



CENTRAL AUCKLAND SPECIALIST SCHOOL

Tāmaki Makaurau Te Kura Motuhake

Inspiring Engagement – Realising Potential



Strategic Plan 2026



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

*Let the uniqueness of the
child guide our work*

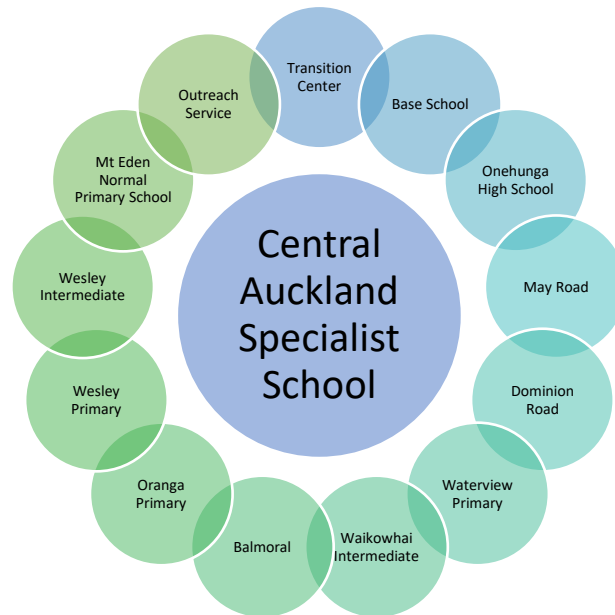
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Description of the school Community

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 41 classrooms that are located across Central Auckland. These include our base school site, satellite classes and our transition center on Smallfield Ave. 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

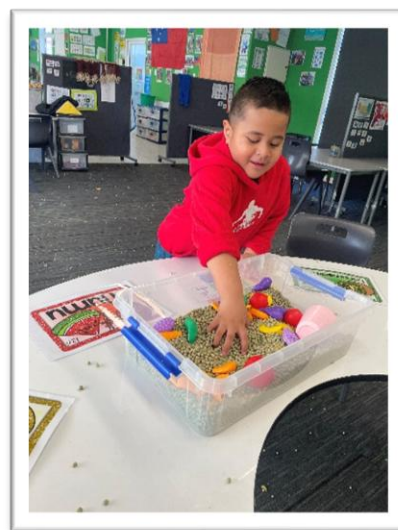


Protection

- 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 whānau 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.



Strategic Plan 2026-2028



INSPIRING ENGAGEMENT – REALISING POTENTIAL Strategic plan 2026–2028



CURRICULUM

Develop and deliver a responsive curriculum through effective pedagogy

2026 Focus: Implement the New NZC documents, unpacking and adapting for students working within the expanded framework ensuring the progressions are appropriate to age and stage, aligned with school systems and informed by quality assessment

2026 Focus: Ensure that mathematics programmes introduced in 2025 and BSLA to be introduced in 2026 are delivered effectively and have a positive impact on student learning and progress



CAPACITY

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

2026 Focus: Undertake a review and conduct a future focus analysis of how the organisation and structures of CASS may need to evolve, creating models for consultation and discussion

2026 Focus: Develop a more cohesive, well-articulated approach to classroom environments and their relationship to pedagogy, communication and effective management of school resources including Aided language environments, TEACCH structures and Play based learning



CONNECTION

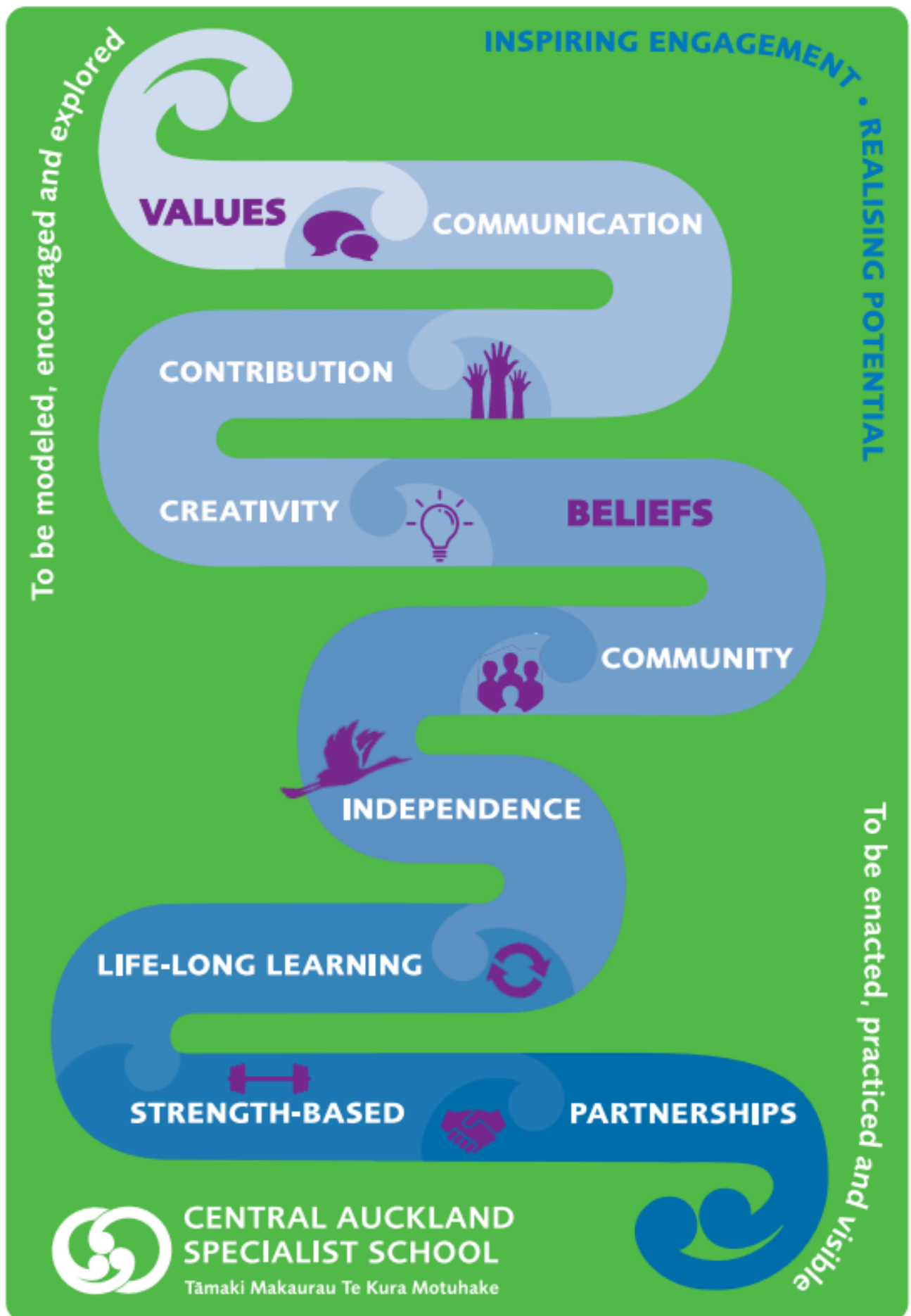
Strengthen our connections with whānau, host schools, community agencies, services and each other

2026 Focus: Further develop the role of CASS as an outward looking centre of expertise in supporting ORS students in our local area.

