



CENTRAL AUCKLAND SPECIALIST SCHOOL

Tāmaki Makaurau Te Kura Motuhake

Inspiring Engagement – Realising Potential



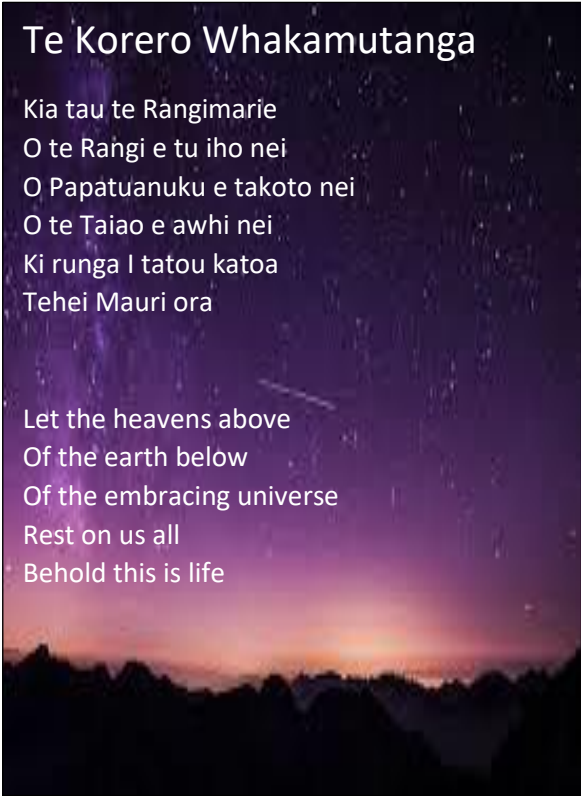
Charter 2023



Te Korero Timatanga

Tuia ki runga
Tuia ki raro
Tuia ki whao
Tuia ki roto
Tuia ki te here tangata
Ka rongo te po
Ka rongo te ao
Haumi e ...Hui e...Taike e

Unit from above
Unite from below
Unite from outside
Unit from inside
Unite as one
Listen to the night
Listen to the world
Bind us all together.



Te Korero Whakamutanga

Kia tau te Rangimarie
O te Rangi e tu iho nei
O Papatuanuku e takoto nei
O te Taiao e awhi nei
Ki runga I tatou katoa
Tehei Mauri ora

Let the heavens above
Of the earth below
Of the embracing universe
Rest on us all
Behold this is life



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

*Let the uniqueness of the child guide
our work*

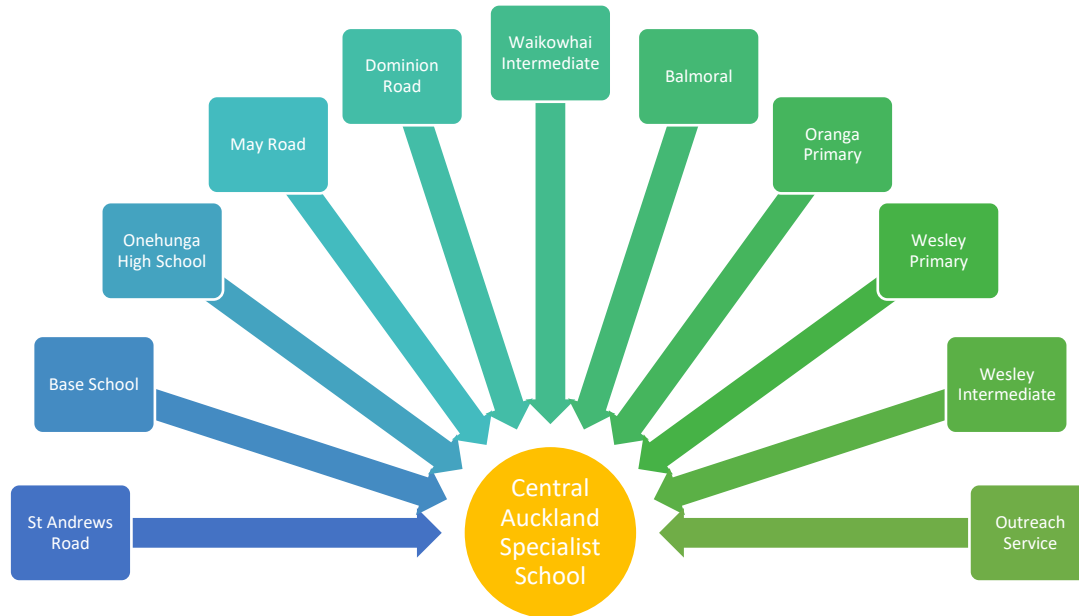
Table of Contents

Description of the school Community	5
Treaty of Waitangi	6
Achievement Statement	6
Pacifica Education Statement	7
Samoan Bilingual Education	7
Strategic Plan 2021-2023	8
Our Vision, Value and Beliefs	9
School Aims	10
National Education and Learning Priorities NELP	11
Our Curriculum.....	12
Mahi Tahi	12
Our Graduate Profile.....	13
School Organisation	14
School Organisation 2023	15
Delegations	15
Meetings	16
School Board	17
Board Members 2023	18
Governance and management	18
Inducting New Trustees	22
Concerns and complaints process	23
Policy Timeline and Work Plan	24
Target Action Plan & Analysis of Variance	27
Target Action Plan 2023 - Literacy	28
Analysis of Variance – ASD (Takiwātanga) Learners	31
2023 Annual Improvement Plans.....	44

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 27 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 student population, large staff numbers and the geographical locations of our classes.



Treaty of Waitangi

Central Auckland Specialist School recognises and values the unique position of Māori in Aotearoa. All students will have the opportunity to engage in learning of Te Reo Māori me Ona Tikanga through inclusive learning practices. These learning opportunities will be shared using and respecting, tika (honesty), pono (trust), aroha (compassion), whanaungatanga (relationships) and wairua (spirituality).



Partnership

- Empowering parents, whānau, and community to participate in their child's education
- Inquiry, place base learning experiences that develop understanding of the rōhe, maunga, moana me whakapapa
- Māori whanau are engaged in our Mahi Tahī process



Participation

- Consultation with parents, whānau and the community to support decision making
- Creating strong home - school relationships
- Learning environments that reflect Te Ao Māori
- Tikanga Māori is incorporated into the school curriculum



Protection

- Engagement with the Ka Hikitia strategy
- Ongoing learning about, showing respect for and understanding Māori cultural values and protocols
- Staff making genuine efforts to use correct pronunciation of te reo Māori

Achievement Statement

At Central Auckland Specialist School, progress and achievement is individualised and reflects our holistic approach to student 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 Tahī 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, 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.



Pacifica Education Statement

Related linguistically and through migratory pathways with tangata te whenua, and later through contributing to the economy and development of the nation, Pacific people have a long and varied history in Aotearoa, New Zealand. Migrating from many islands within the Pacific, each group has their own language, culture and way of being. The resources of each culture (Samoan, Cook Islanders, Niueans, Tokelauans, Tuvaluans, I-Kiribatis, Fijians, Indo-Fijians and Tongans), has not been left in the islands, it is here, located within each family, within each child.

At Central Auckland Specialist School, we seek to understand, acknowledge and grow the unique ways of Pacific 'being', through our Pacific Education Pathway.

Using Tapasā as our compass, we aim to:

- Demonstrate awareness of the diverse and ethnic-specific identities, languages and cultures of Pacific learners and support families to continue to build upon these.
Establish and maintain collaborative and respectful relationships and professional behaviours that enhance learning and wellbeing for Pacific learners.
Implement pedagogical approaches that are effective for Pacific learners.



**Manuatu (2002), Vaioleti (2006),
Mahina (1998), Seve-Williams (2009)**

At the core of each of these aims is the concept of Talanoa - the coming together, sharing of stories through talking and listening, and creating together. We do this through ofa, (love), mafana (warmth), male (humour) and faka'apa'apa (respect).

Samoan Bilingual Education

Our Samoan Bilingual class (name to be grown by the community in 2023) is CASS's first Samoan bilingual class. Opened in 2023 with the hope to create a pathway of classes (nu'u - villages) where children can grow and express what it means to be Samoan.

While children in this class engage in the CASS curriculum, the learning and experiences are embedded within the Pepe Meamea framework of Fa'asinomaga (identity), paepaega (important relationships), Faiva o le fa'atufugaga (Sāmoan pedagogy), Agatausili (Samoan values) and Tofāmanino (Samoan indigenous knowledge).

The CASS Samoan class, will work towards providing all its supports (physio, occupational therapy, speech language therapy) through a Samoan lens – seeking and then working with family to incorporate language, indigenous knowledge and cultural practices that are important to them.

All Teachers, Therapists and Learning Assistants working in this environment will use a trans-language approach to learning; interacting and learning new things in their strongest language. Understanding what language(s) is used at home and how it is used is pivotal, as this becomes the base for all future learning – including Samoan language learning.

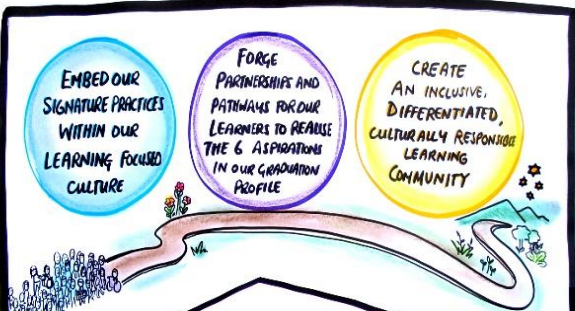
While an exciting endeavour, it's one that requires us to walk gently yet boldly with families, ensuring that the overall CASS culture supports this new team in a way that allows them to flourish in their gāluega (work).

Ma tini ma mano ka rapa te whai

By many, by thousands, the work will be accomplished



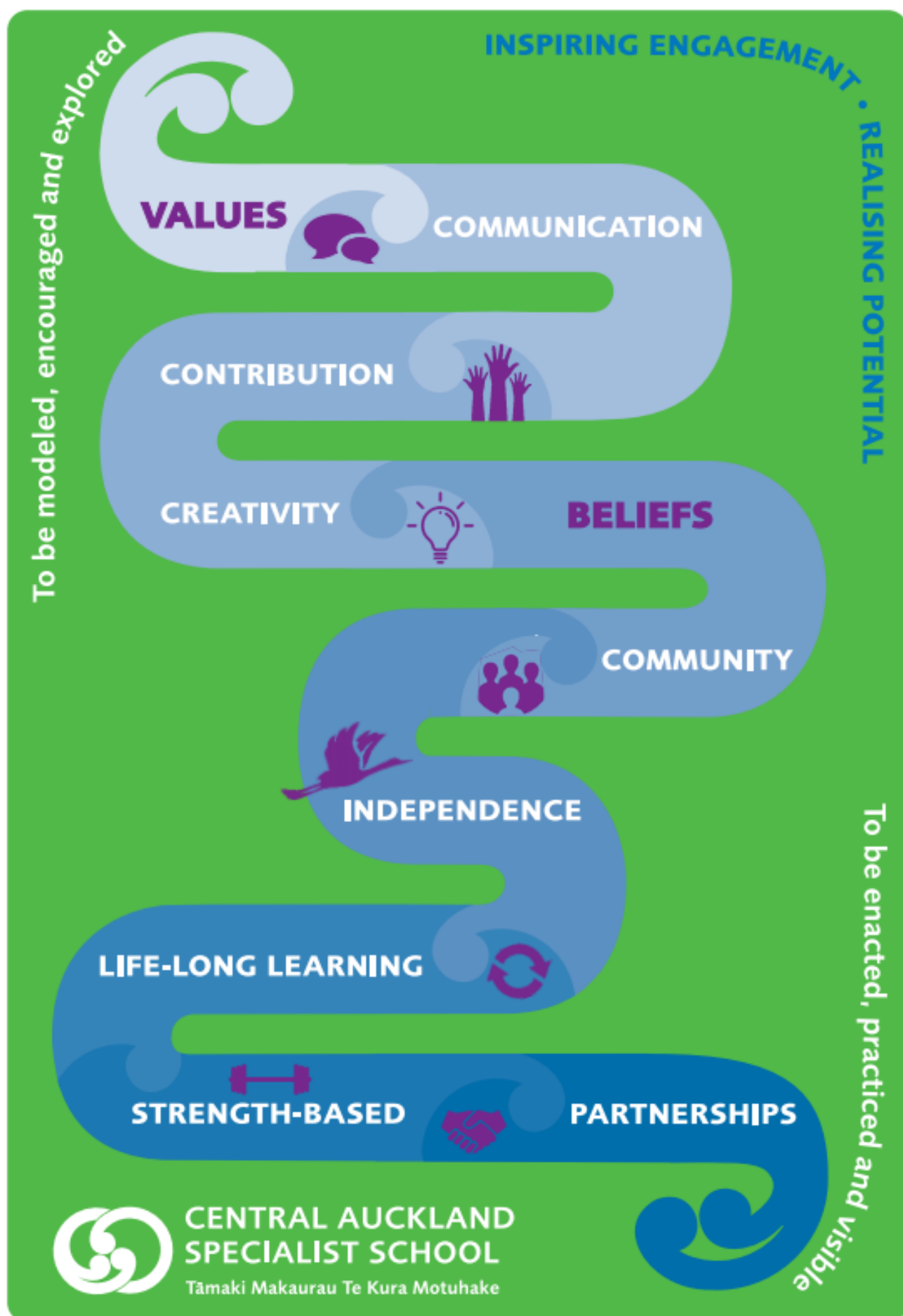
ACTIONS



CURRENT STRENGTHS



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 personalising learning pathways. It is made up of 4 of the components of our Curriculum model.

