



CENTRAL AUCKLAND SPECIALIST SCHOOL

Tāmaki Makaurau Te Kura Motuhake

Inspiring Engagement – Realising Potential



Strategic plan 2024

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*

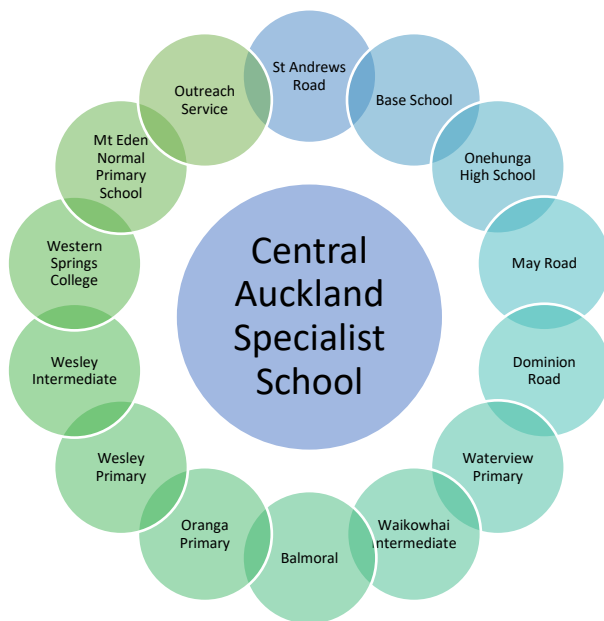
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Description of the school Community

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 31 classrooms that 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
- Learnign environments that reflect Te Ao Māori
- Tikanga Māori is incorporated into the school curriculum

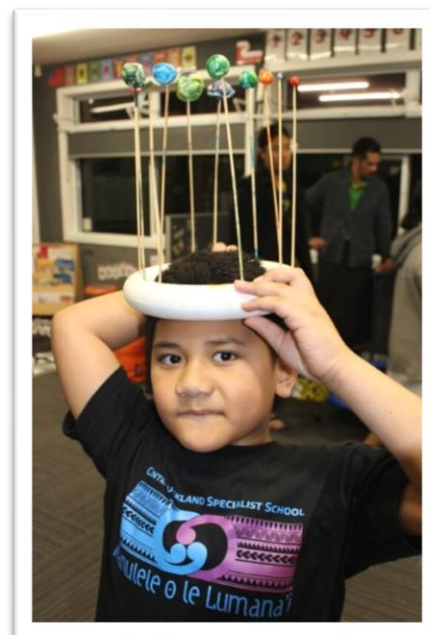


Protection

- Engagement with the Ka Hikitia strategy
- Ongoing learnign 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 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

Manulele o le lumana'i 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).

Within Manulele our team will work towards providing all its supports (physiotherapy, 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.





INSPIRING ENGAGEMENT – REALISING POTENTIAL
Strategic plan 2024–2026

CURRICULUM

Develop and deliver a responsive curriculum through effective pedagogy.

Annual Goal 1: Normalise the use of Te Reo Māori at CASS

Annual Goal 2: Create stronger links between teachers pedagogical decision making and student learning and engagement. Links will be;

- Reflected in documentation
- Deveolped within a multi disciplinary team

CAPACITY

Grow our people, places, systems and structures to meet the projected growth of the school.

Annual Goal 1: Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future

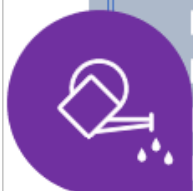
Annual Goal 2: Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent ,knowledgable reflective practitioners

CONNECTION

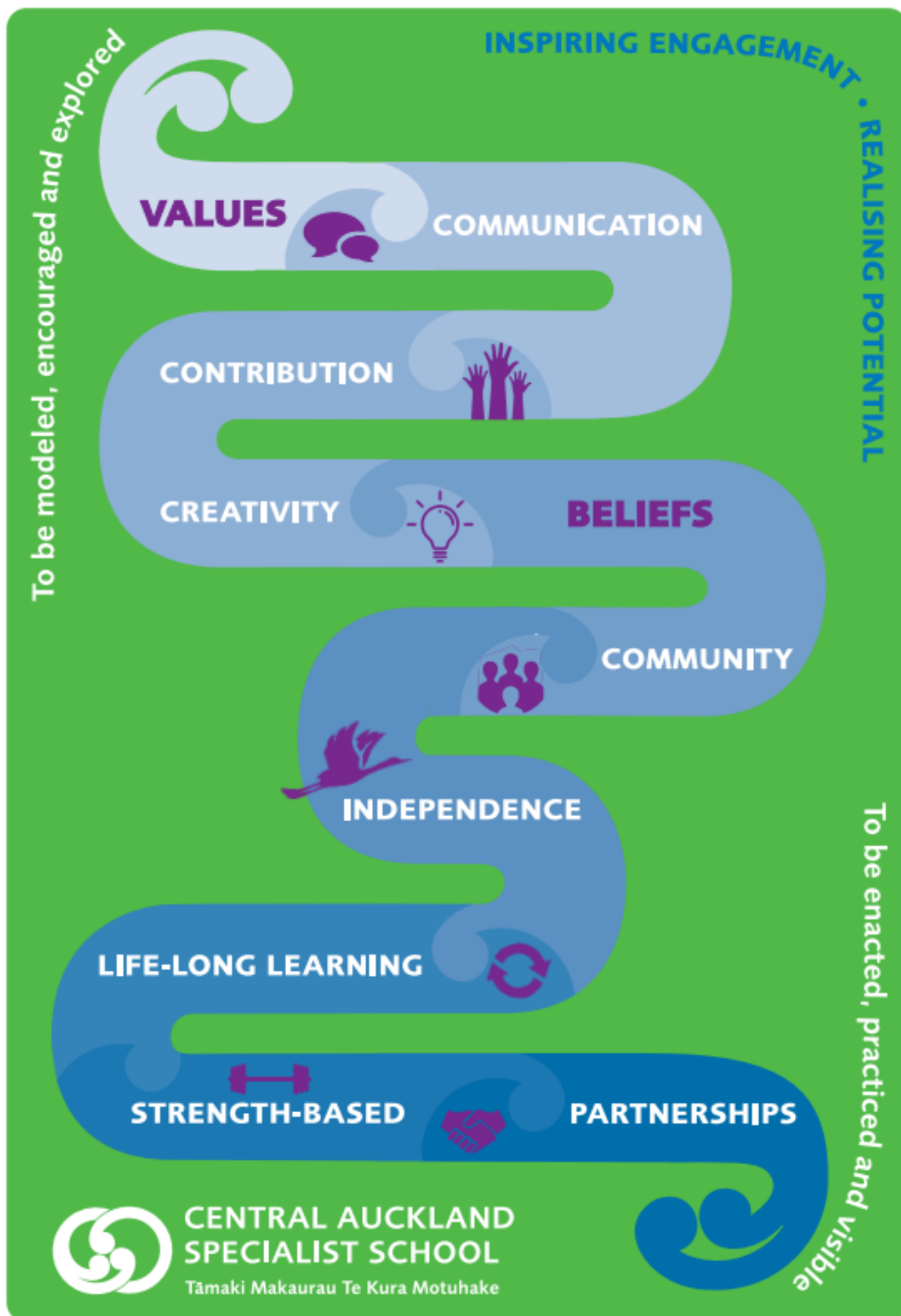
Strengthen our connections with whānau, host schools, community agencies, services, and each other.

Annual Goal 1: Further develop a framework of communication with our whānau, ensuring consistent and learning focused relationships are maintained

Annual Goal 2: Strengthen our reciprocal relationships with our host schools.



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



Alignment of CASS Strategic and National Goals

KaHikitia Outcomes	Pacifica Education Plan	NELPS	Board Objectives
<p>Te Tuakiritanga: Identity, language and culture matter for Māori learners</p>	<p>Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences</p>		<p>Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences</p>
<p>Confront systemic racism and discrimination in education</p>	<p>Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners</p>	<p>Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways</p>	<p>Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages</p>
<p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>	<p>QLEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>
<p>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.</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>the school is inclusive of, and caters for, students with differing needs;</p>	<p>the school – (i) is a physically and emotionally safe place for all students and staff;</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>the school is inclusive of, and caters for, students with differing needs;</p>
<p>Normalise the use of Te reo Māori at CASS</p>	<p>Create stronger links between teachers pedagogical decision making and student learning and engagement. Links will be;</p> <ul style="list-style-type: none"> – Reflected in documentation – Developed within a multi disciplinary team 	<p>Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future</p>	<p>Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent ,knowlegable reflective practitioners</p>
<p>Develop and deliver a responsive curriculum through effective Pedagogy</p>	<p>Grow our people, places, systems and structures to meet the projected growth of the school</p>	<p>Strengthen our connections with whānau, host schools, community agencies, services and each other</p>	
<p>Curriculum</p>	<p>Capacity</p>	<p>Connection</p>	

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

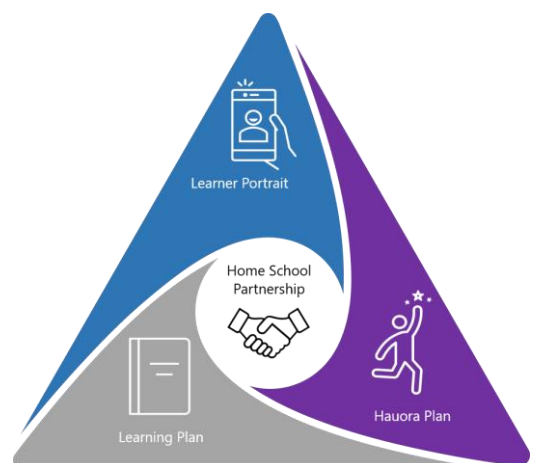
- Communication is at the heart of great relationships between home and school
- Communication should be two way

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 boy with dark hair, wearing a black t-shirt with a Mario character, is sitting at a white table in a classroom. He is smiling and looking down at a red tray filled with colorful geometric blocks (triangles, squares, rectangles, and arches) in various colors like blue, yellow, green, and red. His hands are on the tray, and he appears to be playing with the blocks. In the background, there is a green chalkboard, a whiteboard, and a red rug on the floor. The text "School Organisation" is overlaid in the center of the image in a large, bold, black font.

