### Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held Thursday evening week 3 and 8 of each term at 6.30pm and completed no later than 8.30pm
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

### Agenda and meeting papers

- The chair is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting.
- The principal is to ensure that secretarial services are provided to the board.

- Agenda items are to be notified to the chair 7 days prior to the meeting.
- The agenda and board papers will be circulated to board members at least 48 hours prior to the meeting.
- The board should have access to all correspondence. Correspondence that requires the board to take some action posted in the Board Teams site prior to the meeting. Other correspondence can be listed and tabled so that trustees can read it if required.
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public.
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.

## Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only trustees have automatic speaking rights.
- Public participation is at the discretion of the board.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting

## Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.\*
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain.

## Conduct of meetings

- A quorum of more than half the members currently holding office is required.
- Trustees will declare any conflict of interest at the beginning of the meeting.
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual trustee could have or could be thought to have a personal stake in matters to be considered by the board.
- The chair shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board.
- The elected chair (or, in their absence, a non-school-based trustee) presides at meetings.
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a trustee must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it.
- Points of order are questions directed to the chair that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.
- The board's normal meeting procedures may be suspended by resolution of the meeting.

## Decision-making process

- All decisions are to be taken by open voting by all trustees present.
- In the event of tied voting on a resolution, the chair may exercise a casting vote in addition to their deliberative vote.
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.



- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting.
- No further amendments may be accepted until the first one is disposed of.
- The mover of a motion has right of reply.
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment.
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

## Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the chair for checking within 3 working days and distributed electronically to the board within 7 working days. Requests for corrections or amendments should be submitted by email to the chair as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting.

## Special meetings

- A special meeting may be called by delivery of notice to the chair signed by at least one-third of trustees currently holding office.
- Meetings can be held via audio, audio and visual or electronic communication providing:
  - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting.

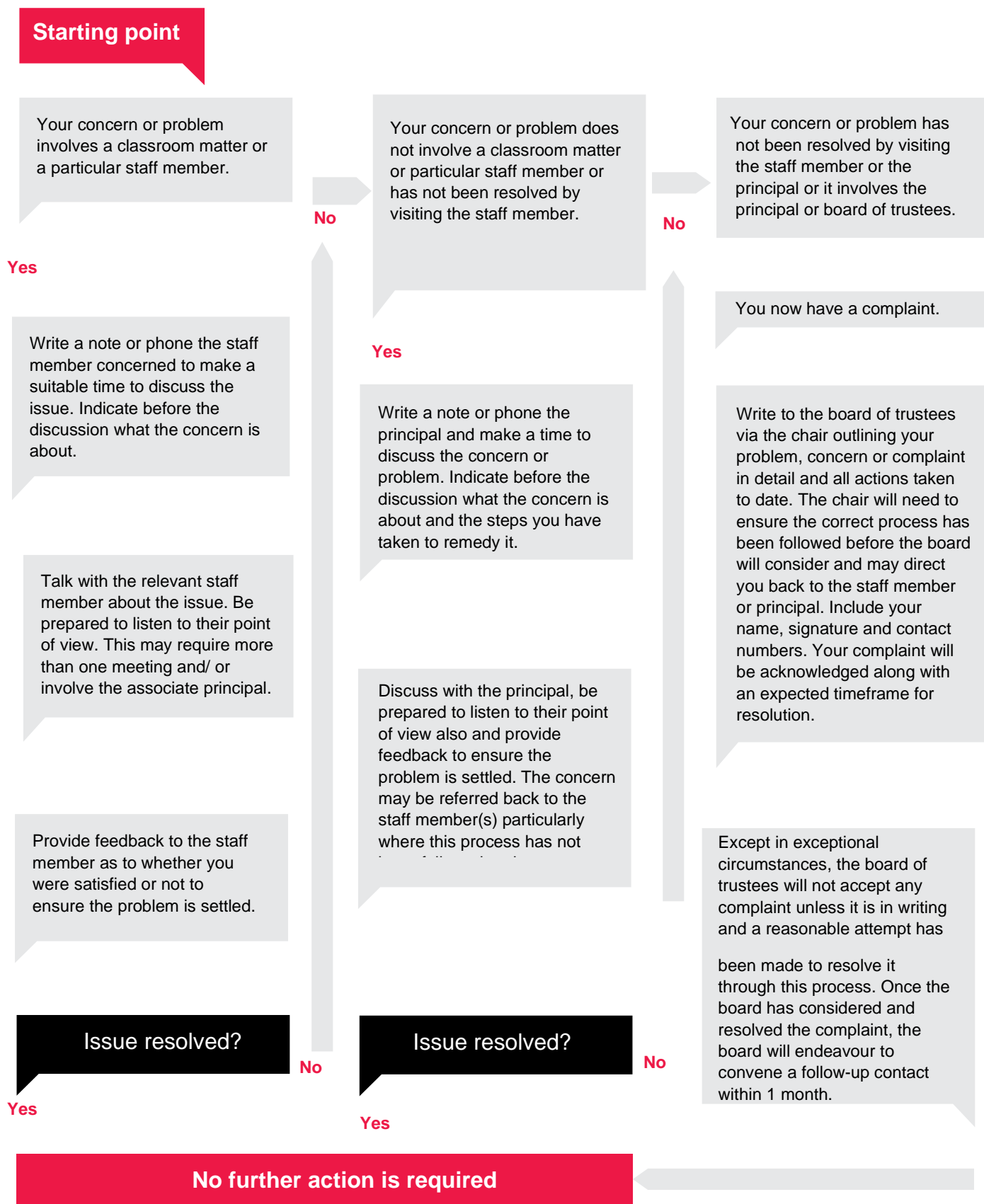
## Inducting New Trustees

All trustees should be offered a tailored induction when they come on to the board whether by election, by-election, appointment or co-option.

Activity	Led by
<b>Welcome Call / Letter</b>	Jody
<b>Registration to NZSTA via Appendix 2</b> <b>Allows access to</b> <ul style="list-style-type: none"> <li>• <b>Trusteeship – a guide for school trustees</b></li> </ul>	Trudi/Admin
<b>Access to Portal set up including CASS email address</b> <b>Portal includes access to</b> <ul style="list-style-type: none"> <li>• <b>Previous meeting minutes</b></li> <li>• <b>Previous Finance reports</b></li> <li>• <b>Previous Principal Reports ( incl Property)</b></li> </ul>	Trudi/Admin
<b>Information Pack offered includes</b> <ul style="list-style-type: none"> <li>• <b>Latest ERO report</b></li> <li>• <b>Current Charter ( includes AoV)</b></li> <li>• <b>Current Budget</b></li> </ul>	Trudi



# Concerns and complaints process



A person with short dark hair, wearing a dark jacket over a grey sweater, is leaning over a desk. They are looking down at a document or a small object on the desk. In the background, a black bicycle is parked. A red bowl is on the desk. A blue folder or binder is also visible. The overall scene is dimly lit, with a soft glow from the person's face.

# **Board of Trustees Policy Timeline and Work Plan**

# Policy Review Timeline

	2020	2021	2022
<b>Operational</b>  <i>Board expectations for the control and management of the school</i>	Responsibilities of the Principal  Curriculum Delivery  Personnel	Appointments  Financial planning and condition  Asset Protection  Creative Commons	Health and Safety  Child Protection  Behaviour  Concerns and Complaints
<b>Governance</b>  <i>How we work as a board</i>	Board roles and responsibilities  Trustee of behaviour policy  Trustee remuneration and expenses policy	Conflict of interest  Chair role description  Staff trustee role description	Relationship between chair and principal  Principal Performance management

## ERO Self Audit Checklist Discussions

	2020	2021	2022
Section 1 Board Admin	Term 1		Term 2
Section 2 - Curriculum		Term 2	Term 1
Section 3 – Health, Safety and Welfare		Term 3	Term 4
Section 4 - Personnel		Term 4	Term 3
Section 5 Finance		Term 1	Term 4
Section 6 – Asset Mangement		Term 2	