- PLD with MOE
- Fundholder model

2026 Focus: Implement our Attendance Management Plan with an aim to improve student attendance from 62% to 70% who attend school more than 90% of the time

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>Confront systemic racism and discrimination in education</p> <p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and</p> <p>Enable every teacher, leader and educational professional to take coordinated action to become culturally competent</p>	<p>Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and</p> <p>Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met</p>	<p>Te Whānau: Education provision responds to learners within the context of their whānau</p> <p>Te Rangatiratanga: Māori exercise their authority and</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</p>	<p>LEARNERS 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</p>	<p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met</p> <p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p>
<p>Ensure that mathematics programmes introduced in 2025 and BSLA to be introduced in 2026 are delivered effectively and have a positive impact on student learning and progress</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</p> <p>Implement the New NZC documents, unpacking and adapting for students working within the expanded framework ensuring the progressions are appropriate to age and stage, aligned with school systems and informed by quality assessment</p>	<p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>the school – (i) is a physically and emotionally safe place for all students and staff:</p> <p>Undertake a review and conduct a future focus analysis of how the organisation and structures of CASS may need to evolve, creating models for consultation and discussion</p>	<p>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;</p>
<p>Develop and deliver a responsive curriculum through effective Pedagogv</p>	<p>Grow our people, places, systems and structures to meet the projected growth of the school</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</p> <p>Develop a more cohesive, well-articulated approach to classroom environments and their relationship to pedagogy, communication and effective management of school resources including Aided language environments, TFACCH structures and Play</p>	<p>Further develop the role of CASS as an outward looking centre of expertise in supporting ORS students in our local area.</p> <p>Plan with an aim to improve student attendance from 62% to 70% who attend school more than 90% of the time</p>
<p>Develop and deliver a responsive curriculum through effective Pedagogv</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</p>	<p>Strengthen our connections with whānau, host schools, community agencies, services and each</p>
<p>Curriculum</p>	<p>Capacity</p>	<p>Connection</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

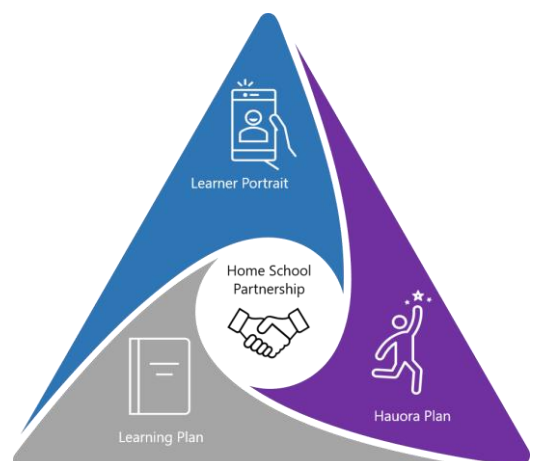
- Communication is at the heart of great relationships between home and school
- Communication should be two way