Home -School Partnerships - Our values in action

Communication

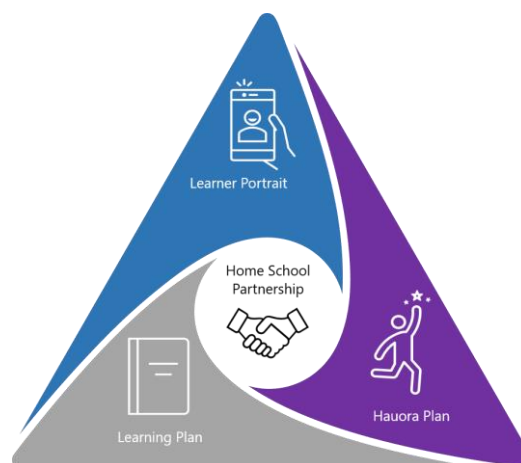
- Communication is at the heart of great relationships between home and school
- Communication should be two way

Contribution

- 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 of our discussion



Our Graduate Profile

Our Graduate 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 young child with dark hair, wearing a red and white striped shirt, is focused on cutting a piece of bread with a knife on a white surface. The child is looking down at the bread, which is being cut into two halves. The background is blurred, showing a classroom setting with shelves and other children. The text "School Organisation" is overlaid in the center of the image.

School Organisation

School Organisation 2023

Manuka	Nikau	Kauri	
Helen Walker	Donna Ryan	Sonya Dyton	
May Road 1	Dom Rd 1	Onehunga 1	
May Road 2	Dom Rd 2	Onehunga 2	
May road 3	Dom Rd 3	Pitau	
Oranga 1		Base 4	
Oranga 2	Base 2	StAR 7	
Wesley pr 1	StAR 4		
Wesley pr 2	Wesley Intermediate		
Wesley pr 3			

Delegations

Trudi Brocas	Belinda Rowe	Helen Walker	Sonya Dyton	Donna Ryan
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 Te Ao Maori	Health and safety Pastoral care staff and students Attendance officer Visitor and external providers coordinator Professional Development Coordinator Employment Co-Coordinator Professional Growth Cycle Coordinator Staff Leave StAR site Arts Curriculum Garden to Table	Positive Behaviour Support Assessment and Reporting Numeracy Curriculum Development EOTC Coordinator	ASD Approaches Signature Practices Mahi Tahi Coordinator Transport Coordinator Transition Coordinator Curriculum Development Health and PE	Literacy Resource Room Parent and Whanau Engagement Whole School Events Approaches for Complex Learning Needs Curriculum Development
				Patsi Hudson
				Outreach Team Leader
	Melinda Allen	Jay Bhana	Suchi Umapathy	James Le Marquand
	Therapy Team Leader	Therapy Team Leader	CRT Team Leader	Learning Leader CRT/PRT Release
	Student Nurse Coordinator Digital Infrastructure Health Support Grants and Funding Communication	AUT OT clinical Coordinator Transport Co coordinator Parent/Whanau Engagement Sensory Room Manager	Mentor Teacher Relievers Coordinator Arts therapy timetable Coordinator	Music Extension Whole School Production Middle Leader Mentor Base School Support
				Jessica Roberts
				Learning Leader Writing
				Carol Purdon
				Learning Leader Multi sensory Learning
Curriculum Project Leaders				
e-Learning - Cindy Singh Outdoor Education – Dan Reeve ASD – James Ray		Samoan Bilingual Class – Science– Joanne		

Meetings

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

Meeting	Day	Frequency	Time
Admin team	Thursday	2 per term	11:00 -12.00
Class meeting (Teacher and Teacher aides)	Monday	weekly	8am -8.30am
Full staff meeting (incl Teacher Aides)	Thursday	Term 1 and Term 3	3:00-4:00
Induction	To be arranged	As needed	
BOT meeting	Thursday	Week 3 and week 8	6.00-8.30
Class therapy (Teacher/Therapists)	As timetabled	3 weekly	8.00 – 8.45 or 3.00 – 3.45
Positive Behaviour Support	Wednesday	Weekly	2.45-3.45
Staff Only Days	24 April <u>18 August</u>	Combined Auckland Special Schools PD day	
Samoan bilingual meeting	Thursday 30 th March , 22 June, 14 September 1 June – Samoan Fono , 19 th October 5pm Samoan Fono		



School Board

Kaitiaki I te Kaupapa

Board Members 2023

Trudi Brocas – Principal

Maria Aka – Board Member

Racheal Tuisaula – Board Member

Jody O’Connell – Presiding Member

Melissa Bell – Board Member

Jeannette Craig – Staff Representative

Mahrukh Khan – Board Member

The school board 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; that the school is an inclusive and safe place for all students and staff; that the school gives effect to Te Tiriti o Waitangi are the board’s primary objectives.</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 & Training Act 2020

In developing the above definitions for Central Auckland Specialist School, the board is mindful of the sections of the Education & Training Act 2020 and the Education (School Board) Regulations 2020 set out below.

The Education & Training Act 2020 came into force on 1 August 2020 and clarifies the governance role of the school board and its primary objectives. Most of the powers and functions of boards are now set out in the Education (School Boards) Regulations 2020, with the principal’s role as chief executive specified in section 130 of the Act.

Education and Training Act 2020 – School Board

Board is governing body

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 130, the school's principal is the board's chief executive in relation to the school's control and management.

Bylaws

1. A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.
2. Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw.

Objectives of boards in governing schools

A board's primary objectives in governing a school are to ensure that—

- a) every student at the school is able to attain their highest possible standard in educational achievement; and
 - b) the school—
 - i. is a physically and emotionally safe place for all students and staff; and
 - ii. gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
 - iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - c) the school is inclusive of, and caters for, students with differing needs; and
 - d) the school gives effect to Te Tiriti o Waitangi, including by—
 - i. working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - ii. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - iii. achieving equitable outcomes for Māori students.
1. To meet the primary objectives, the board must—
 - a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
 - b) give effect to its obligations in relation to—
 - i. any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - ii. teaching and learning programmes; and
 - iii. monitoring and reporting students' progress; and
 - c) perform its functions and exercise its powers in a way that is financially responsible; and
 - d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
 - e) comply with all of its other obligations under this or any other Act.

Staff

A board may, in accordance with the [Public Service Act 2020](#), appoint, suspend, or dismiss school staff.

Board has complete discretion

1. A board has complete discretion to perform its functions and exercise its powers as it thinks fit
2. Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

Delegation

1. A board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the board or of a board member to any of the following persons:
 - a) a board member or members:



- b) the principal or any other employee or office holder of the board
 - c) a committee consisting of at least 2 persons at least 1 of whom is a board member:
 - d) a person 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 the Act as not being capable of delegation.
 3. The board must not delegate the general power of delegation.
 4. A person to whom any function or power is delegated may perform the function or exercise the power in the same manner and with the same effect as if the person were the board or board member (subject to any restrictions or conditions imposed by the board).
 5. A person purporting to act under a delegation—
 - a) is, in the absence of proof to the contrary, presumed to be acting in accordance with the delegation; and
 - b) must produce evidence of the person's authority to do so if reasonably requested to do so.
 6. A person to whom any function or power is delegated may delegate that function or power only—
 - a) with the prior written consent of the board; and
 - b) subject to the same restrictions, and with the same effect, as if the subdelegate were the delegate.
 7. A delegation under subclause (1)—
 - a) is revocable at will by resolution of the board and written notice to the delegate (or by any other method provided for in the delegation):
 - b) does not prevent the board or the board member performing the functions or the exercising the powers:
 - c) does not affect the responsibility of the board for the actions of any delegate acting under the delegation:
 - d) is not affected by any change in the membership of the board or of any committee or class of persons.

Education (School Boards) Regulations 2020

Principal is chief executive of board in relation to school's control and management

1. A school's principal is the board's chief executive in relation to the school's control and management.
2. Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal—
 - a) must comply with the board's general policy directions; and
 - b) subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.

Meeting protocols

The school board 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 presiding member 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 presiding member 7 days prior to the meeting
- The agenda and board papers will be circulated to board members at least 3 days prior to the meeting
- The board should have access to all correspondence. Correspondence that requires the board to take some action should be uploaded to the Teams portal prior to the meeting. Other correspondence can be listed and tabled so that board members 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
- The agenda is to be collated with the items placed in order and marked with an agenda item number
- Agenda items will reference relevant strategic goals and board policies
- Late agenda 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.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- The order of the agenda may be varied by resolution at the meeting

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only board members have automatic speaking rights.
- Public participation is at the discretion of the board. Request must be made to the Presiding Member in writing prior to the meeting.
- 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 including procedures prior to 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 for the board to be able to conduct any business
- Meetings can be held via audio, audio and visual or electronic communication providing:
 - all board members 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
- Board members will declare any conflict of interest at the beginning of the meeting
- Any board members with a conflict of interest or pecuniary interest in any issue shall not take part in any debate, deliberation or decision making on such issues. They must be excluded from the meeting for the duration of the debate, deliberation or decision making. A pecuniary interest arises when a board member 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 board member could have or could be thought to have a personal stake in matters to be considered by the board
- The presiding member 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 presiding member (or, in their absence, a non-school-based board member) presides at meetings
- Only apologies received from those who cannot be present must be recorded. Members of the board 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 board member 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 presiding member 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 board decisions are made in light of board policy and the board's primary objectives of ensuring that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi
- All decisions are to be taken by open voting by all board members present

- In the event of tied voting on a resolution, the presiding member 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 presiding member 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 presiding member 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 presiding member 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.
- Once minutes are approved as true and correct, recordings of that meeting are to be deleted

Calling special meetings

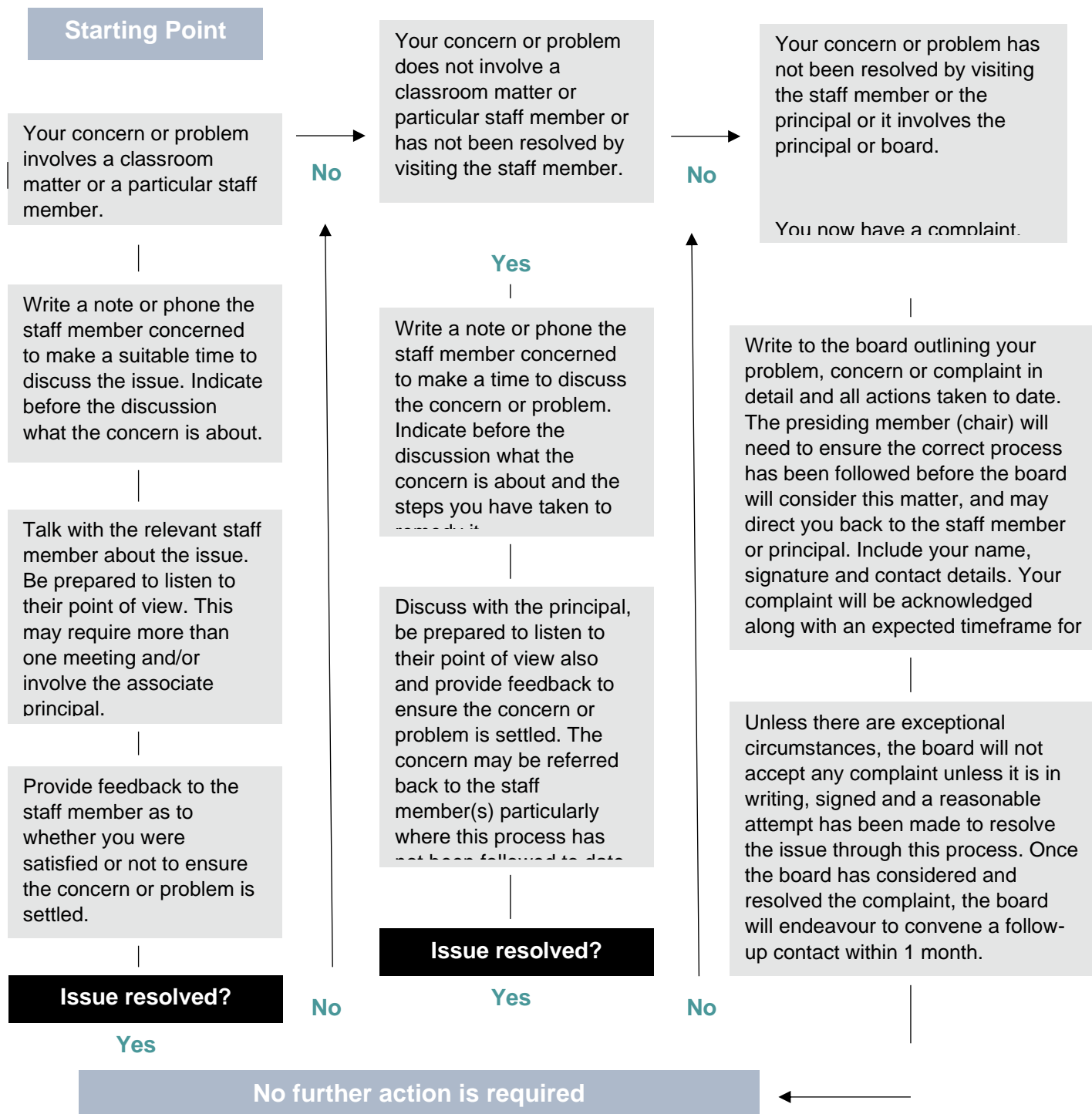
- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would be good practice