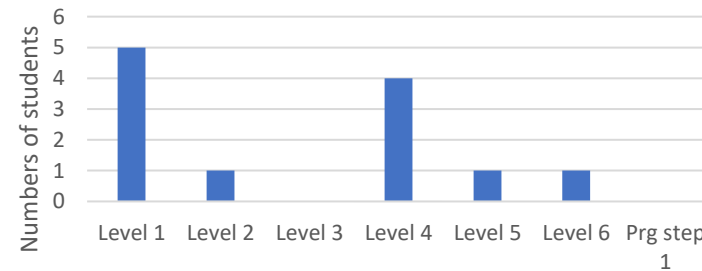
# Board of Trustees Work plan 2021

	Area for Review	18 FEB	25 MAR	20 MAY	24 JUNE	12 AUG	16 SEP	4 NOV	2 DEC
<b>STRATEGIC REVIEW</b>	<b>CHARTER</b>	Confirm Charter-approve and send to MOE			Board Safari Day Meeting				Annual Plan review Analysis of Variance
<b>REGULAR REVIEW</b>	<b>POLICY</b>	Chair role description	Conflict of interest	Asset protection	Financial Planning and Condition	Appointments	Creative Commons	Staff trustee role description	
	<b>HR REPORTS</b>			Outreach	Professional Development				Principal Performance Review report
	<b>STUDENT PROGRESS AND ACHIEVEMENT</b>			Literacy and Numeracy Data (RR and JAM)					BSquared report
	<b>OTHER REPORTS</b>	Behaviour-Incident Data		MU Reports	Attendance	MU Reports	Maori/Pas.	Health	Num/Lit
	<b>BUDGET</b>	Approved. Fundraising Review	Monitor	Monitor	Mid Year Review	Monitor	Monitor	Monitor	Draft for 2022
<b>BOARD PROCESS REQUIREMENTS</b>		Appoint chair(Not in an election year )  Reconfirm delegions  Principal Perf Goals	Accounts to auditor	Annual Report Approved and sent to MOE		Health Curriculum Consultation  (Odd years)			Confirm meeting dates 2022
<b>BOT Training</b>				Brenda McPherson – MAC	Conference ( July)				
<b>BOT Assurance Discussions</b>		Personnel	Finance		Asset management			Health , Safety and Welfare	



# **Target Action Plan & Analysis of Variance**

# Analysis of Variance – Play Based Learning

Focus	<b>Target:</b> Students will increase engagement in learning through play and this will be measured in increased assessment scores.															
Strategic Goal	To establish a pedagogical vision that reflects and monitors the different learning needs of all students.															
Target Groups	<p>The target group of 12 Junior Students aged between 5 and 7 years of age, who have been at May Rd for more than one year, have been used to measure progress. For these purposes the 2019 data is our baseline for these students.</p> <p>Students have a range of special needs including Cerebral Palsy, PMLD, Down Syndrome, ASD and others, all with intellectual disabilities. Most of our students are non-verbal or partially verbal.</p> <p>The aspects of B-Squared which was measured was <b>Cognition and Learning</b> (for Baseline purposes), Communication and Interaction and Social and Emotional Health.</p>															
Baseline Data	<p>The baseline data from the end of 2019 using B-Squared data, is our comparison point. This data measures <b>Cognition and Learning</b>.</p>	<div><h3>B-Squared Cognition and learning T4 2019</h3><table><thead><tr><th>B-Squared Levels</th><th>Numbers of students</th></tr></thead><tbody><tr><td>Level 1</td><td>5</td></tr><tr><td>Level 2</td><td>1</td></tr><tr><td>Level 3</td><td>0</td></tr><tr><td>Level 4</td><td>4</td></tr><tr><td>Level 5</td><td>1</td></tr><tr><td>Level 6</td><td>1</td></tr></tbody></table></div>	B-Squared Levels	Numbers of students	Level 1	5	Level 2	1	Level 3	0	Level 4	4	Level 5	1	Level 6	1
B-Squared Levels	Numbers of students															
Level 1	5															
Level 2	1															
Level 3	0															
Level 4	4															
Level 5	1															
Level 6	1															

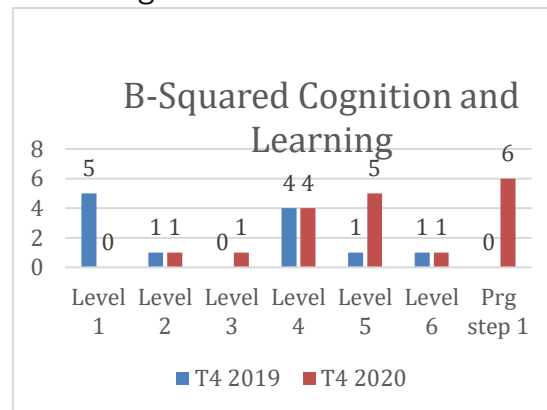
Actions	Outcomes	Reasons for Variance
<p><b>1. TEACHER KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Longworth workshop and collaborative learning with conference cohort.</li> <li>Continued collaboration at syndicate meetings.</li> </ul>	<p>Increased teacher knowledge as a result of conference and continued discussion and readings.</p> <p>We held a Pathways into Play mini-conference and invited teachers from other special schools who were interested in PBL. This involved a one day Level 2 Play-Based Training through Longworth Education. The second day allowed <b>teacher- to- teacher</b> sharing of skills and ideas- very valuable.</p>	<p>Increased PD opportunities and discussion around play based learning.</p> <p>Sharing of ideas within team and beyond.</p> <p>Adaptations and adjustments made by staff, based on their learnings from observations of students at play.</p>



<b>Evaluation</b> <ul style="list-style-type: none"> <li>Achieved, but ongoing to hone expertise.</li> </ul>		
<b>2.PLAYGROUND:</b> <ul style="list-style-type: none"> <li>Extend/Develop resources and equipment for Play.</li> <li>Develop May Rd playground</li> </ul>	<p>\$30 000 allocated to enhance the equipment and the playground at our May Road satellite unit and Star 7.</p> <p>We purchased:</p> <ul style="list-style-type: none"> <li><i>Large loose part equipment - various.</i></li> <li><i>Large storage shed has been built on the playground to store loose parts.</i></li> <li><i>Large Tredsafe pieces of play equipment. large climbable boxes and ladder.</i></li> <li><i>A mud kitchen.</i></li> <li><i>Tuff Table with cover.</i></li> <li><i>Nature table.</i></li> </ul> <p>Before the start of T1 2021 the climbing apparatus at the May Rd site will be refurbished, with the remainder of the funds.</p> <p>Once the May Rd CCC has been received, our equipment shelter will go up.</p> <p>The May Rd host school will replace the cantilever umbrella on the playground</p>	<p>Not everything we hoped to achieve this year, happened- as a result of COVID interruptions, but also as the host school, May Road, had not yet received their Certificate of Compliance for the renovation project – which meant we had had our students’ large physio equipment shelter built, but not, as yet, installed.</p>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>80% achieved.</li> <li>Ongoing- as there is the need to continually add variety .</li> <li>To significantly improve the May Road playground surface will be very costly.(approx. \$50 K) Our builder will develop a staged plan, so that we can do this in more affordable stages</li> </ul>		
<b>3.CURRICULUM LINKS/ ASD</b> <ul style="list-style-type: none"> <li>Explore how Play-Based Learning fits into our emerging experiential local school curriculum.</li> </ul>	<p>We discussed the links PBL programme has to the New Zealand Curriculum and these are reflected in the PBL guidelines</p> <p>Literacy and Math instruction occurs alongside and within play, but also in small groups, pairs and one to one sessions. Teachers have used integrated teaching within play-based context, but also with direct teaching.</p> <p>We have observed ASD students and whether they are able to learn within the context of play. With sufficient modelling and scaffolding- they have coped well. For a small</p>	<p>Teachers have integrated the core curriculum, along with other NZC strands into the learning centre approach we are using with play-based learning.</p> <p>This is extended to outdoor play in the same manner.</p>

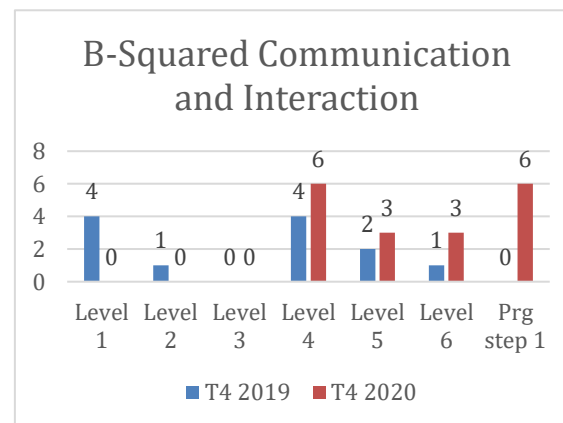
	number, a more structured approach was necessary. This has resulted in the creation of a balanced approach- some play-based learning and some structured teaching.	
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Ongoing honing of pedagogy to meet student need.</li> <li>Develop a more structured approach for part of the day for the small group of ASD students who need a little more structure.</li> </ul>		
<b>4. MAORI LEARNERS:</b> <ul style="list-style-type: none"> <li>Ensure Te Reo is included in shared language around exploratory play./cultural identity/whanau relationships</li> </ul>	<ul style="list-style-type: none"> <li>Staff are striving to include aspects of Te Reo Maori in their daily interactions with students.</li> <li>Matariki is celebrated and explored. Various other cultural events associated with the host school at May Road are also incorporated and celebrated.</li> <li>Staff have begun to gather loose parts that include natural items and objects that might be culturally appropriate.</li> <li>Whanau involvement: Via Mahi Tahi Term 1 and term 4 meetings, Seesaw posts, telephone calls, face to face meetings, staff have worked hard to build good, high trust relationships with whanau. This was evidenced in successful meetings (Term 4 80% attendance at Mahi Tahi Meetings) and a measure of parent engagement with Seesaw</li> </ul>	<p>The CASS unit at May Rd have joined with Maori language week, Matariki celebrations and other cultural events – to promote the interests of Maori students.</p> <p>The incorporation of Te Reo into daily routines is something teachers are striving to improve upon.</p>
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Staff should continue to include aspects of Te Reo daily, into the programme.</li> <li>Continue to build positive relationships with whanau and encourage Seesaw interaction.</li> </ul>		
<b>5. ASSESSMENT/REPORTING</b> <ul style="list-style-type: none"> <li>Explore other assessment options.</li> <li>Share Play-Based learning information with families in Term 1</li> </ul>	<p>Seesaw posts are directly linked to appropriate learning areas.</p> <p>Context of learning through play was discussed at Mahi Tahi meetings, by the DP, within the context of Communication and Hauora.</p> <p>The Manuka Team has become the special interest group within CASS for PBL, and we have now connected to like-minded teachers across special schools in NZ.</p>	<p>Most significant factors which have impacted on these outcomes has been:</p> <ol style="list-style-type: none"> <li>The freedom play-based learning brings for students to interact with shared experiences.</li> <li>Decreased levels of anxiety in students, as a result of a play-based approach.</li> <li>The excitement it creates in motivating students to experience increased desire and purpose to communicate.</li> </ol> <p>Staff modelling constantly:</p> <ul style="list-style-type: none"> <li>how to communicate</li> <li>how to be a friend- modelling social skills</li> </ul>