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

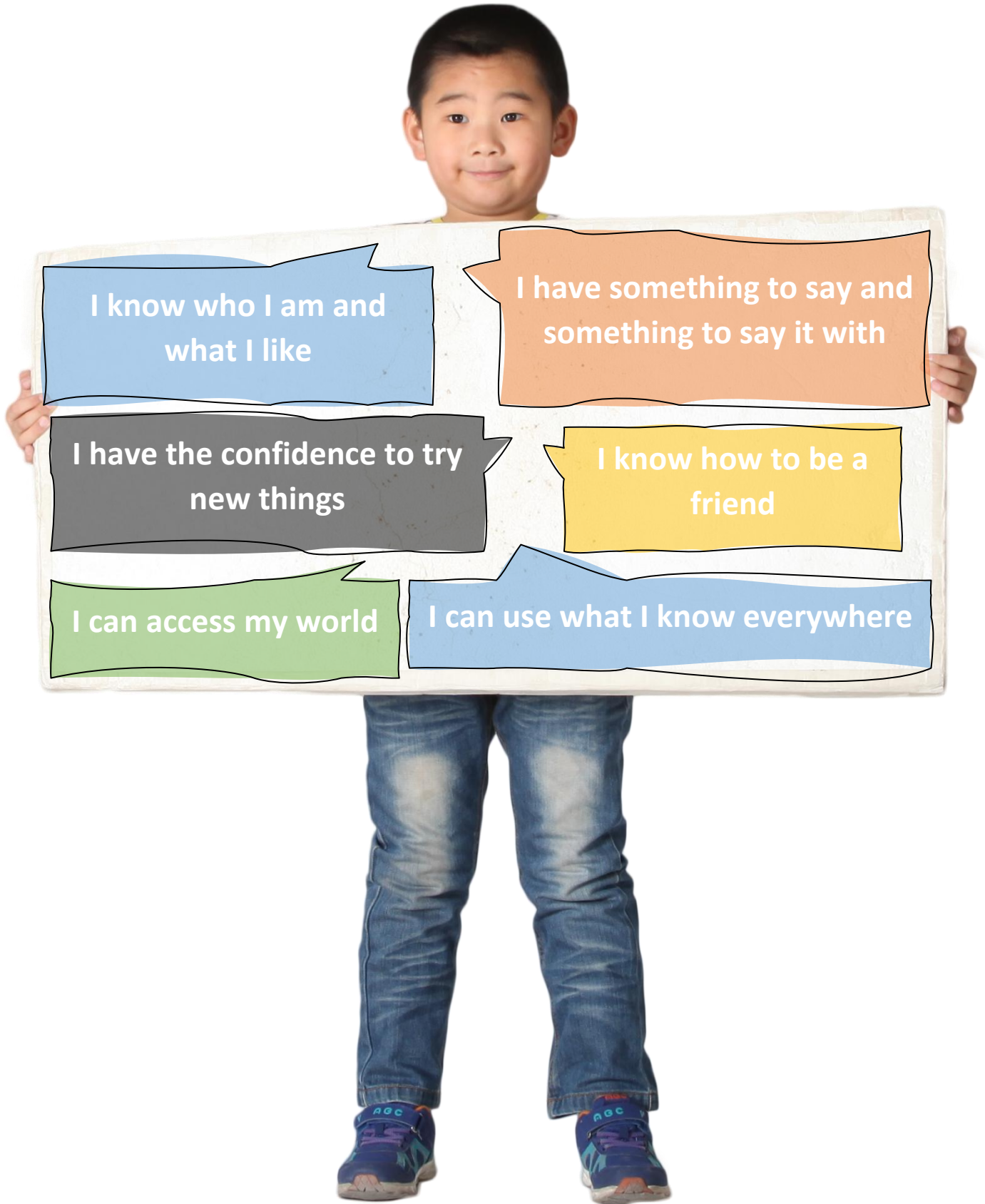
Creativity

- 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.



I know who I am and
what I like

I have something to say and
something to say it with

I have the confidence to try
new things

I know how to be a
friend

I can access my world

I can use what I know everywhere

A young girl with dark hair, wearing a black and white striped long-sleeved shirt and a necklace made of red, faceted beads, is working at a table. She is holding a purple strip of paper. The table is covered with a red cloth and has various art supplies, including a blue paint palette, a blue roller, and a large piece of paper with a blue and white floral design. The background shows a grassy area and a paved path.

School Organisation

School Organisation 2026

Manuka	Manulele	Kowhai	Nikau	Kauri
Sandiya Narayan	Sueina Ryan	Jessica Reeve	Mukesh Prasad	Dan Reeve
Wesley pr 1	Manulele 1 <i>May Raod 4</i>	May Road 1	Wesley Intermediate 1	Onehunga 1
Wesley pr 2	Manulele 2 <i>May Road 5</i>	May Road 2	Wesley Intermediate 2	Onehunga 2
Wesley pr 3	Manulele 3 <i>Pukeko 3</i>	May Road 3	Balmoral 1	Onehunga 3
MENPS		Dom Rd 1	Balmoral 2	Kuaka 1
Waterview 1		Dom Rd 2	Waikowhai	Kuaka 2
Waterview 2		Dom Rd 3	Tui 1	Kuaka 3
Piwakwaka 1		Oranga 1	Tui 2	Komiromiro 1
Piwakwaka 2		Oranga 2	Tui 3	Komiromiro 2
Piwakwaka 3		Pukeko 1		Komiromiro 3
		Pukeko 2		Pitau <i>Smallfield Ave)</i>

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 comms ICT Employment Co-Coordinator Health and safety Privacy Officer Enrolments Te Ao Māori Bilingual Education	Pastoral care staff PLD Coordinator Employment Co-Coordinator PGC Coordinator Staff Leave Induction Sabbatical Applications Middle Leaders Mentoring ASD Approaches Transport Coordinator <i>Mentor: Mukesh</i>	ESOL Attendance Positive Behaviour Support Transition Health (Student) BLENNZ ACC Enrolment Pastoral Care - Students	Signature Practices Mahi Tahi Coordinator Curriculum Development Assessment and Reporting EOTC Coordinator Arts Parent and Whanau Engagement Whole School Events <i>Mentor: Sueina</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	Curriculum Leaders	
Therapy Team Leader	Administration Team leader	Enrichment Team Leader	Te Reo Māori Pacifika lang & Art ASD approaches Attention Autism Garden to Table Engage me TEACCH Library Mini Woolies	Rose Down Sueina Ryan James Ray Therese Lay Bill Dalwood Alice McPherson Lezelle van Rooyen Kasselle Menin
AUT OT clinical Coordinator Transport Co coordinator Parent/Whanau Engagement Sensory Room	Finance Payroll oversight	CRT and release timetabling		
	Suchi Umopathy	Patsi Hudson		
	Relievers Co ordinator	Outreach Team Leader		
Deans – Curriculum Delegations				
Literacy	Jess Reeve			
Physical Education	Dan Reeve			
Mathematics	Mukesh Prasad			
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	Tuesday	Fortnightly (even weeks)	3:15 - 4:15
Professional staff meeting	Tuesday	Fortnightly (odd weeks)	3:15 - 4:15
Coaching Meetings	Thursday	Twice a term, Week 3 and week 7	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 arranged		
Positive Behaviour Support	Wednesday	Weekly	2.45-3.45
Staff Only Days	TBC 8 August		
Samoan bilingual meeting	As needed	Samoan Fono Date TBC	

A young girl with her hair in two braids and yellow and purple face paint is playing a colorful xylophone. The xylophone is mounted on a wooden wall and has keys in shades of red, orange, yellow, and blue. She is holding two red mallets. She is wearing a white t-shirt, patterned shorts, and blue sandals. The background is a wooden wall and a green mat on the ground.