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	Content	Led by
Welcome Call / Letter	Where and when they can access Teams A suggested date and outline for induction Date of the next Board meeting and contact details	Jody
Registration to NZSTA via Appendix	Trusteeship – a guide for school trustees	Trudi/Admin
Access to Portal set up including CASS email address	Portal includes access to Previous meeting minutes, finance reports and principal reports (incl property) Policies and Procedures Last Annual Report	Trudi/Admin
Information Pack offered includes	Latest ERO report Current Charter (includes AoV + workplan) Current Budget	Trudi
Induction Meeting	Strategic Goals Board policy / governance / Teams Board Code of Conduct Board Professional development	Presiding Member or delegate

Concerns and complaints process



A young child with red hair is swinging happily on a swing set outdoors. The child is wearing a dark blue zip-up jacket with a small logo on the left chest. The background is a blurred outdoor setting with trees and a blue sky. The text "School Board Policy Timeline and Work Plan" is overlaid in the center of the image.

School Board Policy Timeline and Work Plan

Policy Review Timeline

	2025	2023	2024
Operational <i>Board expectations for the control and management of the school</i>	Health and Safety <i>A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace</i> Child Protection <i>Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children</i> Behaviour <i>To minimise the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.</i> Concerns and Complaints <i>All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.</i>	Responsibilities of the Principal <i>Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.</i> Curriculum Delivery <i>Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements</i> Personnel <i>The obligations and responsibilities of being a good employer are met</i> *Out of cycle policy review for restraint responding to new Restraint guidelines	Appointments <i>The best applicants are appointed through a fair, rigorous appointments process.</i> Financial planning and condition <i>All school resources are managed prudently to ensure resources are targeted to where they make the most difference to outcomes for students</i> Asset Protection <i>Assets of the school are utilised to maximise the best outcomes for students.</i> Creative Commons <i>The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.</i>
Governance <i>How we work as a board</i>	Relationship between Presiding Member and Principal <i>The relationship between the chair and the principal is based on trust, integrity and mutual respect</i> Principal Performance management <i>A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.</i>	Board roles and responsibilities <i>The school board is focused on governance that fosters and supports the ongoing improvement of student progress and achievement.</i> Trustee behaviour policy <i>The board will act in an ethical and respectful manner.</i> Trustee remuneration and expenses policy <i>Remuneration and reimbursement of expenses to board members is transparent, fair and reasonable.</i>	Conflict of interest <i>The board effectively manages actual, potential and perceived conflicts of interest ensuring the integrity of board decisions and reputation of board members.</i> Presiding Member role description <i>The board is effectively led.</i> Staff Representative role description <i>The staff representative brings a staff perspective to board discussion and decision making.</i>

ERO Self Audit Checklist Discussions

	2025	2023	2024
Section 1 Board Admin	Term 2		
Section 2 - Curriculum		Term 3	
Section 3 – Health, Safety and Welfare	Term 1		Term 4
Section 4 - Personnel		Term 4	Term 3
Section 5 Finance		Term 1	
Section 6 – Asset Mangement			Term 2

School Board Work plan 2023

	Area for Review	16 FEB	28 MAR	11 MAY	8 JUNE	3 JULY	14 SEP	19 OCT	7 DEC
STRATEGIC REVIEW	CHARTER	Confirm Charter-approve and send to MOE			Board Safari				Annual Plan review Analysis of Variance
REGULAR REVIEW	POLICY	Responsibilities of the Principal	Curriculum Delivery *Restraint	Personnel	Board Roles and Responsibilities	Trustee Behaviour	Trustee remuneration and expenses	Principal performance management	
	HR REPORTS				Professional Development				Principal Performance Review report
	STUDENT PROGRESS			Literacy and Numeracy Data (RR and JAM)				BSquared report	
	OTHER REPORTS	Behaviour-Incident Data	Communication Resource Room Health and Sexuality The Arts	e-learning Mahi Tahī Numeracy Therapy	Literacy Science Outreach Bilingual Class	Approaches for Complex Learners Assessment and Reporting	Transition Curriculum Dev Positive Behaviour Support Takiwatanga	Parent and Whanau engagement Garden to Table	
	BUDGET	Approved. Fundraising Review	Monitor	Monitor	Mid-Year Review	Monitor	Monitor	Monitor	Draft for 2024
BOARD PROCESS REQUIREMENTS		Appoint Presiding Member (Not in an election year) Reconfirm delegations Principal Perf Report	Accounts to auditor Principal PGC Plan	Annual Report Approved and sent to MOE by 31 st May	Roll return 1 July Opt in to Donations Scheme	Health Curriculum Consultation (Odd years)	Board Elections 5-13 September		Confirm meeting dates 2024
BOT Training					Conference (July)				
Community Relationships		School Picnic	Mahi Tahī	Whanau Hui	Community Consultation – Strategic Plan	Whole School Production		Mahi Tahī	Graduation
BOT Assurance Discussions		Health , Safety and Welfare	Hautū Employer Role	Board Admin	Hautū Accountability	Curriculum	Hautū Planning for 2023	Personnel	



Target Action Plan & Analysis of Variance

Target Action Plan 2023 - Literacy

Background	Target
<p>Elements of CASS literacy programme has been a key focus for PLD over the last two years.</p> <p>2021 – Shared reading – all teachers</p> <p>2022 – Shared reading term 1 for new staff</p> <p>2022 – Writing including gathering Writing samples, identifying student levels and planning next steps.</p> <p>Teaching and learning in the last few years have been significantly impacted by Covid lockdowns, staff and student absences, and new staff. This year we have five new teachers and two new Speech Language Therapists who have not been part of any professional development targeting literacy at CASS.</p> <p>We need to ensure we have the skills, knowledge and expertise in literacy in our Leadership Team and Literacy team, so we can continue to support all classroom Teachers and key Therapists in implementation of a comprehensive literacy programme relevant to the needs of all our learners.</p> <p>We have identified six key staff to form a steering group who will attend a weeklong professional development, 'Literacy for all intensive course' in June. This will provide them with in-depth understanding and knowledge that will enable them to further shape their own teaching practice. As these staff members embed best teaching practice in their own classrooms, we expect them to share their insights and knowledge with their colleagues and is a way to support new teachers moving forward with our expected roll growth</p>	<p>Two identified students from each of the following classes.</p> <ul style="list-style-type: none"> - A student who is making expected or better progress - Student who is making no or less than expected progress <p>Complex body group</p> <ul style="list-style-type: none"> - Oranga 2 - Waikowhai - Star 7 <p>Mixed class</p> <ul style="list-style-type: none"> - Dominion road 2 - Wesley Primary 1 <p>Playbased learning</p> <ul style="list-style-type: none"> - May Rd 1 - Dominion Rd 3 <p>Teacch based classroom</p> <ul style="list-style-type: none"> - Wesley Intermediate <p>Senior school</p> <ul style="list-style-type: none"> - Onehunga 2
<p>Information identified when analysing assessment data in December 2022</p> <ul style="list-style-type: none"> • We notice that when we have a year-long schoolwide focus on a particular curriculum area, we see increased progress in that area beyond that made in previous years. For example in 2022 the focus was comprehensive writing instruction and the shift in progress was in independent writing. In 2021 our focus and shift in progress was in student reading levels. • We have introduced writing assessment moderation of our CASS writing assessment tool. Analysis of the data suggests that some teachers in particular those new to special education are still developing their confidence when supporting students to write independently and accurately identify the small steps of progress against our CASS Writing Scale. This is particularly evident with students require significant adaption for access to writing (physical challenges), when students are at very early communication 	<p>Key Actions</p> <p>To introduce all Teachers and key Therapist to the key elements of a comprehensive balanced literacy programme.</p> <p>To identify a group of professional staff who have a sound knowledge in the Literacy curriculum and implementation and practice in their own classroom.</p> <p>To extend the Literacy focus group and fund teachers and staff from a range of classes to attend Jane Farrall PLD in April 2023 (Auckland location) and staff can then share expertise.</p> <p>To offer additional support to new teachers and key therapists in literacy</p>

<p>stages or early engagement levels. The Leadership Team have identified that assessing student writing and the provision of comprehensive writing instruction needs to remain an area of special focus.</p> <ul style="list-style-type: none"> Teachers have identified that the consistent use of teacher judgement when using our assessment tools is an area for development to better plan for their next steps in learning. Two guiding questions are: how we make sure that best practice is embedded in all CASS classrooms when the school-wide focus shifts to other areas? and how do we ensure that student progress continues to improve as they move through the school? 		To ensure that our CASS Signature practices are embedded in our framework for literacy instruction.
Term	Actions	Who
1	<ul style="list-style-type: none"> PLD for all Team Leaders, Teachers and specific Therapists on elements of a Comprehensive Literacy Programme. Teachers to formulate a literacy goal and share with their team leader and literacy focus group. Identify training and support needs for staff in target classes. One day literacy workshop for all new Teachers and Therapists Analysis of class timetables and planning to review literacy coverage in class. <p>Teachers to carry out literacy assessments. SCERTS Running Record Bridge Writing sample Additional support provided to new teachers and teacher with students with complex bodies.</p> <ul style="list-style-type: none"> Review assessment data and compare to last year's data. To improve the data capability of teachers Identify Teachers and Therapist to attend the Jane Farrall and Sally Clendon 'Literacy for all intensive course – 26th to 30th June. 	<p>Literacy team – Jess , Helen B, Donna</p> <p>Leadership and literacy team</p> <p>All teachers supported by Key Class therapist. Helen W (assessment delegation)</p> <p>Literacy team / Helen W</p> <p>Leadership and literacy team</p>
2	<ul style="list-style-type: none"> Identify training and support needs for staff based on their personally set literacy goals. Implement an action plan for target classes. Continue to develop data capability Form a literacy focus group with staff attending Intensive literacy Pd – meeting twice a term. Literacy focus group to attend “Literacy for all intensive” one week PLD. 	<p>Literacy Team/ leadership</p> <p>Literacy team Literacy focus group</p>
3	<ul style="list-style-type: none"> Review and refine action plan for targeted classes. Staff meeting and optional training for staff on identified literacy goals. Members of Literacy focus group to share literacy strategies at team meetings. 	<p>Literacy Team Literacy team</p> <p>Literacy focus group</p>

4	<ul style="list-style-type: none"> Review and refine action plan for targeted classes. Staff meeting and optional training for staff on identified literacy goals. Member of Literacy focus group to share literacy strategies at team meetings. Analysis school data and compare to target group and report to BOT and leadership team. 	Literacy team
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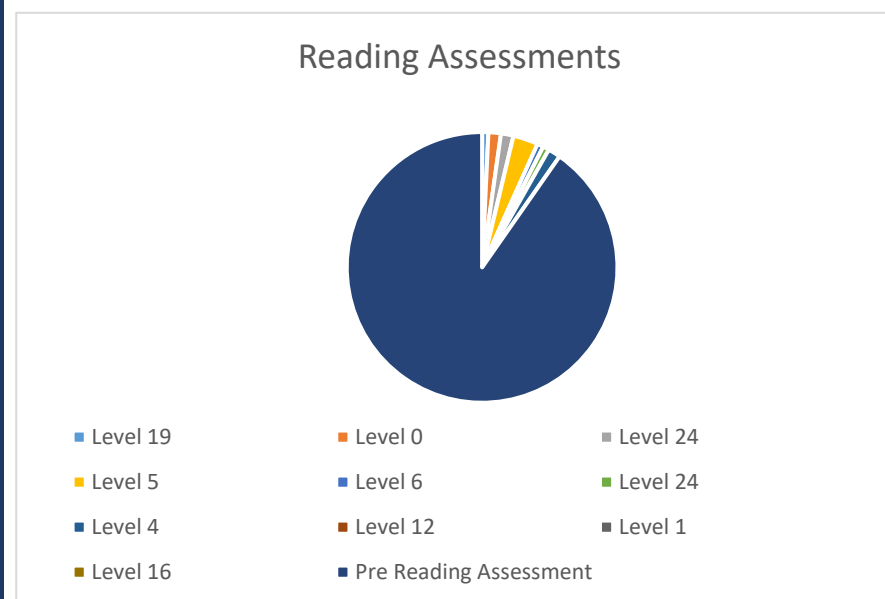
School wide Baseline Data 2022

Writing assessment from 2022 (CASS writing sample assessment)



Running Record Levels

16 students eligible for this assessment in 2022



Analysis of Variance – ASD (Takiwātanga) Learners

School Name:	Central Auckland Specialist School	School Number:	840
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Strategic Aim	To be at the forefront of developing special education pedagogy and practice. Create and maintain quality learning environments which reflect our holistic view of student’s health and wellbeing
Annual Aim:	To increase staff (Teachers and therapists) knowledge and understanding around Autism, so that our ASD learners would be better supported to reach their potential. The target group of learners will make increased progress compared to the progress made in the previous year.