### Cognition and Learning:



The data shows that most students have moved from Level 1 to Level 4 and 5 with their cognition and learning and that 6 out of the 12 of the target students moved on to Progression Step 1 for Mathematics and Statistics.

### Communication and Interaction:

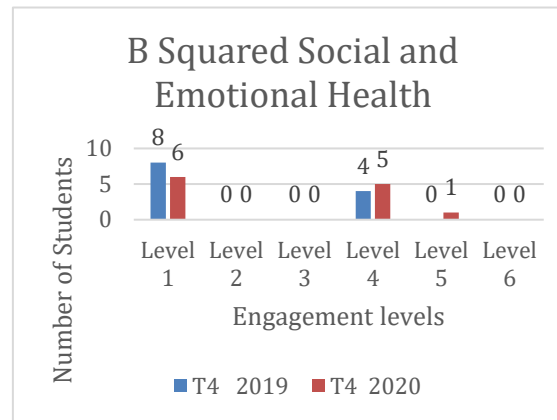


The data shows that there has been a shift in communication and interaction. The students were scoring between levels 1 and 6, with a cluster around 1 and 4, and have shifted to a spread between Levels 4 and 6. 6 out of the 12 students in the target group moved on to progression Step 1 for English (writing, communication, vocabulary.) Our observational and anecdotal data supports

- how to engage with materials and resources to play
- staff providing vocabulary alongside play
- staff extending students play to integrate cross-curricular learning.

this data- as we have seen significant increases in this area. Students are now more inclined to play with one another, than with adults or alone.

## Social and Emotional Health



Data indicates that students are tracking in a positive direction in terms of their social and emotional health.

Apart from having made progress as evident in the above data, observational data indicates that students have flourished in several other areas, not necessarily reflected in the B-Squared data.

Observable data- supported by photographs, video and Seesaw learning stories, indicates students have made gains in the following areas:

1. Increased levels of engagement for learning.
2. Increased ability to initiate a learning exploration.
3. Increased independence- as far as they are capable, given that some of our learners have physical restrictions. There is much less dependency on adults to initiate learning.
4. Increased communication intent, as a result of being motivated by their play experiences.
5. Increased actual communication- either verbally or with communication tools, such as PODD and Vocabulary Core Boards.

COVID interruptions has meant that students were away from school for periods of time and then had to settle back in once lockdown levels changed. In spite of this, progress has been made.

During the first year of implementing play-based learning, there were big shifts and changes to practice. In 2020, staff were further honing these skills and tweaking the balance between play and structured teaching and learning.



	<p>6.Increased social interaction initiated between students, to play together, or share pleasure in an interaction – this too results in increased desire to communicate.</p> <p><b>Anecdotal data :</b></p> <p>Student E, started her time with us, as a solitary learner, who was non-verbal, with quite flat affect. Over time, she started to engage with the learning centres set up for play- she gravitated toward the ‘family play’ offerings. Classroom staff and therapists played alongside her, promoting language and modelling the use of PODD.</p> <p>Gradually, toward the end of each week, student E would show increased inclination to communicate and interact with others. Over time, this became more apparent earlier in each week, until she reached the stage halfway through this year, when she was communicating all the way through the day, in phrases and sentences, within context, and within multiple environments. She became more animated within her interactions. She now uses her communication to support her interest in interacting with others and playing with them.</p> <p>An analysis of the above data, shows that some of the students who made the greatest gains, were some students with ASD. Additionally, for those students with ASD, those who showed the greatest shifts were a mixture of social and more solitary students. This supports many research findings of a play-based approach to learning- that it expedites learning for all students.</p> <p>Other ways of assessing progress with play have been informally discussed, but for now, B Squared appears to track sufficient change to show progress, especially since we now have two lots of data.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> <li>• Tracking well.</li> <li>• Room for continued work on more structure for students who require it.</li> </ul>		

<b>7. GUIDELINES FOR PLAY AT CASS</b>	<p>CASS Play Based culture and learning guidelines – collaboratively, based on agreed-upon strategies and practices.</p> <ul style="list-style-type: none"> <li>• This would be a useful tool for any new staff in the syndicate</li> </ul>	<p>Less collaboration involved than we hoped for- as a result of several COVID interruptions.</p>
<p><b>Evaluation and next steps</b></p> <ul style="list-style-type: none"> <li>• Refine as PBL practice changes.</li> <li>• develop the May Rd playground surface to better support play-based learning.</li> <li>• to acquire a range of loose parts and large loose pieces of equipment – to keep play space interesting and challenging.</li> <li>• Provide suitable play-based equipment for the class moving into StAR 5 in 2021.</li> <li>• Provide further support to teachers with the small group of students who have ASD, to engage in a more structured programme for part of the day, but still to maintain a balance of play and structure.</li> <li>• Support all new teachers and learning assistants to support play-based learning and to support everyone to do so with increased skill</li> </ul>		

# Target Action Plan for 2021: ASD Approaches

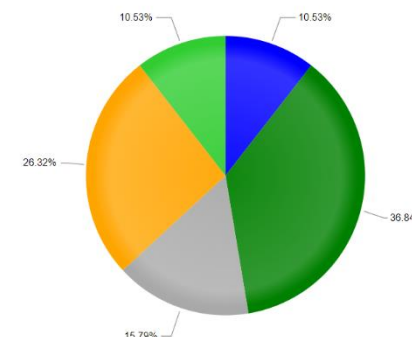
Background	Target
<p>In 2020 we recognised that we needed to increase staff (Teachers and therapists) knowledge and understanding around Autism, so that our ASD learners would be better supported to reach their potential.</p> <p>This recognition came about partly because we noticed that there were an increasing number of behaviour reports coming in for our learners with Autism and teachers were reporting difficulty engaging students. We know that when students are not engaged, they are not learning. Although communications tools were in place, students were not engaging with them in any meaningful way.</p> <p>To begin this process, we appointed a full time SLT and a part time OT, both of whom have specialist knowledge around how best to support ASD learners.</p> <p>An ASD lead group was formed in Term 2 2020. The initial aim of the group was to provide PD to increase staff capacity, focusing on 3 ASD classes. Staff in these 3 classes all participated in an online ASD course supported by the lead ASD team. Teachers and learning assistants from the 3 classes participated, as well as the entire CASS team of therapists.</p>	<p>The target group of learners will move up one Engagement Step in their Communication and Interaction score on B Squared.</p> <p>The target group of students are made up of 4 classes of students that predominantly have a diagnosis of Autism, communicate non-verbally and are currently working on the Engagement Steps of B squared.</p> <p>The students range in age between 6 and 14.</p> <ul style="list-style-type: none"> <li>- Star 5 class – 7 students aged 6-7</li> <li>- Star 6 class – 5 students aged 7-9</li> <li>- Balmoral 2 – 2 students aged 11-14</li> <li>- Base 1 – 5 students 9-14</li> </ul>
<p>The SLT Team also worked to review the communication support we were offering at CASS. A new framework was developed which reflects the changes in how we assess and implement communication programmes for students with Autism. All Therapists attended both ASD training with Sue Larkey and Engage Me introduction training delivered by James.</p> <p>The ASD lead group worked to support teachers to implement the use of individual timetables, visual supports, and clear structures and routines in their classes to support students.</p> <p>As a result, we began to hear that students in these classes were more settled as students were beginning to follow structures and routines that had been put in place.</p> <p>This year we have had further staff changes in 2 of the 2020 target classes and recognise a need to target extra support for staff working in 4 classes of difficult to engage ASD learners.</p>	<p><b>Key Actions</b></p> <ol style="list-style-type: none"> <li>1. Provide extra support in ASD classes – increased input from ASD team to support and guide.</li> <li>2. ASD team to support class staff to implement signature practices through: <ul style="list-style-type: none"> <li>○ Class / individual visual timetables</li> <li>○ Clear visible structures and routines</li> <li>○ Sensory programmes</li> <li>○ Engage Me programmes</li> <li>○ Elements of SCERTS</li> </ul> </li> </ol>