School Board

Kaitiaki I te Kaupapa

Board Members 2026

Trudi Brocas – Principal

Maria Aka – Board Member

Racheal Tuisaula – Board Member

Jody O’Connell – Presiding Member

Melissa Bell – Board Member

Katie Kobylarz– Staff Representative

James Kolbe – 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

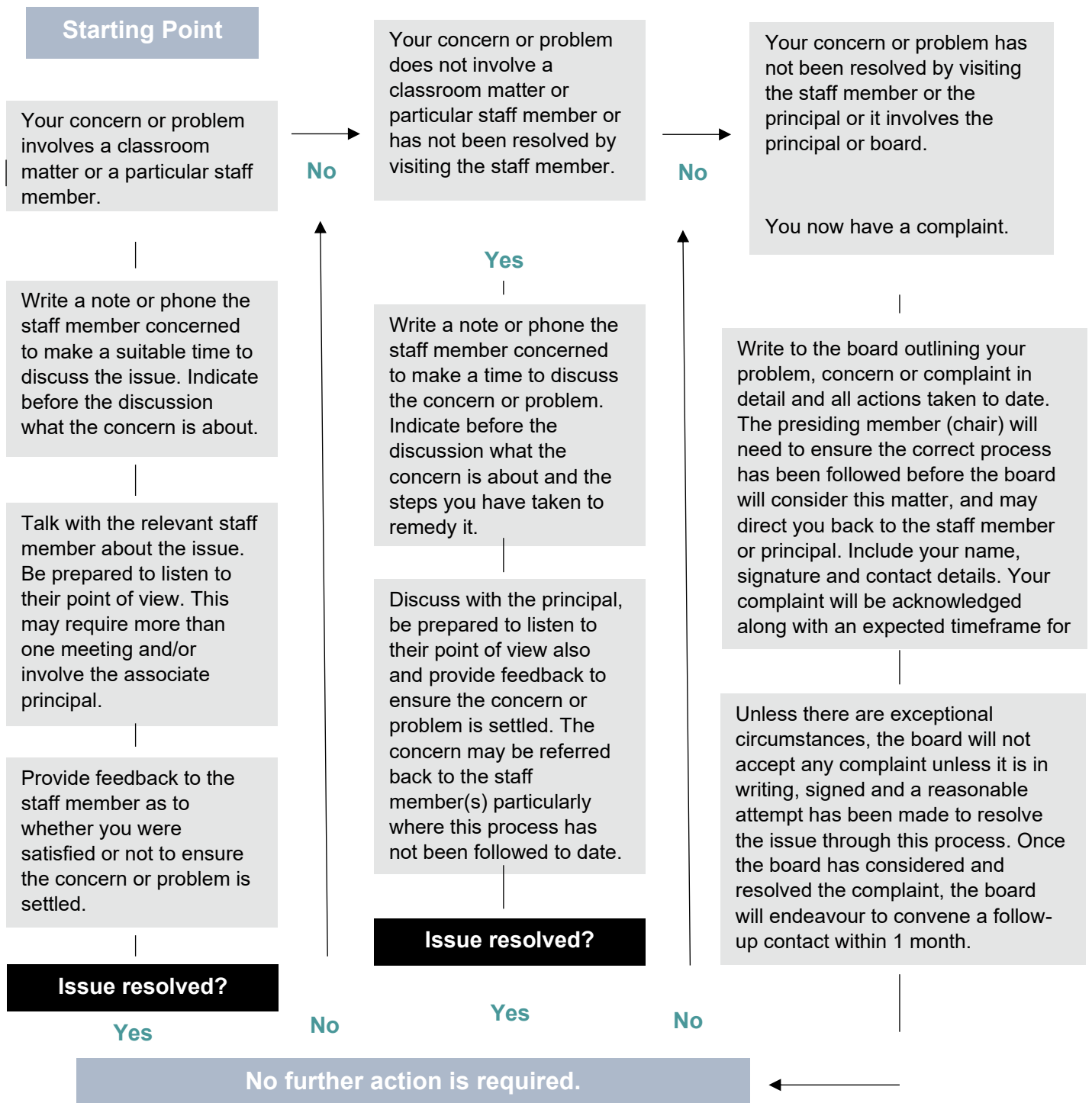
- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would 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), budget, finance and charter Policies and Procedures Last Annual Report	Trudi/Admin
Induction Meeting	Strategic Goals Board policy / governance / Teams Board Code of Conduct Board Professional development	Presiding Member or delegate

Concerns and complaints process



A young child with short dark hair, wearing a green hoodie with a dinosaur pattern, is sitting at a white table. The child is looking towards the camera with a slight smile. In front of the child is a red rectangular tray filled with a mixture of white and red powdery substances, possibly sensory play materials. The child's hands are near the tray. The background shows a window with a white frame and a dark surface below it. The overall scene is brightly lit, likely from the window.

**School Board
Policy Timeline and
Work Plan**

2025-2027 Review Schedule (School Docs)

2025

Term 1

- Health, Safety and Welfare Policy
- Safety Management System
- Risk management
- Worker Engagement, Participation, and Representation
- Healthcare
- Recording and Reporting Accidents, injuries and illness

Term 2

- Planning and Preparing for Emergencies Disasters, and Crises
- Communication During and Emergency, Disasters or Crises
- School Closure
- Emergency Management
- Disaster Management
- Crises Management

Term 3

- Child Protection
- Abuse Recognition and Reporting
- Food and Nutrition
- Safety Checking
- Police Vetting
- Missing Student Procedure

Term 4

- Bullying and Harassment
- Behaviour Management
- Searches, Surrender, and Retention of Property
- Stand-down, Suspension and Exclusion
- Staff Wellbeing and Safety

2026

Term 1

- Alcohol, Drugs, and Other Harmful Substances Policy
- Sun Protection
- Digital Technology and Online Safety
- Cell phones and Other Personal Digital Devices
- Safety and Welfare for Students on Work Experience
- Firearms not allowed /Firearms policy

Term 2

- Daily School Bus
- School Swimming Pool / Swimming off site
- Education Outside the Classroom (EOTC)
- EOTC governance Roles and Responsibilities
- EOTC Risk Assessment and Management

Term 3

- School Community Engagement
- Inclusive School Culture
- Enrolment
- Student Attendance
- Students Uniform / Student Dress Expectations
- Concerns and Complaints Policy

Term 4

- Curriculum and Student Achievement Policy
- Reporting about Student Progress and Achievement
- Learning Support
- Māori Educational Achievement
- Religious Instruction/Religious Observances
- Health Education

2027

Term 1

- Governance and Management Policy
- Te Tiriti o Waitangi
- School Character/Special Character
- School Planning and Reporting
- Managing Policies and Procedures
- Privacy Policy

Term 2

- Employment Policy
- Equal Employment Opportunities
- Appointment Ppolicy
- Classroom Release Time /Tmmtable
- Staff Conduct
- Performance Management


Term 3

- Finance and Asset Mangement Policy
- Managing income and Expenditure
- Financial Conflicts of Interest
- School Donations and Student Activity Payments
- Expenditure
- Gifts

Term 4

- Asset Management and Protectin
- Property and Maintenance
- School Security
- Computer Security and Cybersecurity
- Prevention of Bribery, Corruption , Fraud and Theft
- Boarding House/Hostel Policies