Target

The target group of learners will make increased progress compared to the progress made in the previous year.

This will be measured using a range of assessment tools including B Squared and Engage me profiles.

1. Provide extra support in target classes – increased input from Team Takiwatanga.
2. Team Takiwatanga to support class staff to implement signature practices through:
 - Class / individual visual timetables
 - Clear visible structures and routines
 - Sensory programmes
 - Engage Me programme.
 - Elements of SCERTS / TEACCH
3. Provide PD for staff.
 - What is Takiwatanga (Autism) and how Takiwatanga students learn?
 - Visual Structures and routines
 - Transitions
 - SCERTS
 - TEACCH

Baseline Data

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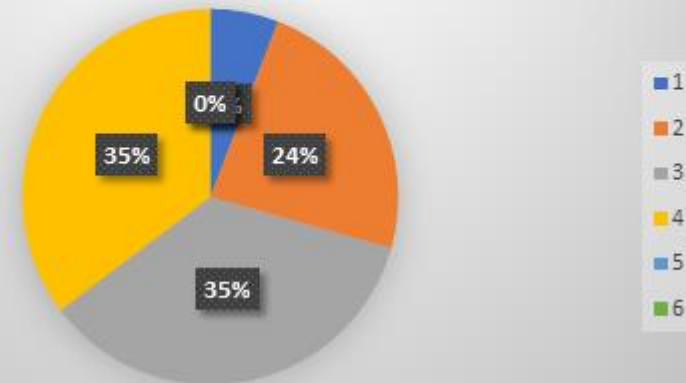
The chart shows us the distribution of students in the target group working at each level of the engagement steps for cognition and learning – Exploration.

Most students were working at levels 3 and 4 with a smaller number working at levels 1 and 2 at the end of 2021.

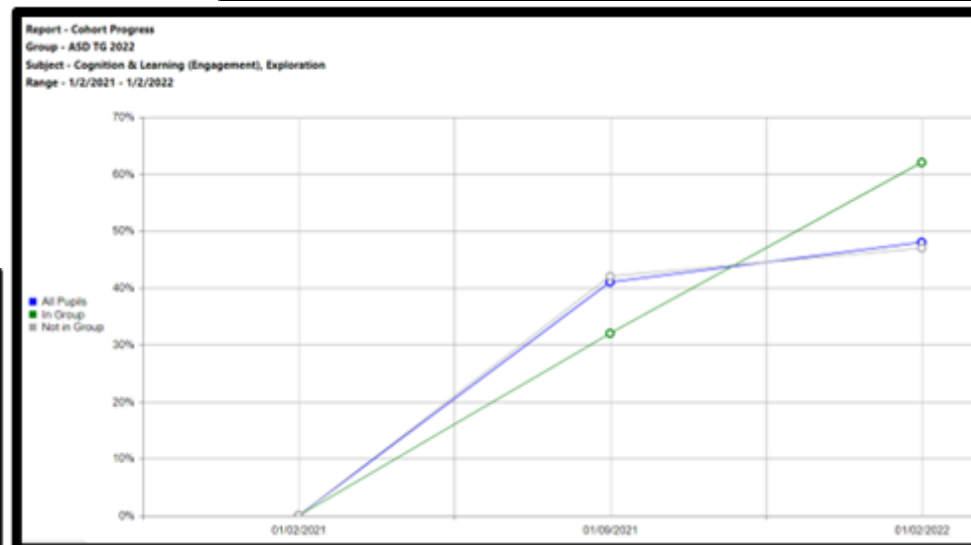
Students typically working at **level 3** may react to familiar objects or individuals; protest through facial expression; demonstrate brief interest in a familiar or preferred object.

Students working at **level 4** may anticipate routine activities; respond consistently to familiar activities, sounds, people; Explore a range of objects; use single words, symbols, or objects to convey meaning,

% of Students at each Engagement Level for Cognition and learning 2021



This graph shows that the average progress made by students within the engagement steps for cognition and learning – exploration, in the target group during 2021, was greater than the average of progress made by students across the school, that were not in the group.



What Happened?

Due to Covid disruptions, primarily staff sickness, postponement of Professional Development, some of the key target actions were not completed and classes were unable to be intensively supported as intended.

Target ASD Classes

Support for individual staff and classes was discussed and prioritised, when possible, at regular Leadership meetings.

Class A

This class was the focus group for intensive support during Term 2 with a series of meetings and action plans set, which were subsequently implemented by the therapy/ASD Team and Syndicate Leader.

- Teacher attended PD provided by Takiwatanga Team 'Understanding Autism', 'TEACCH' and 'Interactive Approaches'. External Engage Me Training (Term 3)
- Physical Structure of class planned and changed, with support of Takiwatanga team to better meet student's needs and TEACCH program.
- Targeted support to implement TEACCH Rotation – (Extra staff support provided to make and set up visuals/model/implement with all class staff and students)
- TEACCH activities developed to engage and motivate students based on their level and interest.
- Happiness Audit completed for hard to engage students.

Class B

Due to expected changes in class teacher part way through the year, this class was not prioritised for intensive support.

- Support was provided from the class therapists and ASD team at the start of the year to support the continued implementation of 'Engage Me' programme. Class teacher and LA's supported in class.
- Teacher attended PD provided by Takiwatanga Team 'Understanding Autism' and 'TEACCH' and Interactive Approaches.
- Support to develop meaningful and engaging TEACCH tasks activities.
- Takiwatanga development of the TEACCH Activity Library meant easy and increased access to student work tasks.

Class C

- Teacher attended PD provided by Takiwatanga Team 'Understanding Autism', 'TEACCH' and 'Interactive Approaches'.
- Physical Structure of class planned and changed, with support of Takiwatanga team leader to better meet student's needs.
- TEACCH activities developed to engage and motivate students based on their level and interest. Access to TEACCH Library.
- Therapy support to implement 'Engage me' programme for an individual student.

Class D

- Teacher attended PD provided by Takiwatanga team 'Understanding Autism', 'TEACCH' and 'Interactive Approaches'.
- Engage Me Training and support to implement via Therapy/ASD Team.
- Takiwatanga Team involved with support Term 4

Class E

Although in the action plan, this class was subsequently not prioritised for intensive support, with only one student in the class having Autism.

- The class Teacher attended all Takiwatanga PD sessions offered.
- Signature Practices PD

Class D

Intensive support was provided during Term 3 beginning with a meeting between Takiwanga Team and Class teacher/therapy team and action plan set to change the physical environment to better meet the needs of the students, provide opportunity for class teacher to visit other classes that were running a TEACCH programme. Support to implement improved visual structures and routines.

Follow up work was implemented by Takiwatanga Team, AP and therapists.

- Teacher attended PD provided by Takiwatanga Team 'Understanding Autism', 'TEACCH' and 'Interactive Approaches'. External Engage Me Training.

Schoolwide Takiwatanga Support

Referral system has been developed in conjunction with the senior leadership Team. The case load is reviewed and updated at weekly leadership meetings. Support has been directly provided by the Takiwatanga team where able, or through syndicate leaders and therapists supporting teachers.

Professional development was provided for all Learning Assistants in classes supporting learners with ASD during Teacher Only Days. The aim of this training was to give all support staff an overview of what Autism is and how best to support students in class.

A series of CASS Takiwatanga PD sessions have been scripted and are on Team and have been presented to professional staff at PD sessions throughout the year. Team Takiwatanga felt that online self-directed learning was not as valuable and the best part about any presentation is the discussion that goes alongside, where teachers can be supported to look at with a specific student in mind.

- Understanding Autism
- TEACCH
- SCERTS overview
- Visible structures and Routines
- Interactive Approaches (under the SCERTS umbrella): Engage Me, Intensive Interaction, Hanen, Lego Therapy, Talk about.

With follow up work and support sessions for staff.

- Sensory Regulation in the ASD Classroom.

TEACCH Library developed, which up and running with over 45 TEACCH Task boxes and folder tasks to borrow and use in class.

Takiwatanga start up packs for new teachers have been planned and packaged to support the understanding of and implementation of visible structures and routines for students with ASD.

- Large Visual Timetable
- Staff -student, what and where board
- First-Then (Now-next-then boards)
- Visual Timer
- Lanyard Visuals
- Not Available symbols
- Choosing Board with high reinforcer items
- TEACCH booklet with example activity/ task box
- SCERTS communication checklist

- Sensory Checklist
- Autism friendly classroom checklist
-

Engage Me Training provided to key staff across the school. This will facilitate understanding of how to assess and improve learner engagement. Baseline data collected for some students.

Mahi Tahi documentation was revised for staff/parent meeting held during Term 2.

What Happened?

Earlier in the year B Squared, which is a UK company, redesigned their online reporting platform which removed many of the data analysis tools which made the viewing of progress relatively simple and straightforward. Looking at the new data that teachers had recorded in Term 3, we found that the new programme had removed student baselines - their starting point on the journey with b squared. Although these have been manually reentered, we cannot fully rely on the accuracy of the data. The changes also meant that it has been difficult to compare data across groups of students and make comparisons to previous years progress.

However, analysing the data collected we can say that:

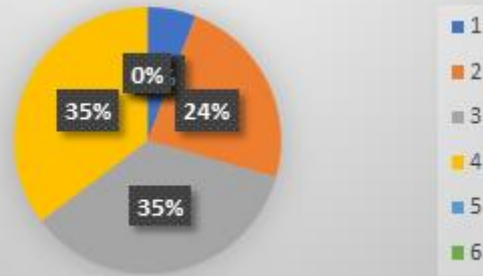
- Students within the target group, working on the Engagement steps for learning have made progress during 2023 in all areas, including Cognition and learning -Exploration and Persistence, Communication and Interaction - expressive and receptive language.
- The target student working on the progression steps has also made progress across all learning areas, including Literacy – Reading, writing and spoken language and Numeracy – number.
- Decrease in reported behaviour incidents for students in target classes.

Syndicate leaders and therapists report that across the school there is an increase in understanding and implementation of the CASS signature practices, notably visual structures and routines and TEACCH.

The number of classes across the school that are beginning to implement TEACCH strategies to support Takiwatanga students has increased during 2022 following PD.

The implementation of TEACCH strategies is reflected in teacher planning, with teachers organizing learning 'rotations' within their timetables across the day.

% of Students at each Engagement Level for Cognition and learning 2021



% of Student at each Engagement level for Cognition and learning 2022



The target group of students working on Engagement steps for their learning have all made progress during 2022. This progress has significantly changed the distribution of students working at each level.

- During 2021 we had only 35% of students on ES working at level 4, with none working at level 5 and above. We now have 50% learners working at level 4, with another 45% working at level 5 and above.
- The number of students working at level 3 and below is now only 5% compared to 65% in 2021.

Name of Group	Number in group	Number of students showing progress	Number of students showing no progress	Minimum % progress made within group	Maximum % progress made within group	Median % Progress across group
Cognition and Learning Exploration	16	16	0	9	168	38
Cognition and learning Persistence	15	15	0	6	147	75
Communication Receptive Language	14	14	0	5	172	49
Communication Expressive	14	12	0	7	131	56

All students working on Engagement steps for their learning have made progress.

The amount of progress achieved varied between students, with some making a small amount of progress within the level they were already working on, and other students making progress across 2 to 3 levels.

Progress is measured by students mastering small steps within a learning area at each level. Once a student has mastered 80% of the steps, they are marked as having achieved that level and automatically start progressing within the level above.

Although the differential between the minimum and maximum % progress, we can see from the distribution chart above the majority of students have moved up between levels.

Table showing the number of students making progress within and across levels.

Progress within level	Progress across 2 levels	Progress across 3 levels
6	4	4

Table showing 2022 variance progress for 3 classes receiving support.