Term	Actions	Who
1	Meet with target class teachers and Therapists and develop a class ASD plan. (Engage Me, TEACCH, SCERTS (including Sensory), Signature Practices) Identify training and support needs for staff in target classes. Make a timetable of support. Engage Me Baseline data collected for all students in group. ASD topic, added to Monday morning meetings and What's on. ASD Team to work closely with Therapy teams in target classes. Track behaviour incident reports	ASD Team to organise – Sonya  ASD / teacher  James James to organise with Therapy team in classes.  Sonya
2	Implement ASD plan for all classes. SIG Engage Me meetings run 3x per Term. Track behaviour incident reports	ASD Team James Sonya
3	Review and implement ASD plan in each class. SIG Engage Me meetings run 3x per Term. Track behaviour incident reports	ASD Team James Sonya
4	SIG Engage Me meetings run 3x per Term. Review ASD programmes in classes Re assess and collect Engage me data for all students Track behaviour incident reports Analyse impact.	James ASD Team James to organise with Therapy team in classes. Sonya

#### Baseline Data

Currently 17 out of the 19 Students in the target group have been assessed using B squared on the engagement steps. Of these 17 students assessed against the Communication and Interaction strand 10.5% are working at step 1, 36.8% at step 2, 15.7% at step 3, 26.3% at step 4 and 10.2% at step 5.

10 of these students were assessed against B squared in 2019 and were part of the ASD work undertaken in 2020. They average score in Communication and Interaction – Expressive communication in 2019 was 47% achieved of Engagement step 2, there was significant shift for these learners and the average score in 2020 was 66% achieved of Engagement step 3. The represents a larger gain that all students who had not been part of the target group in 2020.





A background image showing two young students, a girl on the left and a boy on the right, sitting at a table and smiling. The girl is wearing a purple shirt and the boy is wearing a white shirt with a blue polka-dot scarf. They appear to be engaged in a collaborative activity. The image is faded to allow the text to be the primary focus.

# **2021 Annual Improvement Plans**

## Vision

## Aims

## Strategic Goals

## Focus Areas

## Annual Roadmap

### Inspiring Engagement- Realising Potential

- To be a place where students and their families belong. Where we grow and promote a sense of community
- Create and deliver a contextual, meaningful and personalised curriculum that reflects our high expectations of student learning
- To be flexible and responsive to the changing needs of our community
- Te be at the forefront of developing special education pedagogy and practice
- Create and maintain quality learning environments which reflect our holistic view of students health and wellbeing

Embed our Signature Practices within our Learning Focused Culture

Forge Partnerships and pathways for our learners to realise the 6 aspirations in our Graduate Profile

Create an inclusive, differentiated, culturally responsive learning community

Develop shared understandings of CASS Signature Practices and how they can be applied in different classes for different learners.

We will have an inquiry mindset – engaging in collegial robust and informed professional collaboration

We will craft learning programmes that are responsive to the changing needs of each learner

Whanau will be engaged in learning focused relationships with CASS

Students will progress and learn within a curriculum that is meaningful, authentic and joyful

A rich and varied 18+ transition programme promotes student agency, self advocacy and life long learning

Teachers will have the tools to be effective leaders of their class team

Learning assistants will have a pathway for development and transition into a paraprofessional workforce

Tikanga Māori will be a visible and valued part of our learning and leading at CASS

Noticing	Investigating	Collaborative Sense Making	Prioritising to take action	Monitoring and evaluating Impact
		Positive Behaviour Support		
		Resource Room		
			Therapy Delivery	
		Learning Assistants		
			Whole School Events	
		Communication		
	Planning			
	Student Health			
		Literacy		
				The Arts
			Numeracy	
		Transition		
		Assessment and Reporting		
			Health and Sexuality	
		Biculturalism		
EOTC				
e-learning				
Outreach				
			Signature Practices	
		Appraisal		
			Parent and whanau engagement	
				Mahi Tahi
Recess Programmes				
		Multi Sensory Learning		



Communication



Contribution



Creativity

# Annual Improvement Plan – Positive Behaviour Support

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
<b>Targets for 2021</b>	<b>Actions / Strategies</b>		<b>How will we measure impact?</b>	
<p>Staff feel skilled, confident and supported in supporting all students within the school.</p> <p>Staff are collecting relevant and useful information around students who require extra support</p> <p>All staff understand and are supported to work within the positive behaviour referrals process</p> <p>New restraint guidelines are understood and in place at CASS</p>	<p>Continue to develop signature practices across the school            Syndicate leaders support teachers and monitor the use of the class behaviour plan            Offer ongoing, higher level training to identified teams            Identify staff who can be upskilled to offer training            Input in Monday morning meetings</p> <p>Syndicate leaders to support and monitor data collection.            Collate and discuss results            Whole staff meeting on data collection and making meaning            Need to look at functions on eTap to support the identification of trends / cohorts etc and target relevant interventions in that area</p> <p>Introduction of behaviour book for the whole staff            Make changes to induction behaviour training            Leadership team behaviour support updates in Monday meetings – more precise information</p>		<p>As teachers adopt more of the signature practices we should see increased student engagement and a decrease in many low level behaviours</p> <p>A responsive team that can manage training needs of all staff and train new staff when they come on board</p> <p>More evidence- based responses and planning            This will also support referrals and paediatrician clinics</p> <p>More effective support being offered in specific areas to staff and students. i.e. managing transitions or effective social communication</p> <p>Increase in reporting on eTap            Syndicate leaders managing the process so that when behaviour team is involved, all evidence has been collected and low level strategies and interventions have already been explored</p>	
<b>Resources</b> New or existing training package ?MAPA Additional training and support in developing signature practices		<b>Reporting</b> BOT / leadership team / whole staff		<b>Maori dimensions and Cultural Diversity</b> Analyse data to gain greater understanding Look at specific cultural practices that enhance student engagement and belonging and share with staff

# Annual Improvement Plan – Resource Room

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Strategic Initiatives	Actions		How will we measure impact?	
<p>To become a collaborative space for teachers and therapists</p> <p>To fully implement a system of managing teaching and learning resources</p> <p>To support the work of teachers at CASS through the provision of a curated selection of quality resources</p>	<p>Investigate option with Accessit for teachers to access catalogue</p> <p>Continue to develop a Big Book with appropriate props and resources and grow the senior, middle and junior reading area</p> <p>To ensure all non consumable items are entered into the Accessit system</p> <p>Identify suitable resources related to topics and advertise in what's on</p> <p>Encourage teachers to make a copy of resources they have prepared and/or sved in staff/files/resources</p> <p>Investigate improved shelving layout</p> <p>Establish and embed the system for recalling loaned items termly</p>		<p>Staff use the resource room routinely</p> <p>Resources are returned and circulated</p> <p>Quality resources are augmented according to school need</p> <p>Staff develop mindset of sharing resources by returning unused items to the resource room</p>	
<b>Resources</b> Budget – incidentals		<b>Reporting</b> Via Whats on To the board annually		<b>Supporting Maori Learners</b> Develop resources which reflect Te Ao Moari



# Annual Improvement Plan – Therapy

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021		Actions / Strategies		How will we measure impact?
1. Build on the knowledge and capability to link therapy practise to the Signature practices.		Regular discussions will be included in termly therapy Inservice meetings. Teacher therapist meeting to focus on supporting teachers to link therapy interventions to Signature Practises.		Application of Signature practises will be evident in therapy sessions. Regular discussions at class team meetings
2. Develop the capacity to support students with Autism across the school.		Therapists to attend the SCERTS Training (29 <sup>th</sup> Jan and 1 <sup>st</sup> April) and reflect on aspects to embed into practise. Therapists to work alongside ASD support Team and arrange peer reviews. Therapists to present case studies at Therapy meetings		Reduction in incident reports across the school. Students meaningfully engaged in their learning.
3. Create strong partnerships between staff and whanau and the wider community.		Joint discipline parent training workshops to be arranged in term 2 /3. Targeted PD will be provided to staff on Thursday afternoon and Monday morning. Therapists presenting at the combined Special School PD day in August.		Students showing progress with their learning objectives. Generalisation of learning across all contexts.
4. Create a shared understanding on the B squared assessment.		Collaborate with the class teachers on the B squared as well as using the data to guide planning and identify appropriate learning intentions.		Students motivated to engage in their learning. This is reflected on the Seesaw journal.
5. Implement the new appraisal system: Professional Growth Platform (PGP)		PGP process to be shared with the team and implemented accordingly. Copies of templates to be shared on the team site. Process will be reviewed in Term 4 and amended accordingly.		Review the PGP process at the end of year and make changes to ensure that the process is meeting the intended outcomes.
<b>Resources</b> Seesaw / FB as platform to build on partnership. Therapy Budget		<b>Reporting</b> Staff and Senior Management Team BOT / Families and the Wider community		<b>Maori dimensions and Cultural Diversity</b> Recognition of Māori as tangata whenua Collaborative and responsive to the diverse cultures