School Board Work plan 2026

	Area for Review	19 FEB	19 March	7 MAY	11 JUNE	8 AUG	10 SEPT	29 OCT	3 DEC
STRATEGIC REVIEW	CHARTER	Confirm Strategic plan- approve and send to MOE							Annual Plan review Analysis of Variance
	HR REPORTS				Professional Development				
	STUDENT PROGRESS			Literacy and Numeracy Data (RR and JAM)				BSquared report	
	OTHER REPORTS				Therapy Whānau Engmt Attn Autism EngageMe Communication Garden 2 Table Complex Needs Positive Behavr TEACCH	Science e-learning Manulele Ply Bsd Learn Pac. Art & Lang Outreach Takiwatanga Mini Woolies			
	BUDGET	Approve final budget.	Monitor	Monitor	Mid-Year Review	Monitor	Monitor	Monitor	Draft for 2027
BOARD PROCESS REQUIREMENTS		Appoint Presiding Member (Not in an election year 2028) 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)(2026)			Confirm meeting dates 2027
BOT Training					Conference (July)				
Community Relationships		School Picnic Mahi Tahi		Whānau Hui		Whole School Event		Mahi Tahi	Graduation
Policy and Board Assurance	 As Per School docs schedule								



Target Action Plan & Analysis of Variance

Target Action Plan 2026 - Literacy

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

Annual Goal 2:BSLA to be introduced in 2026 is delivered effectively and has a positive impact on student learning and progress

Background

In 2026, CASS is undertaking a year-long professional development programme in structured literacy through the Better Start Literacy Approach (BSLA) with the University of Canterbury. This follows a trial group implemented in 2023 and a leadership team completing initial training in 2024. These early phases have strengthened our understanding of structured literacy and prepared us for school-wide implementation. We have had a significant focus on Engagement across the school which covers how we teach student *to* engage at the earliest level and how we create greater engagement *in* learning for students accessing formal curriculum.

Currently students prior to reaching the threshold for a running record assessment (20 sight words) are assessed using a school built 'Bridge' assessment which identifies early literacy skills and engagement indicators. As communication is the foundation of literacy progress, we use and adapted SCERTS communication level to better understand the relationship between a students communication and their learning.

Each student has a unique learning profile, their progress may be linear or lateral and engagement, communication and the opportunity to generalize learning across tasks, contexts and people are important considerations in the learning journey.

Target Group

All target students will make measurable progress in their reading levels. We currently have 10 students who have not made expected progress over the last three years **remaining** and the same level on their running records assessments.

student	2023	2024	2025	Scerts level
Student 1 yr 10	8	8	8	Language partner
Student 2 yr 10	6	7	7	Conversation partner
Student 3 yr 8	7	7	8	Social partner
Student 4 yr 7	7	7	7	Social partner
Student 5 Yr 14	8	8	8	Language partner
Student 6 Yr 11	7	8	8	Conversation partner
Student 7 yr 11	5	6	6	Language partner
Student 8 yr 5	5	5	5	Social partner
Student 9 yr 7	6	6	6	Conversation partner
Student 10 yr 8	6	6	6	Language partner

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

By embedding the Better Start Literacy Approach (BSLA) *within our engagement-focused pedagogy*, we expect to see measurable improvements in both student engagement and literacy progress. Specifically, we expect to see:

In addition, we expect:

- Increased teacher confidence in assessing all learners in reading, including those at early communication stages
- Stronger use of assessment data to inform teaching

- Increased student focus, attention, and active engagement during literacy lessons
- Engagement strategies being intentionally embedded within BSLA delivery
- Students who have remained long-term at Running Record Levels 5–8 showing movement in their knowledge and reading levels (this progress may be fine grained)
- Improved use of aided language stimulation, AAC, and visual supports within literacy sessions
- More consistent structured literacy practices across classrooms
- Students to improve comprehension skills.

- Clear alignment between teacher judgements, next learning steps, and selected teaching strategies
- Greater consistency in making appropriate overall teacher judgements across the school

Overall, we expect to see literacy teaching at CASS that is structured, engagement-driven, communication-rich, and increasingly responsive to students’ developmental levels.

Why is this important for learners at CASS?

Our students have diverse and complex learning needs and require additional support across all curriculum areas. English is no exception. Ensuring that every student has access to a meaningful and individualised literacy teaching and learning experience is essential.

At CASS:

- Many of our learners are non-speaking.
- Literacy progress is closely connected to communication development.
- Engagement is foundational to all progress.
- Students require significant scaffolding, repetition, and structured supports.

Teachers must create differentiated literacy programmes that meet the unique needs of their students, providing appropriate scaffolding, visual supports, AAC integration, and clear learning intentions to enable engagement and progress.

Having a clear, structured literacy programme will:

- Support teachers to identify next steps for each learner
 - Strengthen the use of well-defined learning progressions
 - Ensure consistent teaching approaches across year levels
 - Provide clarity around assessment and progress tracking
- Improve cohesion across classrooms

Close monitoring of assessment data is crucial in tracking student progress and identifying where additional support or adjustments are required.

Our English programme must intentionally focus on:

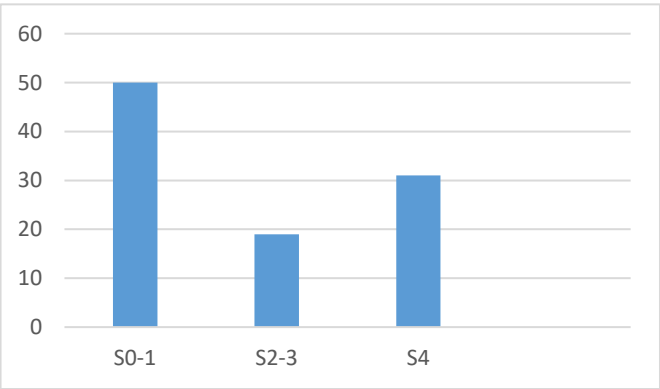
- Building engagement and joint attention
- Developing early interaction and communication skills
- Embedding strong aided language and AAC support
- Using visual structures and predictable routines
- Creating motivating and meaningful literacy experiences
- Developing comprehension skills.

For our learners, engagement and communication are not separate from literacy — they are the foundation of it.

Our Targeted Action Plan reflects the need to align literacy teaching with students’ developmental levels, ensuring that English programmes are structured, differentiated, communication-rich, and responsive to the unique needs of CASS students. This year we will embed the BSLA approach to support the progress and English development of our students.