School Organisation

School Organisation 2024

Manuka	Kowhai	Nikau	Kauri
Sandiya Narayan	Cindy Singh/ Jess Reeve	Dan Reeve	Georgia Robinson
Wesley pr 1	May Road 1	Wesley Intermediate 1	Onehunga 1
Wesley pr 2	Manulele 1	Wesley Intermediate 2	Onehunga 2
Wesley pr 3	Manulele 2	Waikowhai	Onehunga 3
Oranga 1	StAR 5	StAR 8	Western Springs 1
Waterview	StAR 6	StAR 9	Western Springs 2
MENPS	Dom Rd 1	Base 3	Western Springs 3
Oranga 2 (later)	Dom Rd 2	Balmoral 1	Pitau
Waterview 2 (later)	Dom Rd 3	Balmoral 2	Base 2
MENPS 2 (later)			

Delegations

Trudi Brocas	Sonya Dyton	Helen Walker	Donna Ryan	Melinda Allen
Principal	Deputy Principal Staff	Deputy Principal Students	Deputy Principal Curriculum	Property and Infrastructure
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 Māori Bilingual Education	Pastoral care staff Professional Development Coordinator Employment Co-Coordinator Professional Growth Cycle Coordinator Staff Leave Induction Sabbatical Applications Middle Leaders Mentoring ASD Approaches Transport Coordinator <i>Mentor: Georgia, Dan</i>	ESOL Attendance Positive Behaviour Support Transition Health (Student) BLENNZ ACC Enrolment Pastoral Care - Students <i>Mentor: Cindy, Sandiya</i>	Signature Practices Mahi Tahī Coordinator Curriculum Development Assessment and Reporting EOTC Coordinator Arts Parent and Whanau Engagement Whole School Events <i>Mentor: Bronwyn, Patsi</i>	Health and Safety Visitors / Volunteers Base/StAR site Digital Infrastructure Resource Room Grants / fundraising TA PLD online project Communication Holiday Programme Liaison Student Nurse Coordinator
Jay Bhana	Angela Tansey	Bronwyn Eeles	Patsi Hudson	James Le Marquand
Therapy Team Leader	Administration Team leader	Enrichment Team Leader	Outreach Team Leader	Unit Holder Mentor
AUT OT clinical Coordinator Transport Co coordinator Parent/Whanau Engagement Sensory Room Manager	Finance Payroll oversight Suchi Umopathy Relievers Co ordinator	CRT and release timetabling Carol Purdon Learning Leader – Multi Sensory Curriculum	Curriculum Leaders	
			e-learning Science Te Reo Māori Cultural language and Art ASD approaches Attention Autism Garden to Table	Cindy Singh Joanne Hobson Rose Down Selai Radrole James Ray TBA TBA
Deans – Curriculum Delegations				
Literacy	Jess Reeve			
Health and PE	Dan Reeve			
Numeracy	Georgia Robinson			
Play Based Learning	Sandiya Naran			

Meetings

Meeting	Day	Frequency	Time
Staff, student and property (DPs, Deans, TL, Property)	Friday	Weekly	8:30-10:00
Senior Leadership Agenda items	Monday	Weekly	12.30-2.30
Staffing (Trudi, Sonya, Ange)		Weekly	
Property (Trudi, Melinda, Ange)		Weekly	
Teams Meeting (Deans to run)	Tuesday	As per termly schedule	3:15 - 4:15
Professional staff meeting	Tuesday	As per termly schedule	3:15 - 4:15
Coaching Meetings	Tuesday	Twice a term, as scheduled	3:15 - 4:15
Therapy team meeting	Tuesday	As per termly schedule	3.15 -4.15
Outreach meeting	Tuesday	As per termly schedule	3.15 -4.15
Optional Trainings	Thursday	Weekly / as required	3:15-4:15
Special Interest group	Thursday	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	4 June 29 October		
Samoan bilingual meeting	Fortnightly		
	Samoan Fono Date TBC		

School Board

Kaitiaki I te Kaupapa



Board Members 2024

Trudi Brocas – Principal

Maria Aka – Board Member

Racheal Tuisaula – Board Member

Jody O’Connell – Presiding Member

Melissa Bell – Board Member

TBD– 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 and Principal for checking within 3 working days. These will be available on the portal prior to the meeting. 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

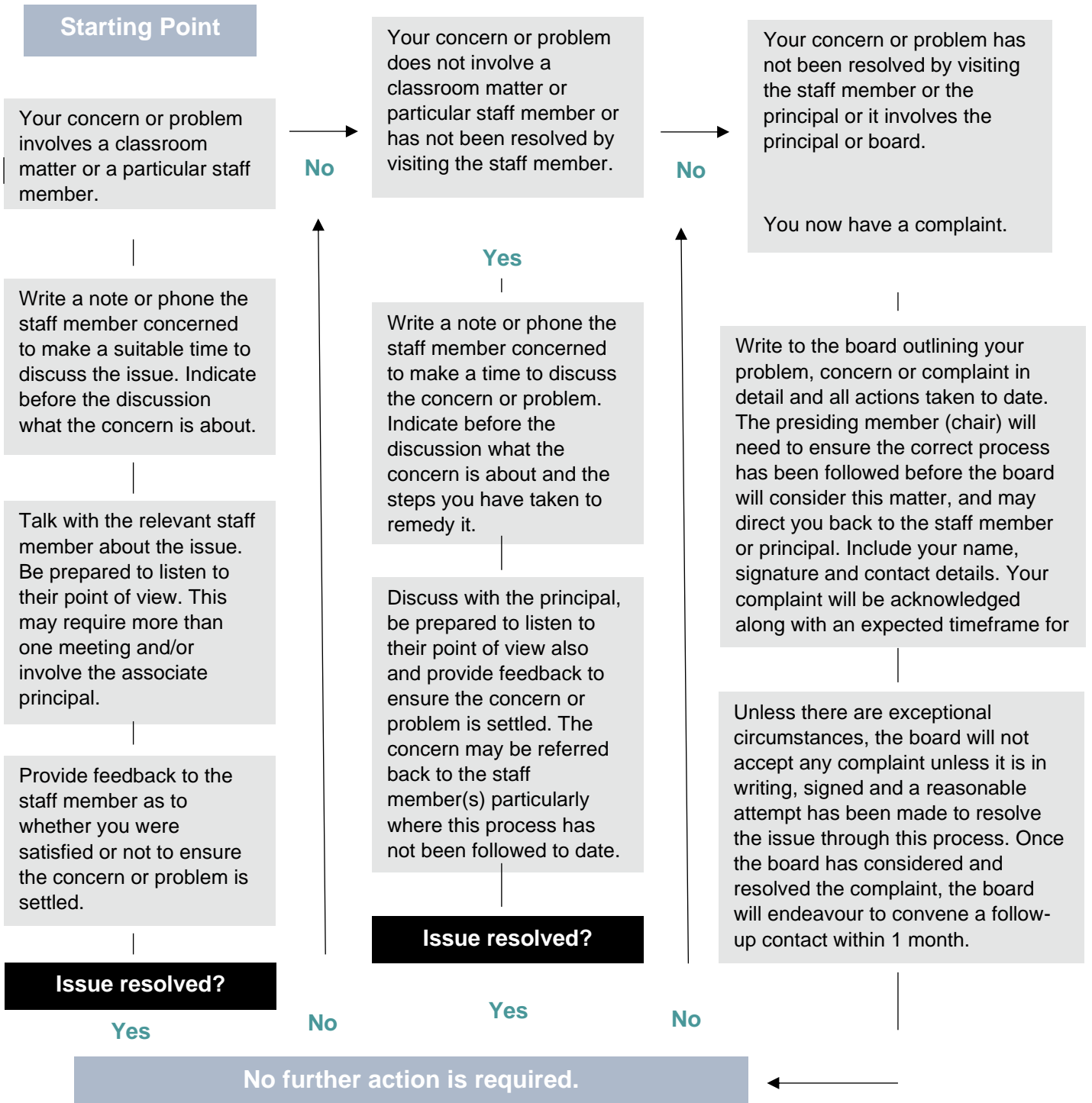
- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would 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 boy with short brown hair, wearing a red polo shirt, is sitting at a desk in a classroom. He is focused on writing on a large sheet of lined paper with a yellow marker. The paper has some handwritten text in yellow ink, including the word "After" and a large "X". The background shows a typical classroom environment with shelves, posters, and a window. The text "School Board Policy Timeline and Work Plan" is overlaid in large, bold, black font across the center of the image.

**School Board
Policy Timeline and
Work Plan**

2024 Review Schedule (School Docs)



Three-Year Review Schedule

WHO SHOULD REVIEW

Reviews are open to the whole school community (board, staff, students, parents, caregivers, and whānau). Boards are welcome to review all topics, but should focus on shaded rows with (board) beside the topic. Optional topics are indicated with an asterisk *.

HOW TO REVIEW

Topics under review have a review button. Click on the button to submit your feedback.

3-YEAR OVERVIEW

2024	Governance and Management	Term 1
	Documentation and Self-Review Policy	Term 1
	Employer Responsibility Policy	Terms 2-3
	Finance and Asset Management Policy	Term 4
2025	Health, Safety, and Welfare Policy	Terms 1-4
2026	Legislation and Regulations Policy	Term 1
	Curriculum and Student Achievement Policy	Terms 2-4

2024

2025

2026

TERM 1

Te Tiriti o Waitangi <i>(board)</i>
Board Responsibility <i>(board)</i>
Parent Involvement
Communicating with Parents
Community Conduct Expectations
School Character / Special Character * <i>(board)</i>
DOCUMENTATION AND SELF-REVIEW POLICY <i>(board)</i> <i>Review main board-level policy</i>
School Planning and Reporting
Reporting to Parents on Student Progress and Achievement

Health and Safety Management <i>(board)</i>
Risk Management
Visitors
Worker Engagement, Participation, and Representation
Planning and Preparing for Emergencies, Disasters, and Crises <i>(board)</i>
School Closure
Emergency Management
Disaster Management
Crisis Management

LEGISLATION AND REGULATIONS POLICY <i>(board)</i> <i>Review main board-level policy</i>
Student Attendance
Enrolment
Privacy <i>(board)</i>
Official Information Requests <i>(board)</i>
School Records Retention and Disposal
Student Uniform / Student Dress Expectations
Boarding House / Hostel Policies *
International Learners *

TERM 2**EMPLOYER RESPONSIBILITY POLICY (board)**
Review main board-level policy

Appointment Procedure (board)

Equal Employment Opportunities

Teacher Relief Cover

Safety Checking (board)

Police Vetting for Non-Teachers

Classroom Release Time (primary)
Timetable (composite and secondary)

Healthcare

Medicines

Managing Injuries and Illness

Recording and Reporting Accidents, Injuries, and Illness
(board)

Health Conditions

Behaviour Management (board)

Bullying

Searches, Surrender, and Retention of Property

Minimising Physical Restraint (board)

Education Outside the Classroom (EOTC) (board)

EOTC Governance Roles and Responsibilities (board)

EOTC Management and Support Roles

EOTC Staff Competence

EOTC Event Planning and Approval

EOTC Risk Assessment and Management (board)

EOTC Consent

EOTC Supervision

EOTC Review, Evaluation, and Reporting

TERM 3

Concerns and Complaints (board)

Media

Performance Management (board)

Professional Development

Protected Disclosure (board)

Staff Conduct

Staff Leave

Child Protection (board)

Abuse Recognition and Reporting

Supporting Student Wellbeing

Food and Nutrition

Before and After School Supervision

Staff Wellbeing and Safety

Harassment (board)

Inclusive Education (board)

Learning Support (board)