# Annual Improvement Plan – Learning Assistants

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021		Actions / Strategies		How will we measure impact?
<p>To ensure students learning and wellbeing is supported well trained Learning Assistants</p> <p>To establish a culture where LAs are valued as team members.</p> <p>To create a career pathway for Learning Assistants at CASS</p>		<p>Complete LA job description, including relieving LA job description. Introduce to all staff and unpack.</p> <p>Review and improve LA appraisal document.</p> <p>Review content of day-long induction.</p> <p>Identify gaps in training and compile a strategy for Professional development.</p> <p>Accelerate appropriate external professional development for LAs from accord funding.</p> <p>Implement a CASS certification process- training/in class monitoring.</p>		<p>Improved outcomes for teachers and students.</p> <p>Positive feedback from teachers.</p> <p>All LAs accessing relevant training to meet their need.</p> <p>Reports of increased job satisfaction from LAs.</p>
<b>Resources</b> Time and funding for LA professional development.		<b>Reporting</b> BOT Leadership team		<b>Maori dimensions and Cultural Diversity</b> Ensure JD includes bi cultural component at all levels Consult with Maori LA's

# Annual Improvement Plan – Communication

Embed our Signature Practices within our Learning Focused Culture	Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
<ul style="list-style-type: none"> <li>Review of the Communication Framework to understand how it fits with assessment and implementation of communication goals.</li> <li>Develop three year strategic overview for developing resource to support use of communication framework</li> <li>Investigate and develop a range of communication-based training strategies and resources to support all stakeholders at CASS</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with stakeholders (therapists, teachers, teacher aides, families) about how the communication framework fits with assessment, planning and progress for students <ul style="list-style-type: none"> <li>Staff meetings and therapy meetings</li> <li>Case discussions with SLTs</li> <li>Implementation within identified classes and identified teachers</li> <li>Collaboration with ASD support team</li> </ul> </li> <li>Invite families to be involved in the review of the communication framework. Engage and collaborate with the families who indicate their interest.</li> <li>Embedding communication development and framework into Communication Learning Intentions</li> <li>Develop comprehensive assessment battery based on the principles of the communication framework</li> <li>Review communication learning progressions</li> <li>Create library of recordings of training sessions (including those around specific communication tools) for staff and families to have access to</li> <li>Parent/Whanau communication workshops</li> </ul>	<ul style="list-style-type: none"> <li>Evidence will be reflected in quality of seesaw posts relating to communication, appropriate communication learning intentions used in Learning Plans</li> <li>Family voice will be reflected in the updated communication framework.</li> <li>A comprehensive communication assessment battery will be used by the SLTs</li> <li>Communication training resource will be underway</li> </ul>

Resources	<b>Reporting</b> To Principal To BOT annually	<b>Maori dimensions and Cultural Diversity</b> SLT team to watch and discuss info from webinar: Ko tōku reo tōku ohohoho: Towards culturally located te reo Māori AAC
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# Annual Improvement Plan – Student Health

Embed our Signature Practices within our Learning Focused Culture

Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile

Create an inclusive differentiated, culturally responsive community

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
<p>To identify and explore areas of Student and Whanau Hauora and Wellbeing that could be supported through the Health Co-ordination role</p> <p>To further develop this role within Staff Health and wellbeing</p>	<ul style="list-style-type: none"> <li>• Make contact with other special schools who have similar roles, about what family support and co-ordination could look like</li> <li>• Survey/discuss with families about what support could increase their child's health and wellbeing (and therefore increase attendance at school)</li> <li>• Supporting transition of students within school who have identified medical and mealtime needs</li> <li>• Increase health support during enrolment processes to support smooth transitions, consider participating in handover / enrolment meetings for all new students to ensure that their medical and health needs are identified and met when starting school</li> <li>• Further develop processes around accessing training and training packages for staff</li> <li>• Identify and implement areas where staff awareness and practice relating to health and wellbeing can be enhanced eg: hand washing, hygiene – consider strategies for sharing info eg: regular emails, staff meetings, induction sessions</li> </ul>	<p>There will be identified areas where support and co-ordination relating to Hauora and Wellbeing could be offered to families</p> <p>Families will feel that their child's health and wellbeing needs are identified during transitions (both in and out of school)</p> <p>Staff will receive training appropriate to the needs of the students in their class</p> <p>Staff absences due to communicable illnesses will decrease</p>

**Resources**

**Reporting**

To the leadership team  
To the board of trustees

**Maori dimensions and Cultural Diversity**

Identify needs of Maori students and whanau



# Annual Improvement Plan – Literacy

Embed our Signature Practices within our Learning Focused Culture	Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
<p>All Staff are aware of the literacy levels across the school</p> <p>Develop an overview of literacy experiences ( genre)</p> <p>To increase the understanding and capacity of teachers to implement shared reading strategies in their class</p> <p>Explore the potential the structured literacy approach could have for some learners at CASS</p> <p>To develop an understanding of the uses of shared reading and how to meet the needs of all learners</p>	<p>SIG team Analyse data from assessments and find the gaps and areas for concern. Present in staff meeting</p> <p>SIG group planning meetings</p> <p>Series of 4x 6-week sessions run by Helen B, Jess, Melinda and Helen W looking at shared reading</p> <p>Overview / introduction</p> <p>Assessment</p> <p>Planning</p> <p>Resources</p> <p>Practice</p> <p>Roll out</p> <p>Follow up observations and feedback sessions</p> <p>Collect data from T3 2020 and T3 2021 (Link with refining literacy progressions)</p>	<p>SIG / syndicate leaders / SLTs have observed in classes</p> <p>Shared reading evident in planning, practice and recording</p> <p>Teachers can talk about where their students are with evidence to support this</p> <p>Data at end of year would show student progress</p>

<b>Resources</b> <b>High interest books</b> Resources to build the experiential stories packs Time from Sally to support resource making Time for SIG group to meet Jane Farrell online course	<b>Reporting</b> BOT/ Whole school	<b>Maori dimensions and Cultural Diversity</b> Pay attention to data analysis Research high interest texts for learners from different cultures
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# Annual Development Plan – The Arts

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Strategic Initiatives	Actions		How will we measure impact?	
<p>Strengthen provision for offering Music Therapy across the school.</p> <p>Arts focus in classrooms more prevalent and explicit.</p> <p>Students encouraged to explore and express themselves using art as a medium.</p>	<ul style="list-style-type: none"> <li>Raukautauri have been employed for 2 days each week to deliver classroom and 1-1 music therapy for the year. All classes across school will be timetabled for 40 minute face to face music therapy sessions over a term.</li> <li>CRT Team will plan and deliver 90 minute arts based sessions weekly in timetabled classes.</li> <li>CRT team will plan and deliver 1:1 art based extension activity.</li> <li>Creative art therapist from Mapura in Schools ( Ministry Funding) will 60 minute Expressive Art Therapy sessions on Wednesday and Thursday to timetabled classes in Term 1 and 2.</li> <li>Performance and art exhibition to families and community Corbans Estate Arts (InterACT Festival), Performance's installation of Expressive Art sessions at the end of the term .</li> <li>Paired with Bi-Cultural Development Plan. Formation of cultural groups across the school.</li> <li>Outside groups delivering art performances to students.</li> </ul>		<p>Staff feedback. Student engagement. Seesaw posts.</p> <p>Staff feedback/Seesaw posts/ planning documentation / appraisal.</p> <p>Rehearsed performance and art exhibition. Parent and Whanau Engagement / Seesaw posts. Student engagement and participation in cultural groups. EOTC / Student attendance.</p>	
<b>Resources</b> Music Instruments and Visual Art resources Music Therapists See Saw as a tool to showcase Arts programmes CRT Team Parents and family assisting with cultural groups.		<b>Reporting</b> Parents and families Arts Therapy Team Classroom Teams Wider community Art Exhibition.		<b>Supporting Maori Learners</b> Differentiated and adapted to meet cultural needs. Use of Maori Myths and Legends