Actions	Resources	Timeframe	How will we measure success
Provide PLD to teachers, Therapist and LA's in BSLA.	PLD BSLA	Feb to DEC	Staff successfully complete BSLA
On going professional development in BSLA – communities of practice x3 each term.	Meeting times	Term 1 to term 4	Record attendance at PLD sessions
Targeted Interventions for early emergent students who are learning to engage in interactions with others	BSLA assessment carried base on timeline	Term 1 to Term 4	Each teacher to select 3 target students in their classroom BSLA assessment data
Targeted intervention for our Targeted identified students	BSLA assessment carried base on timeline	Term 2 and term 3	Lesson plans based on BSLA realign CASS learning progressions to BSLA and the new NZC and Expanded framework.
Clear differentiation of learning goals and progressions for individual students Rewrite the CASS literacy Progressions to align with NZC and Extended Framework.	PLD BSLA Align CASS progressions	Term 1/Team 4	Continue to monitor student engagement levels.
Align the engagement principles and professional development from 2024/2025 into the BSLA teaching framework.	Engagement PLD	Term 2 and term 3	Analysis of BSLA – clear steps to next learning goals.
Deans and teachers analysis BSLA data and use this information to plan next learning steps and teaching programmes.			Feedback from teachers and Deans. Monitoring of English and BSLA planning across the school. Quality Literacy posts on Seesaw.
Communicate with whānau about the changes in BSLA teaching and assessment through seesaw and mahi tahi		Term 2 and term 4	Whānau afternoon meeting
Ongoing monitoring of class time table and maths planning to ensure quality English teaching across each week.		Term 2 and term 4	Deans to monitoring timetables. Planning and look for clear links from assessment data to student goals and class english/literacy programmes, in consultation with DP - curriculum
Related improvement plans: Engagement, Engage me, communication, literacy, Curriculum strategic goals			

Analysis of Variance – Numeracy

Focus	Mathematics -2025																																																																
Strategic Goal	Annual Goal 2: Create stronger links between teachers pedagogical decision making and student learning and engagement.																																																																
Target Groups	<p>Senior Group (Years 9-13)</p> <ul style="list-style-type: none"> • These students are working within Level 1 and 2 of the previous Maths curriculum. • In the last few years our data shows a slight decrease in maths achievement for students in Years 9 to 13. • We have selected 16 students who have previously been assessed using the JAM Junior Maths Assessment and have comparative scores on B-Squared Progression Steps. 	<p>Year 2 Group</p> <ul style="list-style-type: none"> • These 10 students are currently working at Engagement Steps in B-Squared. (early emergent learners) • We do not currently have specific maths assessment data for these students. • Out of 24 Year 2 students, 10 students have comparative data for Engagement Steps. • We require more fine-grained assessment data to help us successfully plan their specific learning intentions. 																																																															
Baseline Data	<p>Of the 16 target students 2024 JAM assessment results show % at each stage</p>  <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <caption>JAM Assessment Results</caption> <thead> <tr> <th>Stage</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>S0-1</td> <td>50%</td> </tr> <tr> <td>S2-3</td> <td>18%</td> </tr> <tr> <td>S4</td> <td>30%</td> </tr> </tbody> </table>	Stage	Percentage	S0-1	50%	S2-3	18%	S4	30%	<p>For these early emergent students we currently do not have math specific assessment for this level</p> <div style="background-color: #fce4ec; padding: 10px; margin-top: 10px;"> <p>Targeted Year two students – early years – B-squared assessment 2024ember 2024.</p> <p>Year 2 Maths Target group.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #fce4ec;">Year 2 students 2025</th> <th style="background-color: #fce4ec;">Cognition learning Engagement exploration</th> <th style="background-color: #fce4ec;">Cognition & Learning (Engagement), Persistence</th> <th style="background-color: #fce4ec;">Communication & Interaction, Expressive Communication</th> <th style="background-color: #fce4ec;">Communication & Interaction, Receptive Communication</th> </tr> </thead> <tbody> <tr> <td>Student 1</td> <td>74% of E.Step 4</td> <td>73% of E.Step 4</td> <td>65% of E.Step 4</td> <td>47% of E.Step 5</td> </tr> <tr> <td>Student 2</td> <td>77% of E.Step 4</td> <td>77% of E.Step 4</td> <td>40% of E.Step 4</td> <td>60% of E.Step 4</td> </tr> <tr> <td>Student 3</td> <td>68% of E.Step 4</td> <td>73% of E.Step 4</td> <td>0% of E.Step 3</td> <td>32% of E.Step 4</td> </tr> <tr> <td>Student 4</td> <td>38% of E.Step 1</td> <td>52% of E.Step 2</td> <td>67% of E.Step 1</td> <td>52% of E.Step 1</td> </tr> <tr> <td>Student 5</td> <td>47% of E.Step 5</td> <td>57% of E.Step 5</td> <td>60% of E.Step 4</td> <td>43% of E.Step 5</td> </tr> <tr> <td>Student 6</td> <td>69% of E.Step 2</td> <td>43% of E.Step 3</td> <td>67% of E.Step 2</td> <td>32% of E.Step 3</td> </tr> <tr> <td>Student 7</td> <td>39% of E.Step 2</td> <td>43% of E.Step 2</td> <td>60% of E.Step 1</td> <td>40% of E.Step 2</td> </tr> <tr> <td>Student 8</td> <td>58% of E.Step 3</td> <td>0% of E.Step 4</td> <td>44% of E.Step 3</td> <td>75% of E.Step 2</td> </tr> <tr> <td>Student 9</td> <td>73% of E.Step 4</td> <td>11% of E.Step 5</td> <td>40% of E.Step 4</td> <td>55% of E.Step 4</td> </tr> <tr> <td>Student 10</td> <td>76% of E.Step 2</td> <td>52% of E.Step 3</td> <td>29% of E.Step 3</td> <td>32% of E.Step 3</td> </tr> </tbody> </table> </div>	Year 2 students 2025	Cognition learning Engagement exploration	Cognition & Learning (Engagement), Persistence	Communication & Interaction, Expressive Communication	Communication & Interaction, Receptive Communication	Student 1	74% of E.Step 4	73% of E.Step 4	65% of E.Step 4	47% of E.Step 5	Student 2	77% of E.Step 4	77% of E.Step 4	40% of E.Step 4	60% of E.Step 4	Student 3	68% of E.Step 4	73% of E.Step 4	0% of E.Step 3	32% of E.Step 4	Student 4	38% of E.Step 1	52% of E.Step 2	67% of E.Step 1	52% of E.Step 1	Student 5	47% of E.Step 5	57% of E.Step 5	60% of E.Step 4	43% of E.Step 5	Student 6	69% of E.Step 2	43% of E.Step 3	67% of E.Step 2	32% of E.Step 3	Student 7	39% of E.Step 2	43% of E.Step 2	60% of E.Step 1	40% of E.Step 2	Student 8	58% of E.Step 3	0% of E.Step 4	44% of E.Step 3	75% of E.Step 2	Student 9	73% of E.Step 4	11% of E.Step 5	40% of E.Step 4	55% of E.Step 4	Student 10	76% of E.Step 2	52% of E.Step 3	29% of E.Step 3	32% of E.Step 3
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What we did	What Happened	Reason for the Variance	Evaluation and future planning																		
<p>Curriculum Alignment and Staff Professional Development</p> <ul style="list-style-type: none"> Held two Staff Only Days focused on unpacking the refreshed New Zealand Curriculum for Mathematics. Supported teachers to align planning and assessment with updated curriculum expectations. Embedded existing pedagogical frameworks, including structured routines and explicit teaching, within mathematics instruction. <p>Structured Mathematics Teaching</p> <ul style="list-style-type: none"> Introduced a structured mathematics teaching framework across the school. Engaged an external provider to deliver Numicon Professional Learning and Development (PLD). Implemented Numicon as a core structured mathematics resource. Enabled teachers to set targeted learning intentions and plan structured progression <p>Learners Moving Beyond Phase One</p>	<p>Across school progress</p> <p>Key End-of-Year Results JAM assessment</p> <ul style="list-style-type: none"> 60 learners (25% of the roll) were assessed using JAM, an increase from 47 in 2024. 32 learners moved up one or more levels in at least one strand. 7 learners demonstrated accelerated progress across multiple strands. The majority of learners maintained or improved their achievement level. Strand data (Number, Additive, Geometry, Measurement, Algebra) shows overall positive upward shifts. <p>Target Group 1 Year 9-13 students</p> <p>Improved: 7 students (44%)</p> <p>Maintained level: 8 students (50%)</p> <p>Decreased: 1 student (6%)</p> <p>This shows 94% of students either maintained or improved, which is very positive. Especially the 7 students working at S4 and above that this means students are now working at Level 2 on the previous NZC.</p> <p>Several students moved from S0–1 to S2–3 or S4, which represents substantial additive strategy development.</p> <p>Number Concepts</p> <p>All students in our targeted Year 9–13 group made measurable progress in Number Concepts over the assessment period.</p> <ul style="list-style-type: none"> 5 students are now working at Step 4 	<p>The PLD provided to teachers and the structured assessment and program appropriate to the level of the learner has improved teacher confidence and knowledge. By having increase clarity, sequencing confidence and differentiation capability teachers have improved pedagogical decision making.</p> <div data-bbox="1137 534 1550 821" data-label="Figure"> <table border="1"> <caption>Staff Knowledge of Numicon (Before and After PD)</caption> <thead> <tr> <th>Level</th> <th>Before PD (%)</th> <th>After PD (%)</th> </tr> </thead> <tbody> <tr> <td>Poor</td> <td>~7</td> <td>0</td> </tr> <tr> <td>Fair</td> <td>~45</td> <td>~7</td> </tr> <tr> <td>Satisfactory</td> <td>~20</td> <td>~32</td> </tr> <tr> <td>Very good</td> <td>~26</td> <td>~58</td> </tr> <tr> <td>Excellent</td> <td>~4</td> <td>~4</td> </tr> </tbody> </table> </div> <p>Across both target groups Structured teaching and targeted monitoring resulted in clear additive strategy development and conceptual growth. Future reporting will transition from JAM due to curriculum changes</p> <p>Just over half the students in the year 9-13 group stayed at the same level in the Jam assessment and 1 decreased. These students were assessed at a range of levels, potential reasons for this are</p>	Level	Before PD (%)	After PD (%)	Poor	~7	0	Fair	~45	~7	Satisfactory	~20	~32	Very good	~26	~58	Excellent	~4	~4	<p>The 2025 Mathematics Target Action Plan has:</p> <ul style="list-style-type: none"> ✓ Increased assessment coverage ✓ Embedded structured maths programmes school-wide ✓ Improved early years assessment systems ✓ Demonstrated measurable learner progress ✓ Strengthened data-informed teaching practice <p>The data indicates strong progress across the school, particularly in additive strategies and Early phase 2 achievement. Learners are demonstrating improved engagement, increased independence, and stronger conceptual understanding of number and early mathematical thinking.</p> <p>2025 Outcomes</p> <p>In October 2025, significant curriculum changes will require a responsive shift in mathematics programmes, assessment practices, and professional learning. The school implemented structured programmes (Numicon and Maths – No Problem!) and strengthened assessment processes across all year levels. These will need to be realigned to match the new curriculum</p> <p>Conclusion</p> <p>The 2025 Mathematics Target Action Plan has been successfully implemented. Structured programmes</p>
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Very good	~26	~58																			
Excellent	~4	~4																			