Identifying Learning Support Needs

Providing Learning Support

Māori Educational Achievement (board)

Health Education (board)

RTLB (optional module)

TERM 4**FINANCE AND ASSET MANAGEMENT POLICY (board)**
Review main board-level policy

Managing Income and Expenditure (board)

Financial Conflicts of Interest (board)

School Donations and Student Activity Payments /
Attendance Dues and Other Income

Expenditure

Asset Management and Protection (board)

Property Planning and Maintenance

Prevention of Bribery, Corruption, Fraud, and Theft

HEALTH, SAFETY, AND WELFARE POLICY (board)
Review main board-level policy

Alcohol, Drugs, and Other Harmful Substances Policy (board)

Sun Protection (board)

Digital Technology and Online Safety

Getting to and from School Safely

Daily School Bus *

School Swimming Pool / Swimming Off Site * (board)

Firearms Not Allowed / Firearms Policy

CURRICULUM AND STUDENT ACHIEVEMENT POLICY (board)
*Review main board-level policy*Student Achievement Information (primary)
Student Assessment and Achievement (secondary)

Home Learning


Distance Learning

Religious Instruction / Religious Education (board)

Religious Observances * (board)

Career Guidance

School Board Work plan 2024

	Area for Review	29 FEB	4 APRIL	16 MAY	4 JULY	8 AUG	12 SEP	31 OCT	5 DEC
STRATEGIC REVIEW	CHARTER	Confirm Charter-approve and send to MOE			Board Safari				Annual Plan review Analysis of Variance
	HR REPORTS				Professional Development				
	STUDENT PROGRESS			Literacy and Numeracy Data (RR and JAM)				BSquared report	
	OTHER REPORTS		Health and PE Literacy	Numeracy Communication Garden to Table	Therapy Whānau Engagement Attention Autism	Science e-learning Manulele	Play Based Learning Pacifica Art and Language Outreach	Complex Needs Tākiwatanga Positive Behaviour	
	BUDGET	Approve final budget.	Monitor	Monitor	Mid-Year Review	Monitor	Monitor	Monitor	Draft for 2025
BOARD PROCESS REQUIREMENTS		Appoint Presiding Member (Not in an election year) Reconfirm delegations Review Code of Conduct 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)			Confirm meeting dates 2025
BOT Training					Conference (July)				
Community Relationships		School Picnic	Mahi Tahī	Whanau Hui		Whole School Movie night		Mahi Tahī	Graduation
Policy and Board Assurance	 <p>As Per School docs schedule</p>								

A photograph of students in a classroom. In the foreground, a female student in a red polo shirt is laughing joyfully while drawing a thick black border on a white sheet of paper with a red marker. To her left, another student in a blue jacket is looking down at something in their hands. In the background, another student in a blue jacket is looking towards the right. The scene is set in a classroom with a red tablecloth and a flag visible in the bottom left corner.

Target Action Plan & Analysis of Variance

Target Action Plan 2024 - Engagement

Strategic Goal: Curriculum – Develop and deliver a responsive curriculum through effective pedagogy

Annual Goal 2: Create stronger links between teachers pedagogical decision making and student learning and engagement. Links will be;

- **Reflected in documentation**
- **Developed within a multi disciplinary team**

Where are we currently at?

There are a group of learners that are not progressing as expected, as determined by observational reports and assessment data. Teachers and therapists report that these students are more difficult to engage and settle in learning. They found that they struggled to know “what to do” in some cases to support learners and found communication a challenge as these students typically communicate at the social language partner stage. Recognising that engagement is key to learning, regardless of diagnosis, we investigated further to see if what we perceived to be our least engaged students were making the least amount of progress. Using data collected during Term 4 2023, we were able to make some obvious links that would help direct our planning.

Assessing Student’s engagement and communication

The ‘Way to Play’ engagement scale to assess student’s levels of engagement and assessed student’s communication levels using the SCERTS framework. The data showed a strong correlation between student’s engagement levels and SCERTS communication level.

Students assessed at the Social partner or Social partner – action level (communicating using gestures/ actions and less than 3 words or symbols) were the least engaged, whereas those assessed as language partners (up to 100 words or symbols) or conversational partners (over 100) were the most engaged.

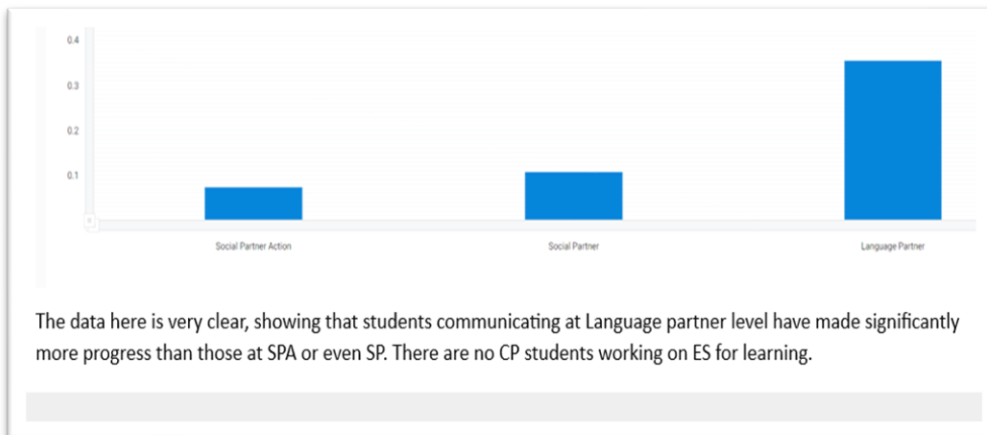
Table showing levels of engagement and corresponding SCERTS communication levels.

Level of Engagement	Distribution of communication levels			
	SPA	SP	LP	CP
0 – 1	10	10	1	1
2	11	17	1	0
3	12	32	8	1
4	3	14	19	5
5	2	6	10	22

Progression steps Literacy and Numeracy

Communication Level	Literacy	Numeracy
Social Partner	0.04	0.10
Language Partner	0.23	0.33
Conversational partner	0.36	0.40

**Correlation between communication levels and progress made.
Engagement Steps Cognition and Learning**



Correlations between engagement and progress made.

Curriculum area	1	2	3	4	5
Engagement level					
Cognition and Learning (Engagement steps)	00.03	0.07	0.06	0.34	0.15
Expressive Communication (Engagement steps)	0.06	0.09	0.07	0.32	0.30
Literacy (Progression steps)			0.25	0.22	0.33
Math (progression steps)	0.05	0.28	0.26	0.22	0.41

We then used our engagement level data to analyse student progress in key areas. The progress as record on B squared was measured against students at the 5 levels of Engagement for Cognition and learning, Literacy and Math.

The data reflected that students at the lowest levels of engagement are on average making the least amount of progress in all areas.

What do we expect to see by the end of the year

- Students, within the target action group, to show accelerated progress as measured on bSquared for cognition and learning, literacy and maths compared their previous year's achievement.
- Staff, including teachers and therapists reporting increased confidence and capability engaging targeted students.
- Fewer incident reports for the target group of students.

Why is this important for learners at CASS?

Engagement is the greatest predictor of student achievement. We want all students to have the opportunity to engage in learning and make optimum progress.

Actions	Resources	Timeframe	How will we measure success
<p>PD for professional staff: Understanding student engagement for learners with complex needs. (Barry Carpenter CLDD project)</p> <p>PD for professional staff: Tools to assess and engage students with complex needs.</p> <ul style="list-style-type: none"> • Engage Me training • Intensive Interaction • Talk about <p>(Baseline for students that fall into each category)</p> <p>PD for LA's – Student engagement tools</p> <p>Schoolwide engagement project: All teachers to identify their least engaged student, with whom they will work with (supported by their therapy team) throughout the year using the observational and engagement tools shared during school wide PD/ staff meetings.</p>	<p>CLDD projects tools and resources. Staff meetings Therapy meetings</p> <p>Engage me training for staff that have not yet received (Oaklynn)</p> <p>Staff meetings for PD and project follow up.</p>		<p>Increased student engagement shown through:</p> <ul style="list-style-type: none"> • Increased achievement (assessment data) • Reduced off task time – observation / OTJ • Engage me progress from baseline data • Seesaw learning posts <p>Increased staff capacity – Teachers, therapists and LA's. Demonstrated through PGC, staff feedback.</p> <p>Reduction in behaviour of concern, recorded through etap for target group of learners.</p>

Related improvement plans: Takiwātanga improvement plan, Communication annual improvement plan

Analysis of Variance – Literacy

School Name:	Central Auckland Specialist School	School Number:	840
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Strategic Aim	Forge Partnerships and pathways for our learners to realise the 6 aspirations in our graduate profile.
Annual Aim:	<p>To build teacher capability in teaching writing in order for identified groups of students to make continued progress</p> <ul style="list-style-type: none"> - Students who are identified as already progressing well (beyond what may have been expected) - Students who have made little or no progress

Target

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

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 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.

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?

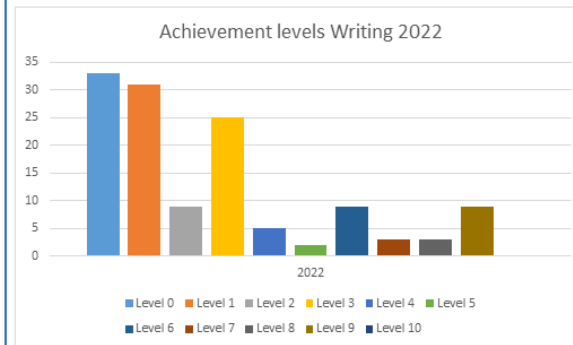
Two identified students from each of the following classes. **Literacy Target group**

- A student who is making expected or better progress
- Student who is making no or less than expected progress

Students/ classes across a range of areas were identified to ensures we included those with complex bodies, mixed classes, play based learning programmes, TEACCH programmes and senior school

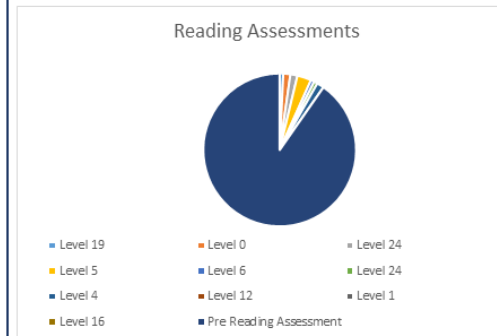
Baseline Data

Writing assessment from 2022
(CASS writing sample assessment)



Running Record Levels

16 students eligible for this assessment in 2022



Key Actions

- 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.
- Teachers to carried out literacy assessments. This data was analysed.
 - SCERTS
 - Running Record
 - Bridge
 - Writing sample
- Additional support was provided to new teachers and teacher with students with complex bodies
- Review assessment data and compare to last year's data.

What Happened?