Class A 2 students made progress within a level. 4 students made progress across levels		Class B 2 students made progress within a level. 3 students made progress across levels		Class C 2 students made progress within a level. 3 students made progress across levels.	
Starting point	Ending point	Starting point	Ending point	Starting point	Ending point
45% of E.Step 6	76% of E.Step 6	31% of E.Step 5	58% of E.Step 5	62% of E.Step 4	70% of E.Step 6
34% of E.Step 4	74% of E.Step 4	14% of E.Step 4	42% of E.Step 4	64% of E.Step 4	73% of E.Step 4
60% of E.Step 5	100% of E.Step 6	65% of E.Step 3	10% of E.Step 4	0% of E.Step 5	0% of E.Step 5
27% of E.Step 2	65% of E.Step 6	42% of E.Step 3	53% of E.Step 3	25% of E.Step 4	34% of E.Step 4
75% of E.Step 3	26% of E.Step 4	42% of E.Step 4	65% of E.Step 4	60% of E.Step 4	69% of E.Step 4

From this we can see that there is a variance in the level of progress made by students in different supported classes.

The reasons for this variance could be attributed to several factors.

Not all classes received equal levels of support due to interruptions including Covid, staff absence and changes.

Progress made in the class that received the highest level of support was the greatest. This is likely to be the result of intensive support which resulted in an increase in use of and consistency in visible structures and routines, the implementation of TEACCH strategies and support with resourcing activities based upon student interest and developmental levels.

Staff and student attendance continued to be erratic during 2022 as Covid spread throughout the school.

Staff changes within class B impacted on the teaching and learning programmes for students at the end of term 2. The teacher in class C was new to the class and the class of students also had to change classes and site mid year, which would have greatly impacted on student programmes and levels of engagement.

Progression steps – Spoken Language

The target student working on the progression steps for his learning has made progress within all learning areas this year, with the most significant progress being within writing (which was also a schoolwide focus) and math.

Name of Group	Number in group	Number of students showing progress	Number of students showing no progress	Minimum progress made within group	Maximum progress made within group	Median Progress across group
Spoken Language	1	1	0	22	22	22
Reading	1	1	0	43	43	43
Writing	1	1	0	143	143	143
Math	1	1	0	134	134	134

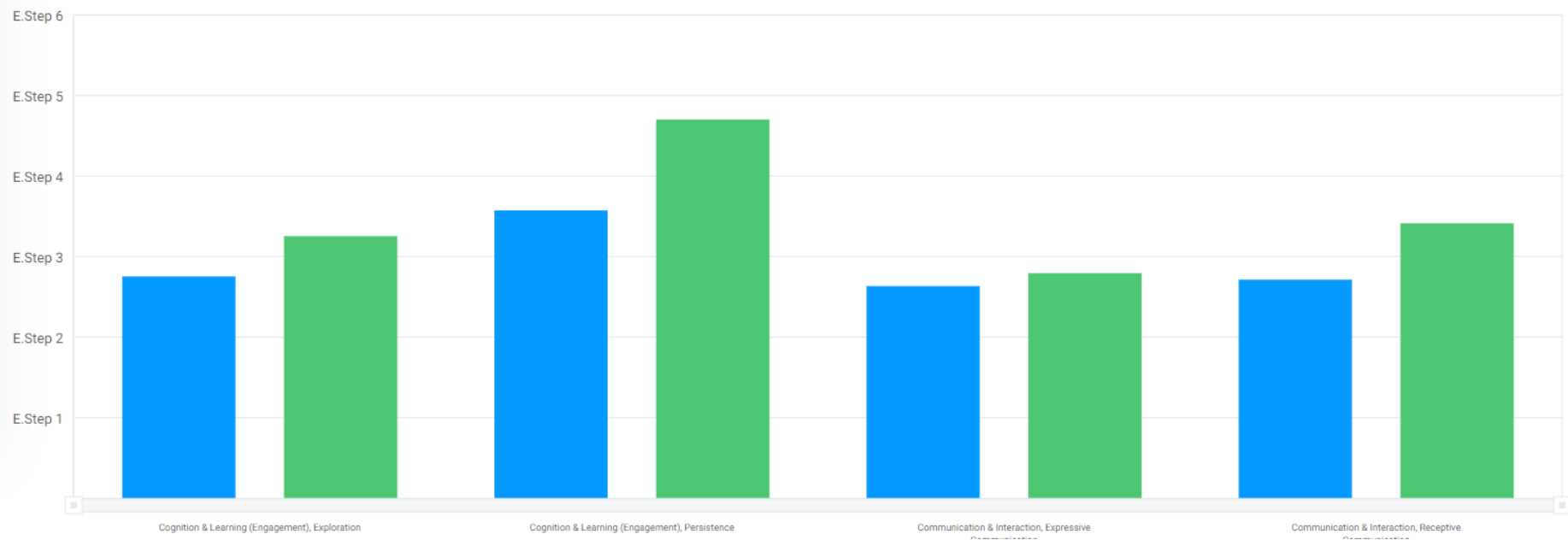
Case Study Class A

Class A received the greatest level of Takiwatanga support as outlined in key actions.

At the start of the year, this student was working at ES 2 for all learning areas. Their attention was limited to approximately 5 to 10 seconds in any teacher led activity or when exploring an object. They were unable to use a seat, come to the table to work or join in any group activities appropriately, upturning and casting tuff tray activities and resources regularly. They were unable to follow visual structures and routines within the classroom and had no reliable communication strategies other than expressing elevated emotions and physically controlling their immediate environment. Engagement in learning tasks was limited and behaviour incident reports were frequent.

Graph showing student progress between November 2021 and 2022 for Engagement steps. (blue 2021 green 2022)

Achievement has been made in all areas, with the most significant progress for cognition and learning – persistence and receptive communication skills.



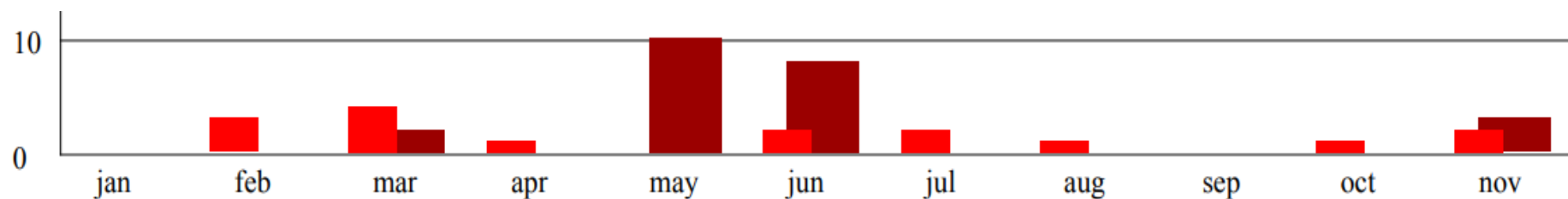
This table illustrates what level this student was baselined at during 2021 and the subsequent progress.

The student has made progress across levels in all areas.

Description	Status	E.Step 1	E.Step 2	E.Step 3	E.Step 4	E.Step 5
<input type="checkbox"/> Cognition & Learning (Engagement), Exploration	26% of E.Step 4	2 May 2021	B 24 Aug 2021	31 Aug 2022	C 26%	42%
<input type="checkbox"/> Cognition & Learning (Engagement), Persistence	71% of E.Step 5	2 May 2021	B 24 Aug 2021	24 Aug 2021	31 Aug 2022	C 71%
<input type="checkbox"/> Communication & Interaction, Expressive Communication	79% of E.Step 3	2 May 2021	B 24 Aug 2021	C 79%	5%	6%
<input type="checkbox"/> Communication & Interaction, Receptive Communication	42% of E.Step 4	2 May 2021	B 24 Aug 2021	31 Aug 2022	C 42%	12%

This student has made progress throughout the year, now working at ES 4 and 5 for cognition and learning and ES 3 and 4 for expressive and receptive language. This progress means that they are more settled and able to engage in directed learning activities and join peers for activities. They are able to engage for between 5 and 10 minutes in a variety of learning activities, such as mark making, building a tower or posting. They can now play independently for longer periods and will listen to and follow verbal and visual instructions from an adult.

The number of behaviour incident reports for this student, significantly reduced following the intensive support provided during term 2. However the data does also show that as we drew closer to the end of term the number of behaviour incidents begins to increase again. The reason for this increase will be looked into.



We believe that the increase in visual structures and routines developed in class as a result of increased support attributed to the level of progress this student was able to make. Research tells us that Takiwatanga students prefer predictable learning environments, where there is consistent use of visible structures and routines. Implementing TEACCH strategies and enacting the use of CASS signature practices provides students with information they need to know what they are doing, when and for how long, which reduces anxiety and allows engagement in learning.

Reasons for the variance

All students in the target group have made progress. We attribute this progress to the targeted support given to teachers and learners within the targeted groups, which led to a reported increase in staff confidence and capacity (reported by teachers, syndicate leaders and therapists), about understanding and planning for sensory and regulatory needs of students.

Increased understanding and use of TEACCH strategies across classes.

Teachers are seen using CASS signature practices more consistently, specifically the use of Visible structures and routines, which in turn reduces anxiety and overload for students with ASD enabling them to be in the learning zone more readily.

The variance in progress within the group can be attributed to a range of factors, including:

- Students (all students are different and no 2 can be compared reliably)
- Levels of support provided across classes targeted.
- Staff engagement in PD.
- Staff and student attendance.
- Staff and site changes.

Evaluation and Future actions

The fast-growing roll at CASS continues to bring new staff including Teachers, therapists and Learning assistants, many of which require training specific to understanding Autism / Takiwatanga. Continuing to provide the intense level of support that is most effective will become more difficult, so building greater staff capacity within the leadership and therapist and teaching teams will be key to getting the best outcomes for students at CASS. How we do that will require some careful planning, so that we can embed the best practices we have been working on.

The Takiwatanga team have been consolidating what the best practice baseline should be across the school and how we can best support new and existing staff to understand and implement consistently. The introduction of 'The Takiwatanga Box' for all new staff alongside the initial PD modules will support this.

The Engage Me and Interactive approaches PD was provided much later in the year than anticipated and highlighted a greater need across the school to further develop understanding and skills in this area.

Reviewing the data collected about behaviour across the school, we have noticed that the majority of reported incidents occur when there are gaps in the use of visible structures and routines and the provision of engaging activities. Therefore, if we work on ensuring that there is greater consistency in use of visual structures and routines, including transitions, we should see a fall in behaviour incidents across the school, not just targeted classes.

This will be a focus for 2023 and the 'Visible structure and routines checklist' created by the Takiwatanga team has been added to the start of year set up for all staff across the school.

Key actions to implement for 2023

- Ongoing PD and support for staff working with Takiwatanga students.
- Focus of providing PD on Interactive Approaches for all staff.
- Takiwatanga team to work collaboratively with behaviour coordinator regarding positive behaviour support.

A woman with long dark hair, wearing a purple long-sleeved shirt and a grey lanyard, is sitting at a blue table. She is holding a white sheet of paper with a green and yellow diagram. A young girl with dark hair tied in a bun, wearing a red shirt and a dark blue fuzzy jacket, is sitting next to her, looking at the paper. The background shows a wooden floor and a blue office chair.