<ul style="list-style-type: none"> • Introduced Maths — No Problem! for students transitioning from Phase One into Phase Two. • Introduced a Phase One Mathematics Screening Tool to identify baseline understanding and next learning steps. • Strengthened progression pathways for learners requiring more advanced mathematical content. <p>Leadership Monitoring and Accountability</p> <ul style="list-style-type: none"> • Leadership reviewed class timetables each term to ensure appropriate mathematics instructional time. • Mathematics data was discussed during Professional Growth Cycle (PGC) conversations with teachers. • Strengthened alignment between assessment data, instructional practice, and student outcomes <p>Multidisciplinary Support to Improve Engagement and Access</p> <ul style="list-style-type: none"> • Therapists supported students with self-regulation strategies to increase readiness to learn and on-task behaviour. 	<ul style="list-style-type: none"> • 3 students are now working at Step 5 • 1 student is now working at Step 6 <p>This represents a clear upward shift in number knowledge and number operations across the group.</p> <p>Target group 2 = Year 2 students</p> <p>All 10 of our targeted Year 2 students have made progress in their B Squared scores across all four focus areas. The introduction of the Early Numicon assessment has enabled us to clearly identify individual achievement and next steps. Students achieving at Stage 4–5 on the B Squared Engagement Steps are now ready to transition into a more structured Numicon maths programme. Teachers are also reporting increased confidence in using this assessment data to set appropriate, targeted learning intentions for individual student</p> <p>School wide data – Numicon assessments and Phase 1 screening assessments were undertaken in September 2025 that aligned to the previous Maths curriculum , these are no longer aligned due to curriculum changes in October 2025.</p> <p>With the introduction of Numicon assessment and Phase one maths assessments we can gathered school wide data for all learners. Whole school data shows that 70.6% of students are currently working within the Early</p>	<ul style="list-style-type: none"> - Realistic times frame for progress to be observed on an assessment tool. - Students may be consolidating their current skills - Potential changes in health and/or getting used to changes in class/teacher or programme <p>It can be difficult to determine the extent of the progress as we had little appropriate assessment tools for our early emergent learners. Progress over time will be monitored to ensure strong foundation mathematics skills and exploratory number learning lead to continued progress through to number concepts and more advanced number understanding.</p> <p>Further consideration needs to be given to learners who need a significant amount of support to generalise learning across contexts and tasks, in that students may appear to progress within a familiar task of assessment but may not be able to use this knowledge as a building block for future learning.</p>	<p>are starting to be embedded, assessment coverage has increased, and measurable learner progress is evident. CASS has responded proactively to the initial national curriculum changes while maintaining a strong focus on engagement, differentiation, and meaningful mathematical growth for all learners.</p> <p>Next Steps for 2026</p> <p>Realign CASS maths programmes to the New NZC Maths curriculum and Expanded framework</p> <p>Full implementation of Numicon assessment for all early emergent learners.</p> <p>Continue monitoring learners working at very early emergent levels ,Phase 1 and Phase 2</p> <p>Maintain structured programme delivery across all year levels.</p> <p>Further strengthen links between assessment data and Individual Learning Goals</p> <p>Review reporting on maths achievement to whānau.</p>
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<ul style="list-style-type: none">• Improved regulation resulted in increased and more sustained engagement during mathematics sessions.• Speech Language Therapists collaborated with teachers and learning assistants to develop aided language supports. Supported vocabulary development for mathematical concepts and alternative communication pathways for sharing knowledge.	<p>Numicon Exploratory stage, indicating that the majority of our learners continue to require strong foundational and hands on exploratory number learning. A further 11.9% are developing conceptual understanding through Numicon Concepts, while 13.3% are progressing into Phase One. Encouragingly, 4.1% of students are now beginning Phase Two, demonstrating movement into more advanced number understanding.</p>		
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2026 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