Analysis of Data 2023

English Progressions Steps

This year, 46 students are working on progression steps in English, including English combined, Reading, Writing, and Spoken Language. Our professional development in English has aimed at improving our teachers' understanding of appropriate literacy and writing assessments, along with writing moderation. The use of the CASS writing scale has been a key emphasis, providing valuable information and supporting teachers and therapists in teaching and assessing writing effectively and gives us comparative data to be squared.

PS - English combined

Year group	2022	2023	Progress Fall/increase
All Pupils	0.13	0.26	13%
0-2	0	0	
3-6	0.05	0.23	18%
7-8	0.08	0.21	13%
9-13	0.25	0.37	12%
14-18	0.03	0.14	11%

Group	2022	2023	Progress Fall/increase
Whole school	0.13	0.26	13%
All Samoan students	0.02	0.51	49%
All Māori students	0.33	0.17	(16%)
Manulele	0	0	
Lit target group	0.11	0.63	52%

In comparing English results between 2022 and 2023, substantial progress is evident across various year groups and specific student demographics. Overall, the entire school has demonstrated commendable growth in English achievement, increasing from 0.13 to 0.26, marking a 13% improvement. Notably, the 3-6 year group exhibits the highest growth, with an 18% increase from 0.05 to 0.23. Among specific student populations, there is a noteworthy 49% progress among all Samoan students, contrasting with a 16% decline among all Māori students. The Lit target group has shown substantial improvement, boasting a remarkable 52% increase from 0.11 to 0.63.

Upon closer examination of the Samoan student data, it is worth noting that six out of sixteen Samoan students are now working at Progression Level 4 or above, indicating significant strides in their learning journey. This suggests a transition to more conventional learning approaches, with expectations of continued positive progress. In contrast, the analysis of Māori students in Progression steps for English reveals a small data group, with only three students. Two of these students had their 2022 assessments reviewed, as discrepancies were identified following the completion of the 2023 assessments.

English Reading progress (whole school / Ethnic group)

Year group	2022	2023	Progress Fall/increase
All pupils	0.09	0.23	14%
0-2	0	0	
3-6	0.06	0.36	30%
7-8	0.03	0.39	36%
9-13	0.17	0.20	3%
14-18	0.01	0.15	14%

Group	2022	2023	Progress Fall/increase
Whole school	0.09	0.23	14%
All Samoan students	0.01	0.39	38%
All Māori students	0.32	0.10	(22%)
Manulele	n/a	0	
Lit target group	0.02	0.31	29%

In examining the school assessment results for English reading, the overall positive trend in performance from 2022 to 2023 is notable. The entire school shows a commendable 14% increase in reading scores, advancing from 0.09 to 0.23. Significant progress is evident in specific year groups, with the Years 3-6 leading with a substantial 30% improvement (0.06 to 0.36), and the 7-8 group demonstrating a noteworthy 36% increase (0.03 to 0.39). However, the 9-13 age group exhibits a modest 3% progress, and the 14-18 group shows a 14% improvement. Delving into specific student groups, all Samoan students have made impressive strides, with a notable 38% increase in reading scores (0.01 to 0.39). Conversely, all Māori students show a 22% decline. The analysis of Māori students is based on a small data set, warranting careful consideration when analysing. Additionally, as mentioned previously, two Māori students have undergone a review of their assessments, emphasizing the importance of ongoing accuracy in evaluating individual student progress.

English Writing progress

Year group	2022	2023	Progress Fall/increase
All Pupils	0.24	0.24	0% same progress as 2022
0-2	0	0	
3-6	0.08	0.22	14%
7-8	0.09	0.12	3%
9-13	0.46	0.35	(11%)
14-18	0.08	0.08	0%

Analysing the English writing progress data reveals varying trends across different year groups and student demographics. Overall, the entire school has maintained the same writing progress as in 2022, with scores remaining at 0.24. Among specific year groups, the years 3-6 category demonstrates a 14% improvement, increasing from 0.08 to 0.22. The 7-8 group exhibits a modest 3% progress, while the 9-13 group experiences an 11% decline, moving from 0.46 to 0.35. The 14-18 group shows no change, with writing scores remaining at 0.08.

Examining specific student groups, all Samoan students have made substantial progress, with a remarkable 47% increase in writing scores from 0.04 to 0.51. Conversely, all Māori students show no change, maintaining a writing score of 0.38. The Lit target group displays a significant 45% progress, advancing from 0.24 to 0.69.

English spoken Language progress

Group	2022	2023	Progress Fall/increase
Whole school	0.24	0.24	0%
All Samoan students	0.04	0.51	47%
All Maori students	0.38	0.38	0%
Manulele	0	0	
Lit target group	0.24	0.69	45%

Group	2022	2023	Progress Fall/increase
Whole school	0.07	0.30	23%
All Samoan students	0.01	0.68	67%
All Maori students	0.29	0.02	(27%)
Manulele	n/a	n/a	
Lit target group	0.16	0.90	74%

The analysis of English spoken language data reflects significant progress across various year groups and student demographics. Overall, the entire school has shown an impressive 23% increase in spoken language proficiency, with scores rising from 0.07 to 0.30. Notable progress is observed in specific year groups, particularly in the 9-13 category, which demonstrates a remarkable 38% improvement, advancing from 0.14 to 0.52. The 14-18 group also exhibits a commendable 20% progress, increasing from 0 to 0.20.

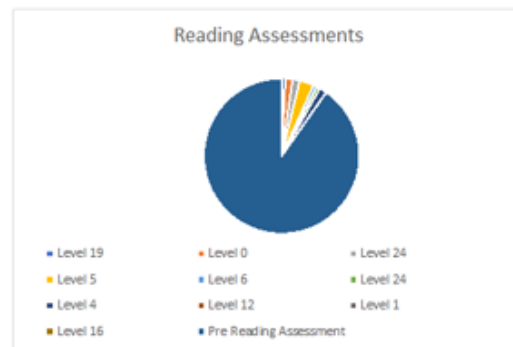
When considering specific student groups, all Samoan students stand out with an exceptional 67% increase in spoken language proficiency, moving from 0.01 to 0.68. Conversely, all Māori students show a 27% decline, dropping from 0.29 to 0.02. The Lit target group displays remarkable progress, with a 74% increase in spoken language proficiency, from 0.16 to 0.90.

Analysis of schoolwide data for Literacy 2023

Reading – Running record levels data comparison 2022 to 2023.

Running Record Levels

16 students eligible for this assessment in 2022



Running record levels.

57 students eligible for this assessment



There has been a significant shift in the number of students who have reached the level where it is appropriate to assess them using Running record assessment, 16 in 2022 compared to 57 in 2023.

10 students are now reading above a 6-year reading level and 5 students are reading at level 2 of the NZ curriculum reading levels standards.

This year we have 13 students at level 0, which means the teacher in consultation with their team leader has identified [this students](#) as demonstrating early reading skills that could be assessed using a running record.

There is a noticeable increasing in the different levels of our students in reading across CASS.

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 assessment tools, as well as learning progressions has allowed teachers to be much more specific in targeting their teaching programmes. This is supported by the range of PLD opportunities that support all staff developing their understanding of specific approaches for students with ASD, complex bodies, adolescent learners who are at early emergent levels.

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

Our school has invested in professional development for teacher and therapists on writing and assessments and analysing writing samples. This is essential skills that can help our educators provide more targeted and effective instruction. Our school has placed a strong emphasis in understanding student's levels and planning appropriate next steps. The additional school wide professional development is helping teachers to tailor their class writing programme to meet each student's individual need. The literacy focus group is working alongside teachers who are new to CASS to upskill them in writing assessment tools and teaching a comprehensive literacy programme. Five students reduced their writing levels this year and upon further investigation we feel that the levels were not analysed and recorded correctly. Having the writing levels recorded on Etap is allowing us to check student progress and to monitor student's levels across the school and to follow up with teachers who have not completed or recorded writing assessment for each student. We continue to review student access to a 'writing tool' including a range of sensory items and adapted alphabet charts based on current research and best practice. This is allowing us to carry out assessments on very emergent learners and learners with complex body, where traditional tools are not easily accessed. We have created a school wide writing data wall to monitoring our students progress and run school wide writing moderation meetings.

The literacy focus group has continued to offer in-class support and professional development to teachers and therapists, which has no doubt helped to maintain the positive momentum of progress. We identified key teachers who can support the continued improvement of teaching and learning in literacy, and this should build capacity across the school to ensure that achievement levels continue to grow positively. These teachers have now formed a literacy focus group and attended the Literacy for All PLD weeklong course. All new teachers have a one-day intensive literacy PD.

We continue to monitor specific identified student's progress and identify any areas where further support may be needed. This will allow us to analysis individual progress in more detail. We will continue to offer professional development opportunities to teachers and consider implementing ongoing support structures such as mentoring and after school Thursday trainings. By continuing to prioritize and invest in literacy achievement, our school can ensure that students continue to make progress in this critical area. We will also use this assessment data to ensure we have appropriate reading resources to support the growing number of student learning at higher levels

Next Steps:

- In 2024 we are trialling BSLA programme at CASS with a facilitator and 4 teachers taking part in the UC micro credential to be training in their Better Start Literacy programme to see if this would be valuable resource and structure for some of our learners.
- Continue to provide on going PLD around literacy planning and teaching.
- New teachers to have a one-day Literacy Intensive for new teachers and members of the leadership team.
- Review classroom timetables to ensure maximum learning time with an emphasis on Reading writing and maths ready for 2025 deadline for set hours.
- PLD for Dean around analysing student data and to use this information to have focusing learning conversation with the teachers in their team.

A young girl with brown hair and bangs is crawling on a yellow mat in a play area. She is wearing a colorful striped t-shirt and pink pants. In the background, another child is standing on a yellow mat, and a blackboard is visible. The play area has red and yellow walls.

2024 Annual Implementation Plans

Vision

Aims

Strategic Goals

Focus Areas

Annual Roadmap

Inspiring Engagement- Realising Potential

- To be a place where students and their whānau/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
- To be at the forefront of developing special education pedagogy and practice

Curriculum

Develop and deliver a responsive curriculum through effective Pedagogy

Create stronger links between teachers pedagogical decision making and student learning and engagement. Links will be;

- Reflected in documentation
- Developed within a multi disciplinary team

Capacity

Grow our people, places, systems and structures to meet the projected growth of the school

Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future

Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent ,knowlegable reflective practitioners

Connection

Strengthen our connections with whānau, host schools, community agencies, services and each other

Further develop a framework of communication with our whānau, ensuring consistent and learning focused relationships are maintained

Strengthen our reciprocal relationships with our host schools.