# Annual Improvement Plan – Numeracy

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile		Create an inclusive differentiated, culturally responsive community
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021	Actions / Strategies		How will we measure impact?	
<p>For students in all areas of the school to make progress in Numeracy regardless of their age and stage.</p> <p>Teachers to plan and deliver a balanced numeracy curriculum that covers all strands of the NZC.</p> <p>Teachers deliver a curriculum that engages and inspires their learners.</p> <p>Maths assessment tools and resources are available and used to inform teaching and learning, so that students learning intentions reflect their next steps.</p>	<p>2020 assessment data shared with and discussed with teaching staff. Priority areas of need identified. Syndicate leaders to work with teaching staff in identified areas to improve student achievement.</p> <p>Ongoing assessments used to inform learning and assess progress: JAM/GLOSS/ B squared</p> <p>Review and update current practices relating to maths curriculum delivery at CASS, so that all students have opportunities to learn all aspects of Numeracy curriculum and all students have individual direct teaching and learning opportunities.</p> <p>Review of curriculum progressions and learning plans.</p> <p>PD/ opportunities to share good practice made available to all staff – Shared TOD – LA PD – staff meeting/ teacher reflection on role of Signature practices in Numeracy teaching and learning.</p> <p>Continue to build a bank of resources that can be used to support delivery of a joyous Numeracy curriculum.</p>		<p>Assessment data and analysis shows increased student achievement compared to 2020.</p> <p>Curriculum progressions updated.</p> <p>Intentions on Learning plans reflect all strands of numeracy NZC</p> <p>Teachers plan and teach a balanced numeracy curriculum.</p>	
<b>Resources</b> Numeracy budget B Squared Assessment tool		<b>Reporting</b> Leadership, BOT, Professional staff Families		<b>Maori dimensions and Cultural Diversity</b> Mahi Tahi informs how students learn. Analyse achievement data and plan according

# Annual Improvement Plan – Transition

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
<b>Targets for 2021</b>		<b>Actions / Strategies</b>		<b>How will we measure impact?</b>
<p><b>Staff have a shared vision of what the Transition Programme at CASS looks like, so that:</b></p> <p>All learners in our transition classes continue to make progress within core and adult curriculum areas.</p> <p>All students leave CASS having reached their potential, with the skills they need to become lifelong learners and active participants in within their local community.</p> <p>All school leavers have a clear plan for their future, which reflects their and their families interests and preferences.</p>		<p>Begin to review and update the 18-21 curriculum, so students have a diverse range of learning opportunities, allowing them to make reliable choices regarding their future. (staff, students, and families)</p> <ul style="list-style-type: none"> <li>• What is happening now?</li> <li>• What could we improve?</li> <li>• What do need to do to make improvements?</li> </ul> <p>(look at what is happening at CASS and other establishments. Look at school data to see where we need to make improvements. Work as a team to develop a plan to action)</p> <p>Ensure that all students are assigned a Transition coordinator in their final year at school, and that there is ongoing regular communication between school, students, families, and transition coordinators during a student's final year of school.</p>		<p>Students leave CASS with clear established plans that work for them and their families.</p> <p>The adult curriculum has been reviewed and steps taken towards updating.</p> <p>End of year data shows that students have made progress in all areas assessed.</p> <p>Staff have a shared understanding of what we want for our leavers and what we need to do to achieve.</p>
<b>Resources</b> Time Outside agencies		<b>Reporting</b> BOT, Leadership Team Whole school Community – staff, families, agencies		<b>Maori dimensions and Cultural Diversity</b> Maori students make progress in line with all students at CASS Ensure that all staff and agencies work within a framework that respects and reflects knowledge and understanding of our student's cultural diversities.

# Annual Improvement Plan – Assessment and Reporting

Embed our Signature Practices within our Learning Focused Culture	Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
<p>Staff confident and competent in using a range of assessment tools relevant to each individual student.</p> <p>Staff can analyse and interpret data to inform their planning</p> <p>Revisit and re write learning progressions</p> <p>(Link to planning improvement plan goals)</p>	<p>Discuss results of recent assessment with leadership team and share relevant details with whole staff - Identify target areas for development. Support and upskill staff in relevant areas.</p> <p>Explore a range of assessment tools for a variety of learners</p> <p>Use evidence from the 2020 B2 and other assessment analysis to inform goal setting and planning</p> <p>Teachers to be able to identify stretch goals for their students.</p> <p>All new staff to obtain B2 training prior to the TOD</p> <p>PD on different assessment tools</p> <p>Suchi to offer training to all PRTs / new teachers to school</p> <p>Core curriculum focus groups to work on drafts</p>	<p>Identified target areas are improved and are being monitored</p> <p>We should see more positive movement in data in 2021 if we do not have any lockdowns</p> <p>New draft learning progressions to be trialled in 2022</p>

<b>Resources</b> TOD        seesaw B Squared    time to do learning progressions  Quest PM reading assessment New entrant assessment	<b>Reporting</b> BOT / Whole school / individual teachers	<b>Maori dimensions and Cultural Diversity</b> Assessment data relating to Maori learners analysed
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# Annual Improvement Plan – Health and Sexuality

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021	Actions / Strategies		How will we measure impact?	
<ul style="list-style-type: none"> <li>Community consultation 2 yearly review. H &amp; PE inc Sexuality</li> <li>Comprehensive resource bank that supports programmes of learning.</li> <li>Health and Sexuality programmes implemented into each classroom.</li> <li>Professional Development opportunities identified for staff.</li> <li>Teachers are clear on why, how and what to teach in Health and Sexuality.</li> <li>Health and PE programmes consistent over the year.</li> </ul>	<ul style="list-style-type: none"> <li>Organise and facilitate a community consultation for Health and Sexuality. Survey sent out to families.</li> <li>Form a Health and Sexuality working group comprising Junior / Middle / Senior teachers / Therapists / Leaders to drive change across school.</li> <li>Locate relevant professional development and identified staff to attend.</li> <li>Staff meetings facilitated on Health and Sexuality as needed termly.</li> </ul>		<ul style="list-style-type: none"> <li>Numbers of families / community organisations attending and feedback from survey.</li> <li>Termly meetings with working group. Agenda items and actions identified.</li> <li>Resources purchased and current are being used in classroom programmes effectively.</li> <li>Staff have attended professional development and feedback to leadership on effectiveness.</li> <li>Staff are knowledgeable on why, how, what of Health and Sexuality programmes, evident in planning and implementation of programmes.</li> </ul>	
<b>Resources</b> Junior / Middle / Senior Unit Plans Irish Curriculum Resources Family Planning Community Health Related agencies		<b>Reporting</b> BOT Parents and Family Community		<b>Maori dimensions and Cultural Diversity</b> Cultural and Religious considerations.

# Annual Improvement Plan – Biculturalism

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021	Actions / Strategies		How will we measure impact?	
<ul style="list-style-type: none"> <li>Stronger engagement with Māori whānau</li> <li>Develop links to local iwi/marae</li> <li>Greater school understanding of Te Tiriti o te Waitangi and the implications for school.</li> <li>Greater school understanding of Ka Hikitia / Tikanga protocols</li> </ul>	<ul style="list-style-type: none"> <li>Consult with Māori families. How can we better support your student?</li> <li>Term 1 and 3 Powhiri/Mihi whakatau to welcome new staff and students.</li> <li>Contact local iwi and marae, organise EOTC trips to marae, explore staff hui at local Marae.</li> <li>Unpack Ka Hikitia in staff meetings</li> <li>Form a kapa haka group.</li> <li>Support the successful implementation of maori specific resources and supports into learning programmes</li> <li>Access professional development for Ka Hikitia / Te Tiriti o te Waitangi</li> <li>Develop whole staff knowledge around simple protocols, Te Reo , waiata</li> </ul>		<ul style="list-style-type: none"> <li>Engagement with Māori whānau / Seesaw / Mahi Tahi meetings.</li> <li>Identified students who want to be part of the kapa haka group.</li> <li>Identified whānau and staff who could lead cultural groups.</li> <li>Feedback from professional development and staff meeting sessions.</li> <li>Powhiri attendance.</li> <li>Evidence in classroom programmes.</li> </ul>	
<b>Resources</b> Ka Hikitia Kaumatua Internal staff / Families Tātaiako		<b>Reporting</b> BOT Staff Students Whānau and Community		<b>Maori dimensions and Cultural Diversity</b> Refer above.

# Annual Improvement Plan – EOTC

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021		Actions / Strategies		How will we measure impact?
<ul style="list-style-type: none"> <li>To investigate what is currently happening in the school as a whole and what the current understanding of purpose for EOTC is.</li> <li>To develop a shared understanding of how EOTC should link to and enhance student learning outcomes.</li> <li>To increase staff confidence when organising and running Education outside of the classroom.</li> <li>To enable staff to easily access ideas for suitable EOTC.</li> <li>To engage pupils in new adventure challenges in a variety of settings to provide rich and varied learning experiences in a range of contexts and settings.</li> </ul>		<ul style="list-style-type: none"> <li>To gain access and look at what EOTC is currently being undertaken across the school in a single term.</li> <li>To speak to teachers about what the learning intentions from EOTCs are and how they are used to enhance learning when back in class.</li> <li>To run a staff meeting and consultation survey to discuss EOTC purpose.</li> <li>To establish EOTC 'drop in' sessions to enable teachers to discuss outing ideas in to improve and expand on the learning opportunities.</li> <li>To include hints and tips in the 'What's On' Newsletter each week.</li> <li>To involve therapists in collaborating with teachers to create quality EOTC learning opportunities that reflect our signature practices.</li> <li>Research new EOTC opportunities and experiences to provide ideas and support to staff when choosing appropriate outings.</li> <li>To organise an 'adventure day' for each key stage, giving the opportunity for all abilities to be involved in new and exciting activities.</li> </ul>		<ul style="list-style-type: none"> <li>A clear understanding of current EOTC</li> <li>Staff will have a clear understanding of the purpose of EOTC programmes and have in increased link between EOTC learning and student outcomes, visible on proposal forms and teacher learner plans.</li> <li>Attendance at EOTC drop-in sessions</li> <li>Organisation of adventure days for each key stage.</li> <li>Creation of databank of EOTC opportunities and supporting learning materials.</li> </ul>
<b>Resources</b> School vehicles and access to TMV Time to research and organise trips. Time to meet with staff for drop in sessions and for EOTC observations and discussions.		<b>Reporting</b> BOT Staff Community		<b>Maori dimensions and Cultural Diversity</b> Investigate appropriate cultural procedures as needed. Utilise current staff cultural knowledge to help lead and advise. Differentiated and adapted to meet cultural needs.