2023 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 as part of our PGC

We will develop capability in a range of assessment tools to craft learning programmes that are tailored to students

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 engage with their paraprofessional growth cycle to meet the aspirations in their role descriptions

Culturally responsive practices will be a visible and valued part of our learning and leading at CASS

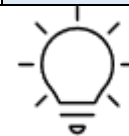
Noticing	Investigating	Collaborative Sense Making	Prioritising to take action	Monitoring and evaluating Impact
				Positive Behaviour Support
		Resource Room		
			Therapy Delivery	
			Garden to Table	
			Whanau Engagement	
			Communication	
	Curriculum			
			Takiwatanga	
		Literacy		
		The Arts		
	Numeracy			
			Transition	
				Assessment and Reporting
	Health and PE			
	Te Ao Maori			
			Talanoa (SBE)	
			e-learning	
	Outreach			
				Signature Practices
			Professional Learning	
Mahi Tahi				
Science				
		Approaches for Complex Learners		



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
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2023	Actions / Strategies	How will we measure impact?
<ul style="list-style-type: none"> All priority Staff trained at Level 1 team teach Training plan in place for all new staff Train new team teach trainer Priority staff who need level 1 + trained by the end of term 1 2023 Work cohesively with the ASD team to support priority classes Base classes supported using a coordinated group approach Etap reporting improved upon – more fact and less emotion Leadership team have a clear idea of when incidents are happening across the day – Physical restraint forms reported to the MOE through the online system Draft Procedure for stand downs finalised 	<ul style="list-style-type: none"> Call back day 27th January – behaviour book given out Meet with Team teach team to design a modular way to implement the level 1 and 1 + courses throughout the term Donna Ryan to receive training in term 2 2023 Class meetings / after school meetings Wednesday evening meetings, meeting with the ASD team – triage the need for PBS meetings in a different way – meet with the ASD team to brainstorm in term 1 2023 Depending on leadership structure in 2023, Base classes will have regular group meetings with Staff meeting time needed Talk with individual teachers who's reporting needs to be developed support and training offered to class teams / whole school regarding visible structures and routines in term 1 Principal to set up log on permissions for syndicate leaders. Procedure for reporting physical restraints to the MOE developed PBS lead to check that it meets all of the legal requirements and present again to the leadership team for approval 	<ul style="list-style-type: none"> All staff trained at level 1 on a rolling programme offered each term Can increase the amount of training we offer – and the flexibility around this Staff training log up to date at the end of each term If we are taking a proactive rather than a reactive approach, we may find that positive changes are made for the student earlier, before they escalate Improved communication, better programme planning and coordination. Reduction in foreseeable risk events Quality of reports improved Reduction of incidents. Better trained staff confident in understanding behaviour and implementing support strategies All incidents of physical restraint are reported to the MOE in a timely manner Leadership team and school staff are aware of and follow the school process after a serious event

Resources Staff meeting time / Time for team teach (4 days 2x staff) Induction time
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How will this look in our Bilingual context Look at behaviour support through both the pasifika and Maori cultural lens discuss with leadership team if approach fundamentally different then adopt any positive aspects into schoolwide approach

Te ao Māori and Cultural Diversity Look at behaviour support through both the pasifika and Maori cultural lens discuss with leadership team if approach fundamentally different then adopt any positive aspects into schoolwide approach
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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
Targets for 2023	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>	<ul style="list-style-type: none"> Professional Sally, Donna and Laura in the use of Accessit to ensure our data base and categories are appropriately entered which will create an appropriate manageable system for school resources. Induct teachers, therapist and admin team on how use the online search data base. To ensure all non-consumable items are entered into the Accessit system Set up Accessit so teachers can log into the system when resource person not present. Add all therapy resources to Accessit data base Identify suitable resources related to topics and advertise in what's on Establish a returns system and area within the resource room. Establish and embed the system for recalling loaned items termly Encourage teachers to make a copy of resources they have prepared and/or saved in staff/files/resources Establish a well laid out, clutter free resources room with clearly identified curriculum areas. 		<p>Donna/Sally to induct all staff on how to use resource room including training on ACCESSIT.</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>	
Resources Budget – incidentals		How will this look in our Samoan Bilingual Context? Establish a section in the library for Samoan resources.		Supporting Maori Learners 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 2022		Actions / Strategies		How will we measure impact?
<p>Set up a collaborative, systematic and appropriate assessment process which provides a range of data to inform planning and learning.</p> <p>Align the Therapy Performance Growth Platform with the CASS school wide PGCs.</p> <p>Share knowledge and model good practise with staff and families.</p>		<ul style="list-style-type: none"> Collaborate with the class teacher to select the priority student to be assessed by the therapy team. Joint therapy report will be shared with the class team to inform planning. Relevant information will be included in the Mahi Tahi documents and discussed with families. Reports will be saved in the student's folder and form part of the ongoing assessments. Therapy programs will be reviewed at Teacher Therapy meetings ensuring that they are responsive to the learning needs of the student. Collaborate with the therapy team to devise a process aligned to CASS and in keeping with the PT, OT and SLT professional boards. Class and school wide Training sessions targeting Interactive Approaches, communication, sensory and access to learning Therapy focussed Parent Training workshops. Termly therapy focussed In-services. Hands on support in the classroom Participating in school wide Special Interest groups 		<ul style="list-style-type: none"> Students will be actively engaged in their learning. Seesaw posts will highlight purposeful learning and data will reflect student progress. Reduction in the number of incident reports Analysis of the B Squared data. Class planning documents will reflect teacher's understanding. Regular opportunities of sharing and modelling good practise will allow for staff learning from each other. <p>Reduction in the need for hands on therapy support for staff as their knowledge, confidence and skill set increases.</p>
Resources Therapy Budget Staff meetings Collaborating with therapists working in Special schools Supervision		How will this look in our Samoan Bilingual Context? Therapy team working in this unit will lead all staff and parent training sessions		Te ao Māori Recognition of Māori as tangata whenua Collaborative and responsive to the diverse cultures at CASS

Annual Improvement Plan – Garden to Table

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 2023		Actions / Strategies		How will we measure impact?
<p>Now that Garden to Table Plan has been initiated, we will aim to extend the uptake of the initiative further across the school.</p> <p>Review the Garden to table Curriculum with teacher involved. Make further community connections, including host school programmes.</p> <p>Establish an Annual Planting Day</p>		<p>Ask each teacher involved in the programme to encourage one other class to join in- with them or individually. Ask the teachers involved to contribute a photos and short paragraph about what they are doing with the project.</p> <p>Address any gaps or additions to our CASS Garden to Table Curriculum. Encourage sharing of ideas/recipes and resources into the folder in order to build up and resource.</p> <p>To encourage each class to participate in some form of gardening.</p>		<p>GTT programme is extended across school and part of the timetable in more classes.</p> <p>The CASS GTT curriculum if augmented, practical and used.</p> <p>Each class plants and grows and harvests and uses what they have grown.</p>
<p>Resources \$1000 Budget Small group meetings with relevant staff</p>		<p>How will this look in our Samoan Bilingual Context?</p> <p>Encourage a gardening project in the SBU</p>		<p>Te ao Māori Celebrating cultural diversity by producing foods from different cultures. Aroha and Manaakitanga fit within the process of producing and sharing food.</p>

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 2023	Actions / Strategies	How will we measure impact?
<p>All students at CASS will be placed on the Communication Continuum as part of the assessment process and appropriate goals will be identified</p> <p>All staff will contribute to create Responsive Communication environments in their classes</p> <p>Speech language therapists will feel confident explaining gestalt language processing to all communication partners of students who are GLPs</p>	<p>SLTs to support class teams with “knowing your learner” using the Communication Continuum as a starting point for discussion</p> <p>SLTs to continue the evolution of the Communication Continuum</p> <p>SLTs to review Communication Learning Intentions so that they mirror the stages on the Continuum</p> <p>Professional development for all stakeholders about all elements of responsive communication environments</p> <p>Promote and facilitate peer to peer communication</p> <p>SLTs to continue to participate in Professional Development in Gestalt Language Processing (Meaningful Speech Online Modules)</p>	<p>Communication partners (eg: staff, whanau) will describe what communication style they are using at different times</p> <p>Communication partners will adapt their engagement style to intentionally support a learner to increase their communication</p> <p>Communication partners will describe what communication levels their learner is at and identify what the next steps could be</p> <p>Reduction in incident reports due to communication related frustration</p>

Resources PD budget SLT time Time at Staff meetings / optional training sessions	How will this look in our Samoan Bilingual Context? SLT working in Samoan Unit will support team to understand communication through a Samoan Lens	Te ao Māori SLT team to watch and discuss info from webinar: Ko tōku reo tōku ohoho: Towards culturally located te reo Māori AAC
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Annual Improvement Plan – Takiwatanga

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 2023	Actions / Strategies	How will we measure impact?
<p>Senior leaders, Teachers, therapists, and LA's working with Takiwatanga students will have knowledge and understanding of how best to engage and teach them.</p> <p>Strategies to support readiness to learn and engagement are evident in all classes across the school.</p> <p>Teachers know their learners</p> <ul style="list-style-type: none"> Mahi Tahi and signature practices implemented <p>TEACCH strategies</p> <ul style="list-style-type: none"> Visuals are used to enable students to understand what is happening, with who, when and what's next. Transitions are planned and are consistent. Rotations within planned timetable Continue to develop TEACCH library resources <p>Interactive Approaches</p> <ul style="list-style-type: none"> Social communication level is known and strategies to support engagement and communication are in place. <p>Sensory Regulation</p> <ul style="list-style-type: none"> Sensory regulators are known and used. <p>ASD Team work with Positive Behaviour support lead to problem solve and support where needed.</p>	<p>Term 1 - Takiwatanga Basics staff meeting – “Unpacking the box”.</p> <p>Call back day for LA's re ASD 101 “unpacking the box”</p> <p>PD for new staff :</p> <ul style="list-style-type: none"> Takiwatanga 101 TEACCH / Visible structures and routines Attention Autism Sensory regulation Takiwatanga SCERTS <p>Ongoing PD for all staff on Interactive approaches:</p> <ul style="list-style-type: none"> Engage me Lego Therapy Talk about Intensive Interaction <p>Arrange coffee morning and unpack the “ASD 101”.</p> <p>Takiwatanga / Positive behaviour support provided via Wednesday meetings. Identified @ Leadership Monday meetings.</p> <p>ASD team follow up with in class/ class therapy team to support.</p>	<p>Signature practices are evident in classroom practice across school. Reflected in Teacher PGC's.</p> <p>B Squared data and Seesaw posts reflect students' engagement and learning progress.</p> <p>Reduction in behaviour incident reports seen on Etap.</p> <p>Leadership team, Teacher and therapist discussions reflect shared understanding of good practice and what engagement looks like for students.</p> <p>Increase in student learning and engagement reflected in Engage me profiles.</p> <p>Member of Takiwatanga team regularly present at PBS meetings.</p> <p>Takiwatanga team present in classes where needed.</p> <p>Feedback from staff and whanau</p>

Resources
Staff meetings
TEACCH and Bucket resources

How will this look in our Samoan Bilingual Context?
Team Takiwatanga will meet and unpack with Samoan SLT, and Team.
Samoan visuals, including a Core vocabulary board in place to support students.

Te ao Māori
Te Reo visuals used within class where appropriate.

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
Targets for 2023	Actions / Strategies		How will we measure impact?	
<p>Advance the development of the Arts Curriculum at CASS</p> <p>Interactive approaches in the Arts</p> <p>Whole School Production</p>	<p>Working Meetings with Arts/CRT team, to develop a understand/know/do approach to the aspects of the Arts we cover at CASS: Dance/Drama/Visual Arts/Music</p> <p>Refine thinking around how each of the components of the Arts will give effect to the understand/know/do approach. What does it look like at different stages. Define an early/middle and senior stage. Can we label the stages differently. Begin to compile a draft document.</p> <p>Ensure NZ Histories are explored and included.</p> <p>Use of the expertise of the fixed term additional middle leader, to build on the good skills of the CRT/ARTs teachers,, to create more interactive Arts programme. Middle leader could accompany Arts team to observe practice /meet with Arts teachers- discuss improvement ideas/model interactive practices.</p> <p>New fixed term Middle Leader will support Arts team to develop a whole school production, to equip them to do so in future.</p>		<p>All CRT/Arts teachers will share common thinking around the structure of the Arts Curriculum. A draft curriculum, at least in part, will be in place by the end of the year.</p> <p>Students receive a balanced curriculum with- clearer learning intentions and more clearly targeted outcomes.</p> <p>Increased interactive approaches employed within the Arts curriculum offerings. Learners experience greater involvement.</p> <p>Learners across the school will see themselves as performers and contribute to Performing Arts event.</p>	
<p>Resources</p> <p>Arts/CRT budget</p> <p>Resource room</p> <p>PD budget</p>		<p>How will this look in our Samoan Bilingual Context?</p> <p>Work alongside Samoan colleagues in unit to flavour the programme accordingly. Use of Samoan music, art , dance and cultural richness.</p>		<p>Te ao Māori</p> <p>Ensure that all programmes include a rich cultural mix including te re Maori and cultural aspects of Maori. Ensure that New Zealand Histories is reflected appropriately.</p>

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 2023		Actions / Strategies		How will we measure impact?
<p>Prepare staff for the roll out of the new NZ maths curriculum in 2024</p> <p>To review the new NZ maths curriculum Te Mataiaho (the refresh New Zealand curriculum)</p> <p>Review the new maths curriculum</p> <p>All models of NZ curriculum reflected in the CASS Local curriculum</p> <p>All teaching staff will feel confident in administering the JAM assessment with all relevant students</p> <p>Teachers to have an awareness of the relevant maths vocabulary and teach and use in the classroom</p>		<p>In term 2 review and give feedback</p> <p>Try the progressions for students it applies to and develop new CASS Learning progressions that align with the curriculum. SIG group formed for this purpose</p> <p>Syndicate leaders to identify the students for whom this is relevant, support teachers to administer and follow up that it has been completed.</p> <p>Staff meetings plus team follow up in Term 1</p> <p>Identify the relevant vocabulary with SLT and put into planning</p>		<p>Staff will be more aware of the upcoming changes and the impact on their teaching</p> <p>Teachers using the draft new learning progressions in their planning – review and feedback</p> <p>All relevant students are assessed, and data entered into E tap</p> <p>Evidence in planning of class and individual programmes.</p>
<p>Resources</p> <p>JAM</p> <p>New NZ curriculum documents</p> <p>Ongoing purchase of resources for specific maths strands</p>		<p>How will this look in our Samoan Bilingual Context?</p> <p>Source and Purchase relevant resources</p> <p>Continue to monitor the data for this group and compare across the school</p>		<p>Te ao Māori</p> <p>Source and Purchase relevant resources</p> <p>Continue to monitor the data for this group and compare across the school</p>