Noticing	Investigating	Collaborative Sense Making	Prioritising to take action	Monitoring and evaluating Impact
			Positive Behaviour Support	
Host School relationships – Annual Review				
			Therapy Delivery	
	Garden to Table			
Whanau Engagement – Annual Review				
			Communication	
Curriculum / Literacy focus– Annual review				
			Takiwatanga	
	Attention Autism			
	Pacifica Art and Language			
	Numeracy			
			Transition	
Coaching Culture – Annual review				
			Health and PE	
Te re Māori - Annual review				
			Bilingual Education	
			e-learning	
			Outreach	
Environments – Annual review				
			Professional Learning	
Engagement – Target Action Plan				
				Science
		Approaches for Complex Learners		



Communication



Contribution



Creativity



CURRICULUM

1

DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

1a: Create stronger links between teachers pedagogical ecision making and student learning and engagement

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>Creating a well balanced curriculum that meets the needs of all our learning .</p> <p>When our professional staff feel confident in discussing learning and progress with whanau , which will support student achievement.</p> <p>To ensure we are implimenting the NZ Refresh curriculum in a timely manner.</p>	<p>Curriculum overview shows curriculum areas to be taught each term.</p> <p>Planning documentation timeplate uses “understand know do’</p> <p>We have begun to unpack and teach the New Zealand Histories curriculum</p>	<p>A balanced curriculum will be planned and implemented in ways that ensure differentiation to meets the diverse needs of our students.</p> <p>Teachers will deepen their understanding of the big ideas (understand), as they explore the context (know), using critical practices (do).</p>	<p>Continue to use termly overview to include all learning areas and strands of the NZC.</p> <p>Professional staff meetings</p> <ul style="list-style-type: none"> - Identify learning intentions in the NZC. - Using Understand-know -do framework. Staff only day. 	<p>Comprehensive termly currciculum overview.</p> <p>Review of teacher planning by leadership team.</p> <p>Feedback from families.</p> <p>Quality of seesaw posts and end of year reports</p>
	<p>Assessment overview timeline in place</p> <p>Assessment information can now be entered onto etap and used for school wide data anyalsis.</p> <p>School wide data is anyalsysed to report.</p>	<p>Staff competently carry out a range of appropriate assessments and how to use data to inform next steps</p> <p>Staff develop an awareness of the Common Practice model that outline principles and evidence-informed pedagogical approaches and practices</p>	<p>PLD - Create stronger links between assessment, planning and reporting to families through seesaw, Mahi tahis and our end of year written report.</p> <p>PLD -Support the Deans to carry out, analysis and interpret assessment data. Coaching and feedback models to Support Deans</p>	<p>Assessment data collected, analised and clearly used to inform next teaching steps.</p> <p>Teachers are complete assessment correctly in a timely manner. Review by leadership team.</p>
	<p>Staff training is available to support teachers to carry out assessments including therapy support for therapy specific assessments</p> <p>Anedotal evidence suggests that we need to probe into the clear links assessment, planning and timetables across the School.</p>	<p>A review of planning and timetables to ensure we have optimum learning time for all students and an increase in reading, writing and maths</p> <p>Continue to review & implement</p> <ul style="list-style-type: none"> • the NZ curriculum • ANZH curriculum 	<p>Focus on Signature practice – Reflective detective.</p> <p>Staff to use their knowledge, observations in assessment, design and implementation</p> <p>Review classroom timetables focus on optimum learning times and maximises time for reading, writing and maths.</p>	<p>Teachers and Therapist are confident to share information around acheivement and progress. Next steps for students are clear.</p> <p>Review of classroom timetables anyalse of hours used for differnt currciulums and needs of students across the school.</p>



CURRICULUM

1

DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

1b: Normalise the use of Te Reo Māori at CASS

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>Central Auckland Specialist School is committed to their place as a treaty honouring school.</p> <p>Our curriculum and professional standards require us to further develop our knowledge, learning opportunities and personal capabilities to ensure we uphold the important place of bilculturalism in Aotearoa New Zealand.</p> <p>Students who see themselves reflected in their school are better placed in relation to engagement and learning.</p>	<ul style="list-style-type: none"> A Te reo Māori teacherr/Cultural leader has been appointed and currently works across CASS offering Te Reo focused lessons to all students over the year CASS has established protocols and traditions that reflect our commitment to cultural Responsive practice We are a MAC school <p>Staff have have a range of Professional learning opportunities and Language weeks are well celebrated in the school.</p>	<p>Demonstrate improved knowledge of Te Reo Māori me ōna tikanga across professional staff at CASS.</p> <p>Offer students enriching learning experiences which reflect Māori language and culture and identity. le; Waiata and dance, Local stories and histories, Ngā Toi...</p> <p>Create greater connections with schools, community, Whanau and local iwi</p>	<p>On going Professional development and planning time to develop teacher knowledge of Te Reo Māori</p> <p>Establish Kapahaka Group Lead team for Te reo Māori & Start the day the Aotearoa way initiative.</p> <p>Developing a CASS culture for speaking and learning te reo Māori me ōna tikanga. (eg safe place to learn, our own karakia...)</p> <p>Purchase and create specific NZ resources for teaching and learning Te Reo Māori me ōna tikanga</p> <p>Develop connections to local /iwi, marae and kaumatua, schools. Whānau</p> <p>Observe and discuss with other schools that have implemented and develop Te Reo Māori in their school</p>	<p>Engagement with Māori whanau/seesaw/mahi Tahihui.</p> <p>Engagement with local/Iwi, kaumatua.</p> <p>Feedback from professional development and staff meeting sessions.</p> <p>Evidence in classroom programmes.</p> <p>Identified students who want to be part of the kapahaka group.</p> <p>Identified whānau and staff who would like to be part of the kapahaka group.</p>



CAPACITY

2

GROW OUR PEOPLE, PLACES, SYSTEMS AND STRUCTURES TO MEET THE PROJECTED GROWTH OF THE SCHOOL

2a: Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>CASS has had significant growth over the last 6 years and our projected roll growth means we will nearly double again in size by 2030 (and beyond)</p> <p>CASS is currently building a new base school and has a number of satellite developments and improvement works in various stages of planning design and construction</p>	<p>CASS currently operates across 13 different sites (11 of which are located at local schools) which are in varying states of (dis)repair. Seven of these sites have active building projects.</p>	<p>Well informed staff who know how to respond appropriately to a range of learners</p> <ul style="list-style-type: none"> Wellness of staff Appropriate Resources and furniture for the needs of different learners 	<p>Implement regular health and safety inspections and processes to identify and address hazards promptly.</p>	<p>Health and safety meeting records</p>
	<p>CASS is also experiencing rapid roll growth and has led to the need to house classes of learners in rooms that have not been designed with their specific learning, health and safety needs in mind. This has also meant that there a rapid increase in employment of staff, meaning that at the start of the current school year, at least 50% of classroom staff are either new to CASS or new to the site (and/or class</p>	<p>CASS wide systems and processes that are easily accessed, understood and followed by all staff</p> <ul style="list-style-type: none"> Policies and procedures Hazard and near miss reporting 	<p>Review and communicate protocols for handling emergencies, illnesses, and accidents effectively .</p>	<p>Monitoring of incident management and reviews of incident management</p>
	<p>4 locations have had refurbishments, a new base school is under construction and 2 new host schools have joined us this year</p>	<p>Site specific systems and processes that are easily accessed, understood and followed by staff at those sites</p> <ul style="list-style-type: none"> Evacuation procedures for each site Clear procedures for taxi pick up and drop offs Accesible play spaces 	<p>Provide equitable access to technology, ensure consistent and effective use of instructional materials</p>	<p>Teachers have what they need to teach effectively</p>
	<p>create checklists of resources / furniture for specific types of classes at CASS (eg: junior, senior etc)</p>	<p>Systems and process documentation</p>		
	<p>Transition current policies and procedures over to school docs</p>	<p>School docs up and runnign and review process in place</p>		
	<p>Review requirements for safe keeping of records and cyber security protocols</p>	<p>Identified changes in systems in place</p>		



CAPACITY

2

GROW OUR PEOPLE, PLACES, SYSTEMS AND STRUCTURES TO MEET THE PROJECTED GOWTH OF THE SCHOOL

2b: Develop a coaching culture at CASS to ensure that all staff have the support they need ot be confident, competent, knowledgable reflective practioners

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>Effective coaching helps teachers reflect on their practices, identify areas for improvement, and implement targeted strategies for growth. The result is a more resilient, adaptable, and skilled staff, ultimately impacting the quality of student learning outcomes.</p>	<p>Coaching is not currently used formally amongst staff and there are only a few staff that have participated in any formal training.</p> <p>Coaching was beginning to be explored as a tool for development prior to covid</p>	<p>To have begun to implement a coaching culture where coaching methods and tools are used by leaders, teachers and therapists to improve and grow their own and others professional skills.</p>	<p>Coaching and Mentoring training for all professional staff</p>	<p>Staff will demononstrate a greater willingness to share practice, learn from each other and take risks.</p>
	<p>We have a new team of middle leaders who are at the beginning of their leadership journey, who need to develop their kete of tools to grow others.</p>	<p>All professional staff will have an understanding of what coaching is and understand how it can positively impact their learning and growth.</p>	<p>Coaching and mentoring in leadership PD for Deans</p>	<p>Deans will demonstrate increased confidence having learning conversations with teachers.</p>
	<p>Our wide range of staff have varying degrees of experience and as a result varying skill sets to work through the day to day complexities of working in a specialist setting.</p>	<p>All professional staff will have an understanding of what coaching is and understand how it can positively impact their learning and growth.</p>	<p>Regular peer / group coaching opportunities</p>	<p>PGC feedback will document increased confidence to problem solve and growth</p>
		<p>Staff will have a kete of coaching tools that they can readily use.</p>	<p>Reflection and feedback opportunities</p>	

3

CONNECTION

STRENGTHEN OUR CONNECTIONS WITH WHĀNAU, HOST SCHOOLS, COMMUNITY AGENCIES, SERVICES AND EACH OTHER



3a: Further develop a framework of communication with our whānau, ensuring consistent and learning focused relationships are maintained

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>Having our Whānau connected and aware of their young persons learning and progress with positively impact what progress and engagement.</p> <p>Whānau will have the opportunity to learn ways to support their young person with their skills and development.</p>	<p>Current parent communion includes</p> <ul style="list-style-type: none"> • Seesaw • Email • Phone • Facebook Page • School Website • Newsletters 	<p>Continue to see improved attendance at Mahi Tahi Meetings</p>	<p>Survey whānau for which information, opportunities and events they would like to participate in this year –</p>	<p>Analysis of survey and implementation of recommendations.</p>
	<p>Learning Focused Communication</p> <ul style="list-style-type: none"> • Mahi Tahi Meetings • Seesaw • As required meetings • Whānau training sessions 	<p>Improved attendance at our whānau information afternoons</p>	<p>Host termly</p> <ul style="list-style-type: none"> • Information afternoons • Whole school movie event • New parents morning tea 	<p>New whānau feel connected to the School and meet other community members.</p>
	<p>Opportunities for whānau to connect with their team and each other include</p> <ul style="list-style-type: none"> • Whānau information sessions • School Picnis • Whole school events 	<p>Improved attendance at all school events</p>	<p>Professional Development for staff on quality reproting using Seesaw</p>	<p>Updated Website and Starting School and information booklet.</p>
	<p>Whānau feeling more conected and involved in their child's learning</p>	<p>Update website and starting school booklet to ensuing we are sharing the most up to date information</p>		