# Annual Improvement Plan – e-learning

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
<b>Targets for 2021</b> <ul style="list-style-type: none"> <li>Increased use and understanding around eLearning across our school to support learning programmes.</li> <li>Increased knowledge base of staff in using eLearning resources and implementation techniques within the classroom.</li> <li>Establish an eLearning focus group – to meet at least once a term for collective guidance of our eLearning direction.</li> <li>Create opportunities for staff support via optional training/insight events.</li> <li>Acknowledge what is working well within our programmes already.</li> <li>For students to be supported in their learning of digital technologies and eLearning in a way which engages and extends their learning</li> <li>Initiate development of a CASS Digital Technologies Curriculum – what have other special schools developed in this regard.</li> </ul>		<b>Actions / Strategies</b> <ul style="list-style-type: none"> <li>Source and deliver professional development optional trainings using identified staff knowledge and outside trainers.</li> <li>Identify key staff to mentor others implementing eLearning into learning programmes.</li> <li>Audit eLearning resources within the school</li> <li>Formulate a staff survey / use MoE survey to inform direction of eLearning within school.</li> <li>Formulate a special interest group to assist in guiding and exploring the Digital Technologies Curriculum across the school</li> <li>Consult other special needs schools on eLearning and DT curriculum</li> <li>Unpack digital technologies curriculum through staff meetings -termly</li> </ul>		<b>How will we measure impact?</b> <ul style="list-style-type: none"> <li>Staff knowledge and feedback</li> <li>Resource purchases effectively being used within classroom programmes.</li> <li>Focus group agenda and meeting minutes – actions plan.</li> <li>eLearning resources and supports being implemented into classroom programmes, evidence in SeeSaw &amp; staff feedback</li> <li>Student’s use and understanding of different devices and software, and how/why these are being used.</li> </ul>
<b>Resources</b> Therapists Current teacher knowledge Professional Development Providers Other special schools		<b>Reporting</b> BOT Staff Survey results and analysis		<b>Maori dimensions and Cultural Diversity</b> Identify resources which engage and promote cultural aspects.

# Annual Improvement Plan – Outreach

Embed our Signature Practices within our Learning Focused Culture	Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
Consider and review the assessment tools and practices (available for our learners) to align these with learning progressions and stages.	Group assessments into developmentally appropriate bands/stages of learning Ensure teachers have knowledge to support with typical/common school -based assessments. Trial and upskill in additional assessment practices. Shared discussion in team meetings, case studies of assessment practices and outcomes.	Outreach teachers will intentionally select assessments appropriate to student's developmental level and specific needs from resource bank. (Evidence from Team/peer discussion.) Assessment information is shared and discussed with student's team (Evidence in planning meetings, IEP's, and annual reports.) Diagnostic and additional assessments inform planning, teaching, and learning. (Self-review survey question, anecdotal evidence from schools, session notes)
Investigate ways to share aspects of the new Cass curriculum with selected Mainstream schools.	Outreach teachers to share with interested school/s parts of the CASS Curriculum and trial sections with ORS students in a mainstream setting e.g., Signature Practices, Learning Profile and Hauora Plan, Learning progressions, SCERTS?	Anecdotal feedback from participating schools. Ideas and adaptation to share with CASS leadership. Question in our end of year survey and evaluation comments from any related PD session/ training
Collaborate with mainstream schools about learning journal platforms and ways to connect and support reporting to parents.	Survey schools on what they are using, key staff and ways we can participate. Develop our knowledge of new platforms used by our schools, as well as Seesaw and contribute to these. Set up mainstream school free Seesaw account if needed and upskill staff	Outreach regularly contributing to mainstream school e-portfolio platforms. Wider range of learning journal posts. Posts are linked to learning plans and goals. Students voice evident and communication with families
Build confidence, capacity, and consistency within the team (filling the gaps)	Professional development in specific areas, Numicon, NZ Curriculum, students with Down Syndrome, implementing SCERTS, MAPA training. Peer observations, video modelling and collegial sharing around an area of practice individual Outreach teachers have identified	Reflection from PLD log. Evidence in appraisal system and appraisal summary conversations.



<p>Monitor and evaluate use of coaching and mentoring models within the Outreach team and schools.</p> <p>Develop identification system and proactive strategies to support team in difficult situations</p>	<p>Embed coaching and mentoring in Outreach reflective practice as part of team meetings/ appraisal process.</p> <p>Develop proactive strategies and learn new techniques to have 'difficult' conversations.</p> <p>Review and update Service agreement and share with all schools which is our framework for difficult conversations in schools.</p> <p>Develop a system with recognised triggers to identify and pre-empt a difficult situation.</p>	<p>Team meetings dedicated to WHOA model (C and M) 2 x term and timetabled 1-1 meetings 2x term with Team Leader.</p> <p>Outreach service agreement updated and shared with all schools (including adapted Secondary version)</p> <p>Visual identification system for tricky issues.</p> <p>Peer feedback after following proactive protocol for difficult situations.</p> <p>Team more confident to have difficult conversations, (discussed in Appraisal summary conversations)</p>
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<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Upskill in new Online learning journals (mainstream schools/ online courses) and refresher in Seesaw by Paula.</li> <li>• CASS personnel: Support in queries around the Cass curriculum, B squared, assessment tools, SCERTs (Adil)</li> <li>• Paula and Michelle to support teams bi-cultural knowledge and te reo.</li> </ul>	<p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Termly evaluation and reflection</li> <li>• Reflection on PL goals</li> <li>• Reports to leadership team, MOE, BOT</li> </ul>	<p><b>Maori dimensions and Cultural Diversity</b></p> <ul style="list-style-type: none"> <li>• Implementing learning from PD in our meetings and school practise.</li> <li>• Building relationships with whanau</li> <li>• Further integration of te reo resources in learning programs</li> <li>• Term focus and team challenges to build confidence and familiarity with te reo</li> </ul>
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# Annual Improvement Plan – Signature Practices

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
<b>Targets for 2021</b>		<b>Actions / Strategies</b>		<b>How will we measure impact?</b>
<p>For the signature practices to be visible in all classes across the school.</p> <p>For all staff to have a shared understanding of what the signature practices are and what they look like in practice within our school community.</p> <p>For all professional staff to understand how our signature practices reflect evidenced based best practices within special education e.g. SCERTS</p>		<p>Induction on CASS curriculum for all professional staff. Ongoing PD during staff meetings to roll out other aspects of the Signature practices.</p> <p>Termly focus for Signature practices shared and focused on by school staff.</p> <p>Signature practices to be discussed regularly, during ‘professional growth cycle’ meetings, teacher- therapist meetings and class team meetings.</p> <p>ASD and leadership team to compile reference information and checklists relating to Signature practices.</p> <p>Opportunities to share what signature practices look like at their best via Seesaw, Teams, Staff and syndicate meetings.</p>		<p>Signature practices will be visible in all classes. Students will be actively engaged in their learning.</p> <p>Data will reflect student progress.</p> <p>Signature practices will become part of regular discussions in classrooms – teachers, therapists and LA’s.</p>
<b>Resources</b> Staff meeting time		<b>Reporting</b> Report to BOT annually Share impact of pedagogy regarding signature practices with families via newsletters and SeeSaw		<b>Maori dimensions and Cultural Diversity</b> Tatiako- application to our learners. Mahi Tahi system and seesaw to engage families / whanau