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
Targets for 2023	Actions / Strategies		How will we measure impact?	
<p>To further develop the CASS Transition Programme so that it reflects a shared vision and clear learning pathway inclusive of all students.</p> <p>Staff, students and families have a clear understanding of what the CASS Transition programme offers students, as they progress through their final years of school.</p> <ul style="list-style-type: none"> SPEC Core curriculum EOTC Community Learning <p>Students have greater autonomy over their learning journey.</p> <p>Students continue to make progress within core and adult curriculum areas.</p> <p>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>School leavers and their families are fully supported through the Transition process by CASS and Transition Coordinators, so that:</p> <p>Students leave with a clear plan for their future, which reflects their and their families interests and preferences.</p>	<p>Review:</p> <p>Continue to engage in review process, collating information collected from other school visits in 22.</p> <p>Engage staff, students and Whanau in review of Transition provision and vision.</p> <p>SPEC:</p> <p>Further develop use of SPEC within Transition classes, offering students choice where appropriate.</p> <p>SPEC modules are completed and included for moderation.</p> <p>Community Learning:</p> <p>Work experience opportunities sought and employed for students where appropriate.</p> <p>Opportunities to access leaning in the community are further explored and included where appropriate.</p> <p>Communication/ Information:</p> <p>To update information that is shared with families regarding the transition programme and what to expect as students enter adulthood and leave school.</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 Transition curriculum has been reviewed and updated to include progression.</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> <p>SPEC modules completed and moderated for all Pitau students and others where appropriate.</p>	
<p>Resources</p> <p>SPEC</p> <p>Travel costs</p> <p>Work Experience opportunities</p>	<p>How will this look in our Samoan Bilingual Context?</p> <p>Samoan students will be supported as fully as possible seeking appropriate community learning opportunities and transition provision.</p>		<p>Te ao Māori</p> <p>Family and Whanau included in transition process.</p> <p>Community learning that reflects students culture and identity sought and accessed where appropriate.</p>	

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	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2023		Actions / Strategies		How will we measure impact?
<p>Teachers are confident with, and are effectively using a range of assessments to inform the planning of student programmes</p> <p>Learning Assistants are aware of some of the assessments used</p> <p>Assessment results are easily accessed, and data can be displayed in a range of ways to support school wide improvement</p> <p>Reporting – Maths comments especially are more informative of the learning that has taken place</p> <p>Seesaw posts are of consistent high quality and reflect students learning. Parents regularly post comments</p> <p>Learning progressions have been re visited and are more finely grained to support next steps planning for teachers</p>		<p>Staff meeting on a range of assessments in term 1 JAM</p> <p>Running record, bridge, shared reading. SCERTS and writing</p> <p>Update the writing assessment and go through with staff</p> <p>Make changes to the Bridge for learners with complex bodies – go through with staff</p> <p>Teachers share information in morning meetings. PD to LA's when possible</p> <p>Investigate ways of using E tap and other assessment platforms to capture the B squared data as it could be easier to use other graphing methods now that B squared has changed</p> <p>Staff meeting on B squared – work with individual and new teachers who need support</p> <p>Although maths is not a curriculum focus for 2023, teachers need support in knowing where their students are and what the next steps are – especially for students working in the engagement steps – investigate some simple assessments and trial across the syndicates.</p> <p>Ongoing work - staff meetings and individual follow ups. Monitored by senior teacher / syndicate leader</p> <p>Increase parent involvement- Posts on facebook newsletter and spoken to in Mahi Tahi meetings</p> <p>Leadership team to discuss what is being developed elsewhere and what we need to do as a school</p>		<p>Teachers can talk about where all their students sit on an assessment and can identify the next steps in their learning – reflected in the learning plan</p> <p>Can talk confidently about students learning</p> <p>When it comes to analysing school wide data in Term 3, the data is accessible and is able to be worked on more easily. Leadership team feel that students are accurately represented in the data which will help us plan interventions and training for 2024</p> <p>Target classes will show improved reporting of Maths in the 2023 end of year report</p> <p>Increase in comments from parents. Even spread of reporting across the curriculum areas</p> <p>Maybe prioritise one curriculum area, set up SIG groups for each area, or decide to wait to see what is being produced elsewhere</p>
Resources Time in staff meetings		How will this look in our Samoan Bilingual Context? New staff will need support to understand and implement the assessments. Exploration of assessment through a Samoan world view		Te ao Māori Assessment data relating to Maori learners analysed

Annual Improvement Plan – Health and Physical Education

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 2023		Actions / Strategies		How will we measure impact?
To develop a shared vision of Health and PE curriculum		To work with Sport Auckland to gather further data and build our values. Understand what planning is in place, school wide, in teams and individually. Develop shared expectation of the amount and type of physical activity students are entitled to each week. Unpack HPE curriculum with staff Consider how we can use the 'Signature Practices' to support teaching and learning in PE.		Increased staff awareness and understanding of H&PE curriculum. Planning documents reflect increased provision at appropriate level for students. Seesaw posts.
To strengthen connections with the wider community, including whānau		To find and develop links with other organisations and agencies that are inclusive of our students. To support a future application to Te Manawa by the Belgravia Foundation which has provided swimming lessons across CASS in 2022		New and stronger Partnerships with our wider community.
To develop and improve Sexuality education and resources		Form a focus group to support and develop expertise in the Health and Sexuality education, create a draft plan and review resources to identify relevant and suitable options for purchase.		SIG formed Draft Health and Sexuality curriculum plan Availability of supporting resources.
Resources Junior / Middle / Senior Term Plans etc NZ curriculum Family Planning Community Health Related agencies		How will this look in our Samoan Bilingual Context? Culturally appropriate play-based learning, sports and physical activities.		Te ao Māori Culturally appropriate games and resources

Annual Improvement Plan – Te Ao Maori

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 2023	Actions / Strategies	How will we measure impact?
<p>To improve the use and knowledge of te reo Maori, waiata and tikanga Maori across professional staff at CASS</p> <p>All staff will know their pepeha</p> <p>To offer students enriching learning experiences which reflect Maori language and, culture and identify. These may include</p> <ul style="list-style-type: none"> - Stories of our local histories - Waiata and dance - Maori Arts <p>Create greater connections with school community including whanau and local iwi</p>	<ul style="list-style-type: none"> • Professional development and planning time to develop teacher knowledge of Te Reo • Purchase and create NZ specific resources for each curriculum area e.g. numeracy, shared reading books, science • Establish a Kaiarahi Maori position <ul style="list-style-type: none"> ○ Kapahaka Group ○ Enrichment learning opportunities for students ○ Staff development ○ • PL session (maybe unteach racism or language/cultural programme?) • Booklet for powhiri/mihi Whakatau • PL session unpacking the meaning behind the protocol for staff • Whanau Hui 	<ul style="list-style-type: none"> • Engagement with Māori whānau / Seesaw / Mahi Tahī meetings. • Identified students who want to be part of the kapa haka group. • Identified whānau and staff who could lead cultural groups. • Feedback from professional development and staff meeting sessions. • Powhiri attendance. • Evidence in classroom programmes. <p>Review teacher planning and will be evident in teacher conversation</p> <p>Form a group to work on this- choosing and developing appropriate resources</p>

Resources Ka Hikitia, Kaiarahi Maori, Tātaiako	How will this look in our Samoan Bilingual Context? Delivery in a Samoan context – consider Pasifika options in performance group	Maori dimensions and Cultural Diversity Refer above.
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Annual Improvement Plan – Talanoa – Samoan Bilingual Education

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 2023	Actions / Strategies	How will we measure impact?
<p>Project aims, process and outcomes will align with CASS values, beliefs, signature practice and kawa, so that project is in alignment with school.</p> <p>Strengthen Samoan voices, relationships and networks within and outside of CASS so that collaborative pathways are established.</p> <p>Create a vibrant learning community which reflects the aspirations and joy of the Sāmoan community.</p>	<ul style="list-style-type: none"> Review current Charter and key CASS documents through the lens Pacific people. Identify Charter strengths, barriers and/or gaps. Where, the team feels there is a vision/value gap, suggestions will be forwarded to the SLT/BOT for consideration Identify who is who in our CASS' Samoan community. Identify Samoan communities outside of CASS to tap into – church, sport, other schools. Have regular Talanoa times with Samoan community (listening to understand experience, needs and vision for their children/family/community). Create space at the table for decision making and/or collaboration regarding Sāmoan classes. Core Sāmoan team members to be at all school events to Talanoa (festivals, celebrations, etc). Create maps of connections and relationships. Recruit, hire and support Sāmoan bilingual staff. On-going PLD for therapist team to strengthen their cultural competencies through their professional practice. Work with children and families to establish touchstone practices for the class (prayers, songs, artifacts, indigenous knowledge) and continue with termly whole community Sāmoan talanoa to nurture the process, but also to support all Sāmoan children at CASS through raised identity. Purchase and/or secure appropriate resources Establish relationships with May Road Sāmoan Bilingual Unit <ul style="list-style-type: none"> - Set regular mtg times - Be a part of their celebrations, incursions and excursions when possible - Contribute and participate in the (mahi toi/ te reo kori) Sāmoan arts and movement. Become part of the Auckland Sāmoan Bilingual Schools cluster. Create framework of practice and process for additional Sāmoan classes. 	<p>Sāmoan students and families will see their and hear their culture within CASS foundational documents.</p> <p>Increase in the use of Sāmoan within CASS.</p> <p>Staff and families will be heard seeking and bringing forward a Sāmoan perspective.</p> <p>Sāmoan students will be seen, heard and known at CASS.</p>

Resources People, release time, money for food.	Te ao Māori The Treaty of Waitangi is what allows this work to go ahead, and process will always begin and grow from te ao Māori.
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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
Targets for 2023		Actions / Strategies		How will we measure impact?
<ul style="list-style-type: none"> Increased use of e-learning resources across school to support learning programmes. Increased knowledge base of staff in using e-learning resources and implementation into class programmes. LA workshop offerings on TOD Digital Technologies Curriculum implemented across school. 		<ul style="list-style-type: none"> Source and deliver Professional Development/ Optional trainings using identified staff knowledge and outside trainers. Continue to audit e-learning resources within school. Formulate a staff survey on Microsoft Forms. Consult with other special schools on e-learning. Sensory learners – and the different ways technology can be used by them and others to support their learning. Review DigiTech Curriculum with staff – is it being implemented in classrooms? How is it being implemented in their classes? Assistive technologies - looking at latest developments – and implications these may have for our learners. VR – use in the classroom. Weekly clinics – setup via teams for remote access, but also available onsite for walk-ins. 		<ul style="list-style-type: none"> Staff feedback on knowledge and development areas needed. Resource purchases effectively being used in classroom programmes. E-learning resources and supports being implemented into classroom programmes, evidence in SEESAW, staff feedback. The degree of conversations and discussions which occur naturally with staff – teachers and LA – around digital learnings and devices. Evaluation survey of Digitech Curriculum within each classroom, within each syndicate and across the school.
Resources Therapists Current teacher knowledge Professional Development Providers Other special schools		How will this look in our Samoan Bilingual Context? Identify resources which engage and promote cultural aspects.		Te ao Māori 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 2023	Actions / Strategies	How will we measure impact?
<p>Further develop our literacy practice with students integrating our professional learning over last 2 years.</p> <p>Team focus on oral language for all students speaking and non-speaking(knowing that literacy floats on a sea of talk)</p> <p>Explore the following areas for professional learning.</p> <ul style="list-style-type: none"> Gestalt language Articulation and semantics with students with DS <p>Continue to build partnerships with schools, MoE Learning support colleagues, and other agencies we encounter.</p>	<p>Case Studies. Observe, gather data, select and reflect on strategies trialled with specific students.</p> <p>Peer coaching and observations on strategies to promote oral language for all (speaking and non-speaking students) within CASS Outreach AND in CASS classes</p> <p>Access professional learning, articles, videos to support our learning</p> <p>Actively engage in using AAC with our students that have communication systems and promote with Students team and within mainstream classes</p> <p>One staff member attending ATANZ Literacy for All - week long course.</p> <p>Create and individualise resources to increase motivation for S and school teams to use AAC in fun and varied ways.</p> <p>Access professional learning opportunities to develop skills with AAC through observations in CASS classes, Talk Link CHAT days.</p> <p>Use the oral language students are expressing as the motivation for authentic and developmentally appropriate writing experiences and broadening opportunities to engage with reading.</p> <p>Team reflections around working together in shared schools, collaborative practice, added value this can bring, coaching conversations.</p> <p>Consult with MoE colleagues, agencies around how we can work more effectively</p> <p>Request/explore joining termly school learning support/ agency meetings where appropriate</p> <p>Shared PLD/networking opportunities with CASS therapists, teachers, other Outreach teams, Auckland Specialist schools</p>	<p>Feedback from schools on knowledge/strategies shared- annual survey</p> <p>Pre and post (summative) assessment of S engagement, vocabulary used, length of phrases and other indicators we develop through our learning</p> <p>Personal reflection on the journey and what we have discovered.</p> <p>Narrative assessment of S learning against IEP goals established with the student's team and whanau.</p> <p>Increase in Outreach and MoE partnerships to support specific student goals/issues.</p> <p>Closer collaboration with relevant SEA</p> <p>Closer collaboration with CASS staff through peer coaching.</p>