CONNECTION

3

STRENGTHEN OUR CONNECTIONS WITH WHĀNAU, HOST SCHOOLS, COMMUNITY AGENCIES, SERVICES AND EACH OTHER

3b: Strengthen our reciprocal relationships with our host schools

Why?	Where are we know?	By the end of year we will:	Actions	Measures
<p>An increase in belonging and participation will improve the educational and wellbeing outcomes of all students and staff.</p>	<ul style="list-style-type: none"> Deans hold host school meetings with identified lead within the host school Staff in most schools access the staffroom for breaks and lunchtimes Host school relationship documents in place 	<p>All students to wear the uniform on the host schools</p>	<p>Deans to familiarise themselves with the inclusion document and discuss at teams meeting</p>	<p>Minutes of meeting Staff observed using the staff room</p>
	<ul style="list-style-type: none"> All classes are accessing mainstream opportunities in some way Some classes are attending assemblies and whole school events A few students are accessing mainstream sessions 	<p>Identified students to be regularly accessing msintream opportunities</p>	<p>Teachers identify any barriers to attending the staff room and discuss how to overcome</p>	<p>Good professional relationships between host school and staff. Increased inclusion opportunities.</p>
	<ul style="list-style-type: none"> Some students wear the uniform of the host school Some schools share information through emails and staff newsletters and include CASS teachers 	<p>Regular buddy classes for all CASS classes</p>	<p>Teachers in satellite classes have identified and the students have participated in an inclusion opportunity</p>	<p>All students will wear the uniform of the host school</p>
		<p>Increased visibility of CASS staff at hosts schools</p>	<p>There is a process for introducing ourselves to mainstream staff when we are a new satellite class</p>	<p>Teachers plan and prepare their students for special events hosted by the mainstream school</p>
		<p>CASS staff will promote satellite class inclusion at host school events</p>	<p>Each Dean / teacher(s) hold a morning tea 1x year to introduce the staff and talk about our students and CASS</p>	<p>Parents attend host school events. Students have access to host school achievement awards</p>
		<p>CASS classes to participate in host school events and assemblies with parents invited</p>	<p>Teachers are connected to internal teacher newsletters, emails & meetings</p>	<p>Parents know what is going on in the host school and feel connected and welcome to attend all events.</p>

2024 Curriculum Plan – Positive Behaviour Support

Curriculum	Capacity	Connection
Develop and deliver a responsive curriculum through effective pedagogy	Grow our people, places, systems and structure to meet the projected growth of the school	Strengthen our connections with whānau, host schools, community agencies, services and each other

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know?
<p>All Staff are competent and confident in supporting the behaviour needs of our diverse range of learners.</p> <p>Robust systems are in place to support class teams with students who show behaviours of concern</p> <p>Reporting of incidents on E tap is consistent and factually written</p>	<p>Stop / pause / respond – PD.</p> <p>Safety v compliance – PD</p> <p>Transition PD</p> <p>Level 1 + Team Teach for relevant classes.</p> <p>Feedback given to staff</p> <p>Upskill Deans to support class teams.</p> <p>All new staff Given induction and MOE online module to complete.</p> <p>Support and training on writing a behaviour plan.</p> <p>Discussion at leadership meeting re threshold of behaviour to be reported and where PD on the above to teachers and therapists.</p> <p>Monitor and remind if necessary.</p> <p>Research culturally responsive approaches to behaviour</p>	<p>Less staff time spent managing behaviour and more time spent on student learning.</p> <p>Students feel safe and supported.</p> <p>Students going through a difficult time are recognised as so and supported through agreed strategies to support Mana and wellbeing as well as the safety of themselves and others.</p> <p>Teachers understand what is a concerning behaviour and what is not. May change their thinking around student behaviour</p>	<p>Fewer e tap reports</p> <p>Increased engagement</p> <p>Positive observations of staff managing behaviour</p> <p>Clear and consistent method of supporting with students which is monitored regularly. All students who need a behaviour plan will have one.</p> <p>Staff report feel supported</p> <p>Reduction in low level behaviours being reported.</p> <p>When analysing evidence we can see</p>

<p>Resources</p> <p>4x team teach trainer refresh</p> <p>Staff induction days</p> <p>Additional time added to new staff induction - sonya</p>	<p>How will this look in our Samoan Bilingual Context?</p> <p>Investigate what behaviour support looks like through a Samoan lens</p>	<p>Te ao Māori</p> <p>Investigate what behaviour support looks like through a Māori lens</p>
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2024 Curriculum Plan – Garden to Table

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places , systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
To build on and reinvigorate the garden to table programme <ul style="list-style-type: none"> - Base School - StAR To explore how this can be extended into satellite classes	Continue to build on SPEC modules for transition students ensuring that <ul style="list-style-type: none"> - Learning outcomes are specific - Learning opportunities are extended Link with Garden to table programme at Host schools	Students who engage in a garden to table programme are have real life experiences that are transferable to life after school	Target classes will have Garden to table experiences in planning and timetables
To develop a framework for the garden to table programme for CASS	Link with Garden to table programme coordinators , attend PLD and investigate resources	Through the programme we are able to explore key competencies and a broad range of learning outcomes in meaningful and real life contexts (Literacy, Numeracy and Communication)	Students will develop their skills in gardening as well as the range of cooking skills explored in the programme
	Review Draft curriculum developed in 2023 with teachers		Students will be able to identify where their food comes from and the processes they used to create meals using what they have grown
	Appoint a garden to table lead teacher at CASS		Teachers will be able to identify cross curricula links within the programme

Resources Budget \$1500 Meeting time Garden to table programme
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How will this look in our Samoan Bilingual Context? Samoan specific foods to be grown and prepared Family involvement in planning and preparation
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Te ao Māori Explore how Maramataka is linked to planting, growing and harvesting Tikanga in food preparation

2024 Therapy Team Plan

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>To ensure that the findings from therapy assessments is understood by teachers and woven into teaching and learning.</p> <p>To improve the overall understanding and the use Te reo Māori and other taonga into daily practise.</p> <p>Develop a culture of coaching and mentoring within the team</p>	<p>Cross discipline assessment results are discussed with the class teacher at teacher therapist meetings. Support class teacher to incorporate therapy findings into their planning and learning plans. Model good practise in class to develop the confidence and knowledge of teachers and learning assistants.</p> <p>Attend relevant PD sessions. Identify key targets for this year which will include the use of Te reo into email signatures, using key words in therapy sessions, renaming frequent therapy sessions like PMP, social skills groups etc.</p> <p>Attend school wide PD and build opportunities to practise skills and participate in regular peer coaching sessions.</p>	<p>Students will be regulated, engaged and motivated to learn.</p> <p>The increase in skill, knowledge and confidence in staff will improve students' learning outcomes.</p> <p>This will develop a sense of pride in students' identity of being a New Zealander. This will promote cultural diversity and inclusivity within the school.</p> <p>Effective coaching should in time result in resilient and adaptable staff and this will have a positive influence on students learning and well-being.</p>	<p>Decrease in the number of incidents reports. Progress evident on the school wide assessment tool - B squared. Increase in the number of learning focussed seesaw posts. Feedback from families at Mahi Tahī meetings</p> <p>Evidence on the use of therapy related terminology in Te reo Māori on therapy plans, seesaw posts and teachers planning.</p> <p>Therapists are more confident resolving issues and less reliant on others.</p>

<p>Resources Budget to purchase resources for assessment kits. Assessment Frameworks to be set up on Teams. investigate approaches to deliver effective therapy .</p>
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<p>How will this look in our Samoan Bilingual Context? Investigate this further with the team working in the unit.</p>

<p>Te ao Māori Improve understanding of Tikanga and normalise the use Te Reo into therapy practise</p>

2024 Curriculum Plan – Attention Autism

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places , systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
Establish a lead Teacher for Attention Autism Target students/ classes will have support / modelling to establish and / or develop this approach as part of their class routine	Ensure that Lead teacher has Attention Autism PLD Identify students/classes/teachers who could benefit from this programme Offer class visits, modelling and feedback to classes to get started Review resource bank of resources Ensure that school documentation is up to date and includes our focus on this approach for ASD learners	Students with Autism are frequently identify as needing support to attend to tasks – specifically tasks where they are not the active participant. The Attention Autism programme works with the childsn strengths and interests and through engagement and modelling supports the development of attention and communication in a curriculum focused way	We expect to see improvements in each students Bsquared results, showing that the programme is enabling increased engagement. Anecdotal feedback from teachers, therapists and learning assistants as to their confidence and the increased attention/engagement of their learners

Resources Budget \$2500 (shared with TEACCH resources) Release for lead teacher	How will this look in our Samoan Bilingual Context? Team to explore strengths and interests based activities Inclusion of Samoan language resources. Working with families to develop shared understandings	Te ao Māori Team to explore strengths and interests based activities Developing awareness of tikanga and Reo which could be included in this programme
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2024 Curriculum Plan – Communication

<p style="text-align: center;">Curriculum</p> <p>Develop and deliver a responsive curriculum through effective pedagogy</p>	<p style="text-align: center;">Capacity</p> <p>Grow our people, places, systems and structure to meet the projected growth of the school</p>	<p style="text-align: center;">Connection</p> <p>Strengthen our connections with whānau, host schools, community agencies, services and each other</p>
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know?
<p>All teachers are confident with identifying their students' level on the communication continuum and can set appropriate learning intentions.</p> <p>Deepen CASS staff and whanau understanding of GLP learners and how to promote communication development</p>	<ul style="list-style-type: none"> - All students' will have communication information recorded on a data card and placed on a communication data wall (and reviewed at Mahi tahis). Info will include: <ul style="list-style-type: none"> o CASS Communication Continuum level (from teacher/SLT) o DAGG 2 score (from SLT) o Comm system for today / tomorrow o Home languages o Info on hearing / vision / mobility - Communication learning intentions will be reviewed by SLTs to ensure correlation with Communication Continuum - Professional conversations between SLTs and Teachers, Learning Assistants and other CASS staff - Prof Dev related to GLP to be both received and provided by the SLT team - Training and support provided to whānau on both an individual basis and school wide (eg: Whānau information afternoons) 	<p>Communication learning intentions for students will be based on robust data so that interactions are at an appropriate level</p> <p>Individual students whose communication development is not progressing as anticipated will be identified and additional support will be provided</p> <p>Comm Partners will intentionally adapt their interaction style to intentionally support a learner to further develop their communication skills.</p>	<p>Comm Data Wall will reflect an increase in overall comm development across the school</p> <p>An increase in individual student's engagement and/or communication will be noted between T1 and T4 Mahi Tahis</p>

Resources	<p>How will this look in our Samoan Bilingual Context?</p> <p>Further development of culturally appropriate bilingual communication resources</p>	<p>Te ao Māori</p> <p>Development of communication resources that incorporate and respect tikanga</p>
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2024 Curriculum Plan – Takiwatanga