# Annual Improvement Plan – Appraisal

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile		Create an inclusive differentiated, culturally responsive community
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021	Actions / Strategies		How will we measure impact?	
<ol style="list-style-type: none"> <li>1. In collaboration with staff develop a CASS Professional Growth Cycle (PGC)</li> <li>2. Link Teacher Job Description to Signature Practices.</li> <li>3. Review Learning Assistant Appraisal process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet with staff to review quality practice at CASS against the standards for teachers.</li> <li>2. Develop with staff what a PGC looks like at CASS.</li> <li>3. Consider how we link Signature practices to Appraisal.</li> <li>4. Redevelop the Appraisal Booklet to reflect the PGC.</li> <li>5. Implement the amended Appraisal system for teachers.</li> <li>6. Further refine Mentoring programme for PRTs, in collaboration with unit holder.</li> <li>7. Discussion with staff regarding how we can support growth in Bi-Culturalism at CASS.</li> <li>8. Collaborate with teachers and Learning Assistants about how we can develop a more useful LA appraisal system. Consider how we link those to Signature practices too, as well as possibly to our CASS Te Kawa.</li> </ol>		<ol style="list-style-type: none"> <li>9. Staff practice increasingly aligns with Standards for Teachers and Signature Practices.</li> <li>10. Staff have clarity about what a CASS PGC looks like and meet the criteria for it within their everyday practice.</li> <li>11. The Appraisal booklet clarifies the PGC process.</li> <li>12. PRT and new teachers are successfully supported to be encultured into CASS.</li> <li>13. Mentor programme shifts increasingly from traditional advice and support to high quality intense induction and mentoring.</li> <li>14. Staff display increased capacity in supporting te Reo and tikanga.</li> <li>15. Learning assistants have a clearer view of expectations of their role and how they are appraised.</li> </ol>	
<b>Resources</b> Unit allocation for Mentor Teacher		<b>Reporting</b> Report to BOT		<b>Maori dimensions and Cultural Diversity</b> Develop pathway to empower teachers.

# Annual Improvement Plan – Planning

Embed our Signature Practices within our Learning Focused Culture	Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
<p>To explore and develop a range of planning frameworks that are used uniformly by all teachers at CASS</p> <p>For the planning to adequately represent learning opportunities for all students and for these to be visible in the class planning</p> <p>For all staff to understand the importance of weekly and termly planning and to share this with the syndicate leader and the class team.</p>	<p>Analyse other schools planning and share with special interest group</p> <p>Whole school session around planning to follow on from the workshop at end of term 3 2020</p> <p>Each team to come up with planning that reflects the learning needs of their students – evaluate and explore</p> <p>Link with work on assessment and reporting / learning profile / hauora plan / learning plan + knowing your students.</p> <p>Trial monitor and feedback on prototypes</p>	<p>Planning can be linked back to student assessment results</p> <p>Planning reflects the learning pathways and next steps for each student</p> <p>Planning on teams by all teachers</p>

<b>Resources</b> Twinkl subscription Relevant assessments Time to contact / visit other schools	<b>Reporting</b> BOT/ whole school	<b>Maori dimensions and Cultural Diversity</b> Te Reo Maori opportunities to be represented in weekly planning across the curriculum areas
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# Annual Improvement Plan – Whole School Events

Embed our Signature Practices within our Learning Focused Culture	Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2021	Actions / Strategies	How will we measure impact?
<ul style="list-style-type: none"> <li>Termly whole school events linked to learning and topics.</li> <li>Significant cultural dates celebrated through school. Eg. Matariki, Eid, Diwali.</li> <li>Formulation of whole school event organising committee.</li> <li>Participation and attendance by greater number of classes.</li> </ul>	<ul style="list-style-type: none"> <li>Dates identified termly and planned for in advance.</li> <li>Identify families and outside groups that can support whole school event.</li> <li>Termly planning meetings for Whole School Event planning committee.</li> <li>Mixture of in class/satellite whole school theme events and whole school events logistics planned.</li> <li>Clear communications and timetables of what is happening and when.</li> <li>Social Media presence and photos. Pre and post event.</li> </ul>	<ul style="list-style-type: none"> <li>Staff / Student / Parent and Family Feedback.</li> <li>Attendance of families</li> <li>Seesaw posts / Social Media presence.</li> </ul>

<b>Resources</b> Staff Outside agencies / groups Families Cultural Groups / Kaumatua	<b>Reporting</b> BOT Staff	<b>Maori dimensions and Cultural Diversity</b> Identified significant cultural events and recognition of these. Kaumatua consultation.
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# Annual Improvement Plan – Recess Programmes

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021		Actions / Strategies		How will we measure impact?
<p>To create quality resourcing, and planning, for recreation time.</p> <p>To create shared beliefs and understandings of the value of learning and engagement in recreation time.</p> <p>To improve the use of structure and routine in recreation time.</p> <p>To increase engagement and positive interaction during recreation times.</p> <p>To embed the signature practices into recreation time.</p>		<ul style="list-style-type: none"> <li>• Create a special interest group so that staff can work collaboratively on developing their recreation time.</li> <li>• Survey on how staff are organising, resourcing, and timetabling their recreation time.</li> <li>• Provide resources and ideas for staff to apply in their recreation time- folder in teams for this.</li> <li>• Designated staff meetings to share good practice and discuss improvements- sharing May Road learning journey during this. Possible session on staff only day with LA's.</li> <li>• Section in what's on every week with ideas, resources and pictures- emphasis on using the signature practices to support this.</li> <li>• Suggesting to teachers to add recreation time as a discussion topic during the Monday morning meetings and therapy meetings.</li> </ul>		<p>Increase in planning for recreation time.</p> <p>Quality discussions between colleagues about developing their resourcing in recreation time.</p> <p>Observations of recreation times.</p> <p>Reduced number of incidents during recreation time recorded (will need help supporting this).</p>
<b>Resources</b> Good quality play equipment specified for age and needs- work with Sally to support staff with this. Time to visit classes to support with Rec time. Time in staff meetings and training days.		<b>Reporting</b> Board of trustees Staff		<b>Maori dimensions and Cultural Diversity</b> Differentiated and adapted to cultural needs. Utilise staff cultures to support activities. Celebrate culture in recreation time activities. Use of Te Reo during activities.

# Annual Improvement Plan – Mahi Tahī

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
<b>Targets for 2021</b>		<b>Actions / Strategies</b>		<b>How will we measure impact?</b>
<p><b>To ensure that the Mahi Tahī system continues to support successful teaching and learning programmes for all students, by:</b></p> <ul style="list-style-type: none"> <li>Engaging families, Whanau, and other supporting agencies more fully in the Mahi Tahī process.</li> <li>Ensuring that all staff understand and use the Mahi Tahī system effectively to support teaching and learning for all students.</li> <li>To review and update existing Mahi Tahī systems and paperwork, so that they fully reflect best practice that is happening in the school and wider Special education community.</li> </ul>		<ul style="list-style-type: none"> <li>All staff have sufficient induction, so that they understand the Mahi Tahī system.</li> <li>Syndicate leaders ensure staff are supported to implement the Mahi Tahī system by having systems working smoothly and resources available. (Mahi Tahī meetings scheduled via school interviews well in advance. CASS progression and curriculum documents accessible, ongoing feedback and support from syndicate leaders)</li> <li>Review process to include the whole school community. (Staff and families)</li> <li>Review of the Mahi Tahī formats and supporting documentation (CASS draft learning progressions)</li> </ul>		<ul style="list-style-type: none"> <li>Students continue to make progress.</li> <li>Staff successfully follow and use the Mahi Tahī system.</li> <li>Parent and Whanau attendance at meeting continues to improve.</li> <li>Documentation and systems updated.</li> </ul>
<b>Resources</b> Staff release		<b>Reporting</b> School leadership Team BOT Whole school		<b>Maori dimensions and Cultural Diversity</b>  Increased Parent and Whanau engagement

# Annual Improvement Plan – Multi Sensory Learning

Embed our Signature Practices within our Learning Focused Culture		Forge pathways and partnerships for our learners to realise the 6 Aspirations in our Graduate Profile	Create an inclusive differentiated, culturally responsive community	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2021		Actions / Strategies		How will we measure impact?
<p>To build on the capability and knowledge of staff to engage and support the learning of students with multi-sensory needs.</p> <p>To develop a shared understanding of what good practise looks like in the classroom.</p> <p>To provide opportunities for staff to share and reflect on learning.</p>		<ul style="list-style-type: none"> <li>Target students working at Engagement Steps 1 to 3 and with learning intentions linked to the Exploratory curriculum.</li> <li>To provide professional development at staff meetings/ What's On newsletter.</li> <li>Set up after school meetings to Show and Share the learning twice per Term in Room 7.</li> <li>Embed Signature Practices.</li> <li>Create a resource list / checklist.</li> <li>Continue to support and set up Sensory room at Base and StAR.</li> <li>Set up targeted learning supports in consultation with class teams.</li> <li>Set up online forum on teams to share the learning.</li> </ul>		<p>Posts on seesaw learning journal.</p> <p>Less incident reports</p> <p>Assessment data will show progress.</p> <p>Reflective in teacher's planning.</p>
<b>Resources</b> Staff meeting, budget, mentor, time to visit classes.		<b>Reporting</b> Staff, Senior Management and BOT		<b>Maori dimensions and Cultural Diversity</b> Recognition of Maori as tangata whenua Collaborative and responsive to the diverse cultures