Resources Team meeting times http://www.project-core.com/professional-development-modules/ https://www.meaningfulspeech.com/course https://www.project-core.com/communication-systems/ Jane Farrall's online courses	Reporting Team Meeting discussions BOT Individual teachers with PGC	Te ao Māori Consider cultural considerations, integrate te reo
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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
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2023	Actions / Strategies	How will we measure impact?
<p>For Signature practices to be visible in all classes across the school.</p> <p>Professional staff have a shared understanding of how they can use the Signature practices in the planning and teaching of core curriculum learning areas.</p> <p>Signature practices become fully embedded in the school culture, and professional improvement and communications.</p> <p>LA's know what Signature practices are and actively use them when working with students.</p> <p>Our whanau, and family community have a general understanding of CASS curriculum and the role our signature practices play.</p>	<p>Ongoing induction for all new staff.</p> <p>Core curriculum leaders explore with staff during PD what the signature practices look like withing Numeracy and literacy for students working at different levels.</p> <p>Staff explore what Signature practices may look like from a cultural perspective .</p> <p>Opportunities to show and share what signature practices look like at their best via Seesaw, Teams, Staff, and syndicate meetings.</p> <p>Signature practices form the baseline of what good teaching and learning looks across the school, and continue to be discussed regularly, during 'professional growth cycle' meetings, including 'walk-through' reflections, teacher- therapist meetings and class team meetings.</p> <p>Teachers/ Therapists support their LA team to understand and use signature practices effectively when working with students, by modelling in class and sharing at Class team meetings and PGC meeting.</p>	<p>All staff will have a good understanding of the Signature Practices and will reflect upon how they are using them.</p> <p>Planning documentation will reflect teacher understanding and use of Signature Practices.</p> <p>Signature practices will be visible in all classes.</p> <p>Students will be actively engaged in their learning.</p> <p>Seesaw posts will reflect student learning and progress and data will reflect student progress.</p> <p>Regular opportunities of sharing good practice will have happened, with staff learning from each other.</p> <p>Signature practices will continue to be part of regular discussions in classrooms – teachers, therapists and LA's.</p>

Resources Staff meeting time	How will this look in our Samoan Bilingual Context? Using Samoan language when interacting and communicating with students. Providing irresistible invitations to learn that reflect learners culture. Visible structures and routines reflect student's culture and heritage. E.g. Samoan songs as part of morning routine, transitions etc.	Te ao Māori Te Reo used with class, including within visible structures and routines where appropriate. Providing irresistible invitations to learn that reflect learner's culture.
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Annual Improvement Plan – Professional 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		
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
Targets for 2023		Actions / Strategies		How will we measure impact?
Just in time learning Continued Skills Building Extend Middle Leadership capacity. Strengthen capacity of school to support Samoan Bilingual Unit NZ Curriculum		Continue to offer staff the opportunity to seek out relevant learning both internally and externally. Continue to identify and offer a wide range of professional learning for staff to build on skills and develop new skills to develop sound evidence-based practices and strategies. Employ the skills of the fixed-term additional staff member to coach and mentor our middle leaders. Seek out suitable Samoan PD. Make use of parent skills to build capacity. Access further support from Pasifika projects via MOE to strengthen the work. Build capacity of staff to deliver NZ Histories – Our Stories, Our Places, meaningfully. Strengthen the capacity of Digital Learning across the school.		Continued strengthening of practice with regards to ASD, Complex Needs, Communication, Strategies for engaging learners, Sensory regulation, play-based learning, amongst others. Middle leaders increase their capacity to support others-in their practice. Advances in practice across the school is evident. Capacity of staff in SBU increases and Samoan students in unit show increased engagement and learning. Strong focus on NZ Histories is evident across class programmes. Staff make additional use of digital learning in new and exciting ways to enhance learning.
Resources PD Budget, Class Budgets,		How will this look in our Samoan Bilingual Context? Staff capacity built. Student learning enhanced. Parents involvement optimized.		Te ao Māori Augmented through NZ Histories and runs alongside all practices.

Annual Improvement Plan – Curriculum

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 2023		Actions / Strategies		How will we measure impact?
<p>Teachers will be familiar with the key aspects of the curriculum refresh (Specifically the introduction of the Histories and social sciences curriculum in 2023)</p> <p>Leadership Team and Learning leaders are confident in their understanding of the NZ curriculum refresh, the timelines and what is required</p> <p>Te ao Maori embedded and woven through Teaching and Learning</p> <p>Staff are confident in teaching and showing Te reo in the class</p> <p>Professional staff are upskilled in their conceptual knowledge of Te Ao Maori and the local curriculum</p>		<p>TOD on NZ histories, our people our places</p> <p>Unpack the NZ histories curriculum in staff meetings. Begin to be able to identify the big questions at the beginning of each topic</p> <p>Explore the NZ curriculum refresh website (What's changing) and share that information with professional staff.</p> <p>External person working within the network of professional expertise invited to support the school</p> <p>Revisit the planning format to reflect this (Rather than an add on)</p> <p>Staff meetings</p> <p>Professional staff carry out their own research after modelling by leadership team</p> <p>Staff meetings and TOD possibly</p>		<p>Teachers adopting the new framework – understand / know / do which is reflected in planning - NZ Histories</p> <p>Leadership team and Learning leaders talk confidently with professional staff about the curriculum and its roll out</p> <p>Evident in the class programme</p> <p>Knowledge and understanding evident in planning and class programmes</p>
Resources Staff meeting time Curriculum website External support		How will this look in our Samoan Bilingual Context?		Te ao Māori Upskilling staff in Te ao Maori

Annual Improvement Plan – Whanau Engagement

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 2023		Actions / Strategies		How will we measure impact?
<ul style="list-style-type: none"> To facilitate and host a range of events that directly meet the needs of parents and families. To strengthen the learning partnerships between school and home. To make stronger connections with Maori and Pasifika families. To provide opportunities for our CASS whanau to meet other whanau 		<ul style="list-style-type: none"> Use seesaw to increasingly report to families. Identify families that aren't engaging on Seesaw, provide support for families to sign up/or seek alternative means to report progress. Increasing use of social media to engage families. Hosting termly events. Whole School / Mahi Tahi / Information and Training seminars. Identify and invite families of different cultures to lead cultural groups or support our cultural language weeks. To facilitate meetings for specific culture groups within our CASS community. Professional Development in Maori and Pasifika engagement. Provide training and workshop opportunities for our Whanau 		<ul style="list-style-type: none"> Monitor Seesaw engagement levels of families Attendance at Mahi Tahi's Prevalence of Social Media posts and engagement Feedback from Professional Development sessions. Attendance at Whanau workshops
Resources Social Media Seesaw Therapy Team Outside Agencies – Maori / Pasifika specific		How will this look in our Samoan Bilingual Context? Samoan fono		Te ao Māori and Cultural Diversity Appropriate cultural protocols and processes followed at group events. Karakia. Karakia Whakamutunga / Timatanga

Annual Improvement Plan – Science

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 2023		Actions / Strategies		How will we measure impact?
Finding out: Resources Confidence to teach – Knowledge and understanding Current practice Integration across curriculum / STEM Budget		<p>Work with Resource Manager to identify equipment purchased over past 2 years. Identify what is currently in classrooms. Not including paper based versions teachers may have sourced independently.</p> <p>Survey/workshop/staff meeting to identify confidence levels and whether teachers & Learning Assistants feel they have the content knowledge to understand scientific concepts to teach/assist confidently with the students in their classes.</p> <p>Survey/workshop/staff meeting to identify what scientific concepts teachers/Learning Assistants currently teach/assist with. Identify whether all the strands are being taught across the schools/teams. Identify barriers and successes when including science in a classroom programme. Identify what would help teachers/Learning Assistants become more confident to teach/assist with concepts with the ranges of levels/abilities their students have.</p> <p>Survey/workshop/staff meeting to identify whether teachers currently teach science concepts as a standalone subject/topic or integrate and how do they do this and what topics.</p> <p>Identify/Understand what this is and what it is currently being spent on.</p>		<p>Frequency with which resources are issued/not used.</p> <p>Information will indicate next steps and where needs/strengths lie within.</p> <p>Information will indicate what we are doing currently within the NZ Curriculum and what we might do to prepare for change/keep/do differently when the new/draft science curriculum is released in 2025. Form a focus/special interest group to analyse the information to identify next steps.</p> <p>Identify what understanding/knowledge/skills and attitudes there are towards integrating science into other areas. Form a focus/special interest group to develop potential pathways to investigate that may be sustained.</p>
Resources Science budget, staff meetings, what's on.		How will this look in our Samoan Bilingual Context? Identify culturally appropriate actions/resources.		Te ao Māori Identify culturally appropriate actions/resources. Use myths and legends as a launching point <u>where possible</u> for motivation e.g. Maui and the Sun for seasons, Battle of the Mountains for volcanoes

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
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2023	Actions / Strategies	How will we measure impact?
To complete a review of all aspects of the Mahi Tahī system to ensure that it continues to fully support student learning and progress.	<p>Review Process:</p> <ul style="list-style-type: none"> Learner portrait and Hauora plan paperwork provides teachers and therapists with the information they need to plan engaging and effective learning programmes for all students. Learning plan templates enable teachers, therapists provide parents with a clear overview of what individual students are learning. Processes provide all parents, Whanau (including Maori and Pasifika) and other supporting agencies adequate and appropriate opportunity to fully engage in the process. Induction and ongoing support enable staff to implement the Mahi Tahī system, and fully understand the underlying frameworks and pedagogical practices that impact on teaching and learning (amalgamation of Signature practices, SCERTS, TEACCH, assessment) <p>Induction and ongoing PD:</p> <ul style="list-style-type: none"> Mahi Tahī Coordinator and syndicate leaders to ensure that new and existing staff fully understand the process and are well prepared for Mahi Tahī meetings with families. <p>Mahi Tahī Coordinator to update Mahi Tahī system and supporting documentation as per review. Share with CASS community.</p>	<ul style="list-style-type: none"> Review process complete. Students continue to make progress. Staff successfully follow and use the Mahi Tahī system. Parent and Whanau attendance at meeting continues to improve. Documentation and systems updated.

Resources Time	How will this look in our Samoan Bilingual Context? Include Samoan Team in Review. Bi-lingual paperwork. Interpreters available to support at meetings if needed.	Te ao Māori Inclusive to all families and Whanau. Paperwork to be bi-lingual? Interpreters available if needed.
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Annual Improvement Plan – Approaches for Complex Learners

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 2023	Actions / Strategies		How will we measure impact?	
<p>To develop a shared understanding of what good practise looks like in a classroom with students who have complex needs.</p> <p>To have a shared understanding of terminology around learners with complex needs and complex bodies.</p> <p>To build on the capability and knowledge of staff to engage and support the learning of students who learn best through a multi-sensory approach.</p>	<ul style="list-style-type: none"> To provide professional development at staff meetings/ What's On newsletter. Set up after school meetings to Show and Share the learning at least once per Term. Audit the current resources in the school. Create an online resource that identifies a best practise and strategies for students with complex bodies through the lens of our signature practices. Provide opportunities for staff to share and reflect on learning with teachers who work with students who have complex needs. Provide specific and targeted professional development for staff who work in our classes with complex needs students. To provide additional mentoring for teacher who are new to teaching students with complex bodies. Continue to support and set up the Sensory room at Base and StAR – to roster classes to support integration of topics set up in sensory room. -Jay and Carol in consultation with class therapy team. Create multiple sensory learning kits that can be issued out to satellites with support from class therapy team. Leadership team to select targeted teachers who will be supported by Carol to increase their understanding of learning through a multi-sensory approach. 		<p>Posts on seesaw learning journal. Less incident reports</p> <p>Assessment data will show progress in engagement and achievement for targeted students.</p> <p>Best teaching practice reflected in teacher's planning and implementation of class programme.</p> <p>Select targeted students to be monitored and observe engagement and process throughout the year</p> <p>Reflective understanding by teachers with coaching and mentoring and as part of their PGC.</p>	
Resources Staff meeting, budget, mentor, time to visit classes.		How will this look in our Samoan Bilingual Context? Identify and monitor our Samoan learners. Multi cultural resource.		Te Ao Maori Recognition of Maori as tangata whenua Collaborative and responsive to the diverse cultures