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>Strategies to support readiness to learn and engage are evident in all classes across the school.</p> <ul style="list-style-type: none"> TEACCH strategies (Visual structures and routines, transitions) Interactive Approaches (Engage me, Intensive interaction, Attention Autism, Talk about) Sensory Regulation 	<p>Ongoing induction and PD for new staff.</p> <p>Focus PD for all staff on Interactive approaches and engagement.</p> <ul style="list-style-type: none"> CLDD project Engage me, Talk about, Intensive Interaction <p>Transitions Provide focus PD on student transitions across the school.</p> <p>Team Takiwatanga support Individual teacher / class support offered from Takiwatanga team through Dean / SLT referral.</p> <p>Attention Autism lead teacher improving knowledge and implementation across school.</p> <p>Whanau engagement and PD: Visual structures and supports; Play and Engage Me</p>	<p>Learners will have access to teaching approaches that are designed to support the way they learn and will have a positive impact on;</p> <ul style="list-style-type: none"> Engagement in learning Emotional regulation Progress against their learning plan Social and emotional wellbeing 	<p>Increase in student learning and engagement reflected in Engage me profiles.</p> <p>B Squared data and Seesaw posts reflect students' engagement and learning progress.</p> <p>Member of Takiwatanga team regularly present at PBS meetings.</p> <p>Takiwatanga team present in classes where needed.</p> <p>Feedback reflecting that classes are well supported and have the tools to support and engage students</p> <p>Reduction in referrals to PBS and recorded incidents relating to BOC (behaviours of concern)</p>

Resources Pasifika Innovation funds Release for teachers / team members PLD	How will this look in our Samoan Bilingual Context? A vibrant, connected and culturally valuing learning environment	Te ao Māori Alignment work will integrate the schools commitment to being a treaty honouring school
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2024 Curriculum Plan – Numeracy

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems, and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services, and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know?
<p>To review the CASS Numeracy progressions in relation to the new NZ maths curriculum Te Mātaiaho (the refresh NZ Curriculum).</p> <p>Develop effective teaching strategies for numbers 0-10 for students at Engagement Stages 3.</p>	<p>Explore in depth during 2024 Curriculum Teacher Only Day.</p> <p>Become familiar with new curriculum learning progressions and what this looks like at CASS.</p> <p>Monitor math programming in individual class timetables – frequency and duration.</p> <p>Identify a group of learners across the school who are working at Engagement Stage 3.</p> <p>Assess early number knowledge (0-10).</p> <p>Create a bank of resources with strategies of teaching numbers 0-10, track progress.</p>	<p>Learning experiences that are appropriately challenging and engaging.</p> <p>Students develop strategies to make meaning of number which can be applied across other learning areas.</p> <p>Teachers gain a deeper understanding of student number knowledge, allowing them to extend students to reach their full potential.</p>	<p>Increased levels of engagement and achievement in numeracy reflected in data.</p> <p>Teachers are confident in identifying where their students are at in numeracy, and how to move them through each progression step.</p>

<p>Resources</p> <p>Te Mātaiaho Poutama Reo Tapasā framework Ongoing purchasing of resources for specific maths strands.</p>

<p>How will this look in our Samoan Bilingual Context?</p> <p>-A program that affirms Pasifika cultural values – respect, reciprocity, service, inclusion, spirituality, leadership, love, belonging and family (Averill, 2012).</p> <p>-Learning experiences that involve group work – helping each other, including family in learning, highlighting student success.</p> <p>-Incorporating number concepts and language into culturally relevant activities- dance, music, art, cooking/sharing food.</p>

<p>Te ao Māori</p> <p>-Source and purchase relevant resources</p> <p>-Incorporate student voice</p> <p>-Understand that Mātauranga Māori and mathematics and statistics are different systems for viewing, understanding, and organising the world and for guiding how we operate within it.</p>

2024 Curriculum Plan – Health and Physical Education

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>Students will receive at least 2x 30 minute planned sessions of P.E. a week, identifying suitable learning intentions and monitoring progress.</p> <p>Complete 'Relationships and sexuality' consultation with CASS Whānau and community. Teachers to implement results into their weekly planning.</p> <p>Students will access community sport opportunities.</p>	<p>Work with Sport Auckland to unpack requirements for delivery of Health and P.E. including planning and delivery through training sessions, 1:1 upskilling and staff meetings. Monitor planning and reporting. Provide clinics and session modelling.</p> <p>Purchasing of sport-specific, high quality P.E. resources to follow school-wide sports planning.</p> <p>Create 'Relationships and sexuality' community questionnaire, follow-up with in-person engagement and feedback session. Deliver training to staff to implement findings in planning and teaching, check in with staff and monitor planning.</p> <p>Ensure all relevant staff have knowledge of upcoming suitable sporting events in the community and confidence to access them through direct support from Health and P.E. working group.</p>	<p>Learners will receive structured, planned Health and P.E. sessions suitable for their specific needs, they will be aware of their learning and their next steps.</p> <p>Learners will have the resources they require to access high quality learning opportunities.</p> <p>Learners will access planned, appropriate Health and Sexuality content with respect to community consultation advice.</p> <p>Students will access relevant, high quality community opportunities.</p>	<p>Planning will show scheduled, targeted Health and P.E. sessions with learning intentions. SeeSaw posts will report on progress.</p> <p>Students will partake in sport-specific P.E. sessions</p> <p>Classes will be observed using sport-specific, high quality resources</p> <p>Completed questionnaire sexuality questionnaire analysed with staff, results embedded in planning.</p> <p>EOTC forms submitted for suitable Sports opportunities.</p>

<p>Resources</p> <p>Sport-specific P.E. resources.</p> <p>Outside agencies including Healthy Active Learning contract (Sport Auckland)</p> <p>Community</p>
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<p>How will this look in our Samoan Bilingual Context?</p> <p>Consultation with community.</p> <p>Suitable language used in context.</p> <p>Culturally appropriate games accessed.</p>

<p>Te ao Māori</p> <p>Consultation with community.</p> <p>Suitable language used in context.</p> <p>Culturally appropriate games accessed.</p>

2024 Curriculum plan - Samoan Bilingual Education

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>Aligning of CASS values, beliefs, Signature Practices and Kawa with Samoan values and practices</p> <p>Strengthen Samoan voices, relationships and networks within and outside of CASS</p> <p>Create a vibrant learning community which reflects the aspirations and joy of the Samoan community</p> <p>Create an opportunity for every teacher and LA to be culturally competent</p>	<p>Continue to review Charter through the lens of Pacific peoples. Identify strengths and gaps to be consider by SLT and school board. Identify action plan</p> <p>Identify Samoan communities outside of CASS. Have regular Talanoa with Samoan community</p> <p>Recruit second Samoan bilingual teacher</p> <p>PLD for staff</p> <p>Strengthen relationship with May road staff (Samoan bilingual class)</p> <p>Become part of the Auckland Samoan bilingual schools cluster</p> <p>Develop pathway for Samoan bilingual learners through CASS</p>	<p>Learners who receive the education in a bilingual context are more likely to</p> <ul style="list-style-type: none"> - Engage in learning - Attend school regularly - Develop competence in both languages - Feel connected to their community and home at school 	<p>Assessment results as measure through school assessments eg Bsquared will track progress over time</p> <p>Attendance information</p> <p>Parent engagement at Fono and other school events</p> <p>Reflection of team members though ongoing review processes</p> <p>Staff confidence in cultural competence will be measure through anecdotal means</p>

<p>Resources</p> <p>Pasifika Innovation fund</p> <p>Release for teachers / team members</p> <p>PLD</p>

<p>How will this look in our Samoan Bilingual Context?</p> <p>A vibrant, connected and culturally valuing learning environment</p>

<p>Te ao Māori</p> <p>Alignment work will integrate the schools commitment to being a treaty honouring school</p>
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2024 Curriculum Plan – e-learning

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know?
<p>'Technology is a tool'</p> <p>PD for parents – information around information governance at CASS, how we use technology in our classrooms, and how the different ways we make progress outcomes within the DigiTech NZC available and accessible to our students.(T3)</p> <p>Set up student emails – reading assessments within Microsoft – upper syndicate/s – protocols and procedures around this, as well as parent information (T1)</p> <p>Where to next? – what is missing from our programs/resources/understanding? What has been done well? Where can we improve? Staff and whanau survey (T3)</p>	<p>Standard piece in Whats On Posters around our sites</p> <p>Parent Info Evening Information around NZC and CASS – look at the different students interact with technology while they're engaging with a variety of activities, apps, or resources</p> <p>Procedures and protocols around information governance and student emails at CASS – shared with whanau and staff. How these emails can be used on the student drive of Teams. How we can use 'reading' app within Microsoft to capture our students reading (not comprehension). Staff PD</p> <p>Whānau survey / staff survey / student survey for 2025</p> <p>Staff Clinics - Calendar sent out week 4 – T1; wk. 2 - T2, T3, T4 with dates, locations and topics</p>	<p>Devices are kept for communication or with clear LIs in place. If students are choosing free time on device – smart choices, and timer (now, next).</p> <p>It may change the way technology is viewed and used within the home.</p> <p>Easier captures of student's reading – assess students' reading (not comprehension) and create running records in less time. Teachers have access to more assessment data, while spending more time within class learning space.</p> <p>Drive learning spaces and resource development for the coming year.</p> <p>Teachers and staff confidence using different of technology – accessing this technology with students – increasing student confidence</p>	<p>Feedback from teachers and therapists. Classroom impromptu visits</p> <p>Student behaviour; discussions with parents; parent survey at the end of the year.</p> <p>Teacher and staff feedback; survey at the end of the year for staff and students.</p> <p>Survey</p> <p>Staff feedback and surveys Impromptu class visits Seesaw posts</p>

Resources Time & space Projectors, iPads, laptops – presentations / Wi-Fi connection

How will this look in our Samoan Bilingual Context? Similar, but with Samoan lens – DT used together, language appropriate. Fa'a Samoa!

Te ao Māori Kupu Minecraft – Māori version

2024 Improvement Plan – Outreach

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places , systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>Adapt literacy instruction to meet diverse student needs by integrating ‘Literacy for All’ pedagogy for targeted students, prioritizing oral language development for speaking and nonspeaking students, in alignment with current science of reading practice in our schools.</p> <p>Broaden partnerships with schools, Outreach team, CASS, MoE LS colleagues, transition providers, or other agencies/ communities we encounter.</p>	<p>Student case studies, gather data using emergent to conventional assessments, select, implement and reflect on strategies trialled.</p> <p>Peer coaching and observations on aspects of “L for A” explicit teaching strategies e.g. writing continuum, embedding AAC, supporting Gestalt language processors, providing authentic, engaging, developmentally appropriate literacy experiences.</p> <p>Team meetings prioritise literacy & communication focused learning (45+ mins) over team admin (last 5-10 mins).</p> <p>Capitalise on PL opportunities with host schools, MoE LS, CASS and support agency colleagues.</p> <p>CASS Coaching and Mentoring PLD and allocated meeting times</p> <p>Senior Outreach students accessing community referenced learning opportunities and appropriate unit standards.</p>	<p>Increased student agency; students who enjoy and independently initiate communicating, reading and writing.</p> <p>School teams upskilled and proactive in using appropriate teaching strategies on days Outreach are not there.</p> <p>More cohesive and collaborative teams supporting students.</p> <p>Students involved in functional life skills in school and the community.</p>	<p>Feedback from schools on knowledge/strategies shared- annual survey.</p> <p>Student progress against indicators; student engagement (choosing to), vocabulary used, length of phrases, writing continuum, reading assessments at letter/word/text levels.</p> <p>Professional reflection on learning.</p> <p>Positive feedback around Outreach teachers collaborating with CASS, MoE and other agency staff to ensure outcomes for students.</p> <p>Includes Fundholder and Manawa feedback</p>

<p>Resources</p> <p>CASS LITERACY for ALL resources</p> <p>Jane Farrell and Sally Clendon online resources</p> <p>http://www.project-core.com/professional-development-modules/</p> <p>Using collective team knowledge especially “L for A”, structured literacy, AAC/communication and functional literacy in the community</p>

<p>How will this look in our Samoan Bilingual Context?</p>

<p>Te ao Māori</p> <p>Knowledge of mainstream school’s Kaupapa, values and NZ history curriculum implementation.</p> <p>Team shared accountability around</p> <ul style="list-style-type: none"> • normalising te reo in practice and interactions • culturally responsive practice; especially around equity and our own cultural bias • promoting whanaungatanga by investing time in maintaining partnerships.

2024 Professional Learning Plan

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems, and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>All professional staff will engage in regular coaching sessions as part of their personal and professional growth.</p> <p>Middle leaders will continue to develop their Kete with the skills they need to successfully support and develop growth in others.</p> <p>All staff have access to internal and external PD related to the schools strategic plan.</p>	<ul style="list-style-type: none"> • Full day coaching and mentoring training for all professional staff. • Opportunities for regular peer/group mentoring provided. • Ongoing leadership develop training offered to Deans. • Regular in house mentoring from Deans. • Regular leadership PD in house for all unit holders. • PD opportunities made available to all staff including LA's relating to Engagement and Te Reo 	<p>Increased progress due to increased teacher confidence and capacity.</p> <p>More diverse teaching and learning experiences.</p> <p>Increased engagement.</p>	<p>Assessment data: B squared Engagement profiles Literacy and numeracy</p> <p>Seesaw Teacher reflection Parent feedback</p>

<p>Resources PD budget External providers</p>

<p>How will this look in our Samoan Bilingual Context? To look at opportunities available.</p>

<p>Te ao Māori PD made available for all staff</p>

2024 Curriculum Plan – Pasifika Arts and Language

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places, systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<ul style="list-style-type: none"> To facilitate and host a range of events during identified language weeks that acknowledges the cultures represented in our school. To create and nurture a more culturally responsive environment fostering Pasifika cultural understanding among staff. Curriculum Integration To build a stronger connection between Whānau and Kura 	<ul style="list-style-type: none"> To host an exhibition of Taonga’s & Art of certain cultures during their respective language week. Invite relevant guests/groups through Ministry of Pacific People. Organise activities for staff awareness. Organise “kete” for classroom resources for relevant language week. Staff PD Integration of Pasifika literature, history, and cultural practices. Hands-on activities, such as cooking, traditional crafts, or storytelling in Pasifika languages. Invite whānau to participate in and showcase their culture and art 	Cultural Awareness & Appreciation <ul style="list-style-type: none"> Students will gain a deeper understanding and appreciation of Pasifika cultures, fostering a sense of cultural identity and pride. Exposure to Pasifika languages, literature, and traditions will promote cultural diversity and inclusivity within the school community. Increase engagement will build motivation Recognizing and valuing diverse cultural backgrounds can enhance the overall well-being of students. Positive experiences during Pasifika Language Week may motivate students to continue their language studies beyond the event. 	<ul style="list-style-type: none"> Monitor the participation rates of students & whanau in Pasifika Language Week activities and events Assess the level of engagement in language-related tasks, such as storytelling, traditional games, or cultural performances both with students & whānau Administer surveys to both students and teachers to gather feedback on the effectiveness of the curriculum and pedagogical approaches.

Resources <ul style="list-style-type: none"> Items for Teaching Resource Kete’s Teacher resources in Teams Folders Resources for Staff PD Resources for Hands-On Activities during events
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How will this look in our Samoan Bilingual Context? <ul style="list-style-type: none"> Ensure that the Pasifika Language Week activities align with the overall learning objectives of the Samoan language program. Organize cultural activities that highlight traditional Samoan practices, customs, and values. Include storytelling, traditional dance, and arts and crafts that emphasize Samoan cultural identity.
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Te ao Māori <ul style="list-style-type: none"> Organize cultural activities that highlight traditional Māori practices, customs, and values and the connection between Pasifika Cultures Integrate activities that focus on building cultural competency, emphasizing the importance of respect for Māori traditions values and the tangata whenua

2024 Curriculum Plan – Science

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places , systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Monitoring and evaluating Impact	Prioritising to take Action	Collaborative Sense Making	Investigating	Noticing
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
Evaluate resources purchased in 2023 Integrate Science into other learning areas e.g. literacy, numeracy and technology Monitor the release of the new curriculum and identify PLD opportunities available	<ul style="list-style-type: none"> Survey to identify usage of resources that had been purchased/or free in 2023 Identify the Science Capabilities and how they link to the other learning areas e.g. communicating in science links to writing/presenting in Literacy Workshop to present/discuss how this could be achieved Form a special interest group to identify what teachers and LAs in their teams need to effectively teach the current strands and aspects of the new curriculum. 	Identify future purchases to target teaching and learning. A richer and broader experience of the curriculum that demonstrates the scientific process in a range of learning areas. Team specific information/needs can be identified and information / resources provided to enable quality teaching and learning experiences.	Seesaw posts with resources appropriate to the class. Increased staff awareness and understanding of the Science capabilities Students’ learning can be presented in multiple ways to show new learning. Staff will be more aware of curriculum changes and content

Resources Staff meeting, Seesaw, PLD providers, Ongoing purchasing of resources for specific science strands
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How will this look in our Samoan Bilingual Context? Provide Pacific learners opportunities to learn and engage in multiple ways and recognise they come into classrooms with unique skills, talents and knowledge.
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Te ao Māori Use holistic learning approaches such as local outside areas / growing vegetables / activities that link directly to cultural backgrounds. Use Māori/Pacifica myths as introductions to the topic where available.
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2024 Curriculum Plan – Play Based Learning

Curriculum	Capacity	Connection
Develop and deliver a responsive curriculum through effective pedagogy	Grow our people, places, systems and structure to meet the projected growth of the school	Strengthen our connections with whānau, host schools, community agencies, services and each other

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>To review play based learning at CASS, to create a framework for all early year's classes.</p> <p>To develop a deeper understanding of what literacy looks like in a play-based environment at CASS.</p> <p>To review literacy in early years classes and how learners are supported through play-based learning in reading and writing.</p>	<p>To investigate what is currently happening in early years class. To explore the framework and context for play based learning at CASS.</p> <p>Review what other specialist schools are doing to encourage play based learning.</p> <p>To investigate on how early literacy looks like in play-based setting across few classes, collect data and review on how consistent literacy is in play-based classes.</p> <p>Form a focus group of students to support intentional literacy programme in early play-based setting. Observe and plan meeting with class teachers. Set up a range of activities as examples for teachers and support intentional teaching alongside play based learning.</p>	<p>Improved play-based learning opportunities.</p> <p>Play and engagement skills being taught daily.</p> <p>Learners improving on literacy skills along with play-based skills.</p> <p>Development and use of appropriate language and communication tools within play-based context</p> <p>Learners will engage in appropriate writing and reading level activities.</p>	<p>Create a framework for new teacher to understand what play based learning is at CASS.</p> <p>Have a shared understanding of what we should have in place for a successful play-based learning class.</p> <p>Assessment and evaluation will show students engagement and progress.</p> <p>Planning and implementation evidence in class programme throughout the year</p> <p>Data entered on etap</p> <p>Reviewing see saw posts in literacy in early years.</p>

<p>Resources</p> <p>Variety of writing tools and book writing and reading assessment books</p>	<p>How will this look in our Samoan Bilingual Context?</p> <p>Culturally appropriate play-based resources -books and resources in bilingual context.</p> <p>Acknowledge and understand cultural values in play-based setting.</p>	<p>Te ao Māori</p> <p>Culturally play based books and resources in play-based setting.</p> <p>Acknowledge and value tikanga values in play based setting</p>
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2024 Curriculum Plan – Approaches for Complex Learners

Curriculum Develop and deliver a responsive curriculum through effective pedagogy	Capacity Grow our people, places , systems and structure to meet the projected growth of the school	Connection Strengthen our connections with whānau, host schools, community agencies, services and each other
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Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact
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Targets for 2024	Actions / Strategies	What is the impact for learners?	How will we know ?
<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 what Reading and Writing looks like for Complex Learners.</p> <p>To build on the capacity of knowledge of staff to engage and support the learning of students who learn best through a multi sensory approach/environment.</p>	<p>To work with relevant Deans to provide professional development in the classrooms with Carol to model Shared reading, independent writing , Phonics and independent reading programmes specifically designed for complex learners.</p> <p>To create positive and high expectations for our learners with complex bodies.</p> <p>Use the information from Jane Farrell and Sally Clendon to back up why we do what we do with complex learners in Writing and Reading.</p> <p>To provide PD with Donna, Carol, Helen B and Sandiya, for Teachers relating to Literacy for Complex learners.</p> <p>Continue to support Teachers and Learning Assistants to roster classes on to support integration of topics in STAR sensory room.</p>	<p>To have excellent learning programmes in place that cater for the learning needs of complex students.</p> <p>To gain confidence in Writing and Reading . To see themselves as writers and readers. They can do it!</p> <p>To be connected and engaged in the world around them.</p> <p>Less incident reports .</p> <p>Improved Whānau engagement</p>	<p>We will see the learners engaged in the learning programmes relating to Writing and Reading. We will see the work compiled in students books, displayed on the classroom walls and on SEESAW.</p> <p>Assessments where appropriate.</p> <p>Greater engagement by students in Reading and Writing.</p> <p>Reflective understanding by Teachers with coaching and mentoring as part of their PGC.</p>

<p>Resources</p> <p>Reading and Writing materials that are exciting and motivating.</p> <p>PODDS/Devices/Symbols/Timetables/YES/NO cards.</p> <p>Every student has a writing tool....eg flip charts/high, low vis alphabet cards etc.</p>
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<p>How will this look in our Samoan Bilingual Context?</p> <p>To use culturally appropriate language and materials.</p>
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<p>Te ao Māori</p> <p>To use Te Reo in the class room in the natural context of the day.</p>