Capacity

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

Connection

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

Implement the New NZC documents, unpacking and adapting for students working within the expanded framework ensuring the progressions are appropriate to age and stage , aligned with school systems and informed by quality assessment

Ensure that mathematics programmes introduced in 2025 and BSLA to be introduced in 2026 are delivered effectively and have a positive impact on student learning and progress

Undertake a review and conduct a future focus analysis of how the organisation and structures of CASS may need to evolve , creating models for consultation and discussion

Develop a more cohesive, well-articulated approach to classroom environments and their relationship to pedagogy, communication and effective management of school resources including Aided language environments, TEACCH structures and Play based learning

Further develop the role of CASS as an outward looking centre of expertise in supporting ORS students in our local area.

Implement our Attendance Management Plan with an aim to improve student attendance from 62% to 70% who attend school more than 90% of the time

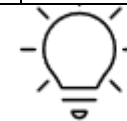
Noticing	Investigating	Collaborative Sense Making	Prioritising to take action	Monitoring and evaluating Impact
	PBS			
			Host School relationships	
			Therapy Delivery	
Curriculum – Annual review				
			Communication	
Mathematics – Annual review				
	Takiwatanga			
			Attention Autism	
		Pacifica Art and Language		
Literacy- Target Action Plan				
			PBL	
Student Attendance– Annual review				
	Health Education			
	Te ao Māori			
			Manulele Pathway	
	e-learning			
				Outreach
Classroom environments – Annual review				
			Prof Learning	
			Engagement	
	Food Explorers			
			Sports and PE	
			Literacy	
		Mini Woolies		
		TEACCH		
				Engage Me



Communication



Contribution



Creativity



CURRICULUM

1

DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

1a: Implement the New NZC documents, unpacking and adapting for students working within the expanded framework ensuring the progressions are appropriate to age and stage , aligned with school systems and informed by quality assessment

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>Due to the recent changes to the New Zealand Curriculum, we need a full review and implimentation of the new NZC and the introduction of the Expanded framework</p> <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>In 2025 we worked to align CASS maths programmes and assessments to the NZC. In October 2025 the maths currciulum were reviewed and changed by MOE</p> <p>CASS curriculum planning documents and curriculum booklet align with the previous NZC. Two members of the CASS leadership team were on the working party with the MOE o create the Expanded framework to support learning at an early emergent level.</p> <p>Transition curriculum.</p> <p>We have a current transition curriculum that needs a review to meet the needs of all students. We are moving into new transition facility. We have employed two specialist teachers to support skill development</p>	<p>All professional staff will be aware of the Maths and English curriculum documenation and have an understanding of phase 1 and 2 of the NZ curriculum.</p> <p>All professional staff will be aware of how to use and implement the NZC and Expanded framework</p> <p>CASS planning documetation aligns to the new NZC and expanded frame work</p> <p>CASS curriculum booklet and procedures align with the new NZC and expanded framework</p> <p>Created a CASS framework for the transtion curriculum for students 18 to 21 years old. The provides students with the skills they need when leaving school.</p> <p>Design a skills based programme for Garden to table and Active fitness for students post 16 years old.</p>	<p>Professional development on New NZC. With a focus on phase one and phase two.</p> <p>Professional development on the NZC and Expanded framework to create knowledge and understanding of these two documents.</p> <p>Co- develop new planning documentation that aligns with the new NZC and is relevant and functional for teacher record their planning.</p> <p>Redesign our CASS curriculum procedures and booklet to meet the changes to the NZC to support teachers understanding and implementation</p> <p>Facilitate a working party to create a transtion curriuulum framework that includes work skills, community acceses and prepares students for leaving school.</p> <p>Garden to table and Active movement teachers to design a skills based programme in consultation with leadership and therapists</p>	<p>Teacher can identify where each student in their class is achieving and can share this information with Whānau</p> <p>Teachers will use these documents to support their teaching and student learning. And will be able to identify learners within the three profiles and or phases of NZC,</p> <p>Clear links to student assessment data and appropriate learning intentions.</p> <p>New planning documents in place after being trialed in classrooms.</p> <p>Review process completed.</p> <p>Transition curriculum framework will be in place to trial for 2026 and reviewd and finalised in 2027.</p> <p>Evaluation fo student progress and engagement, Feedback sort from all professionals involved.</p>



CURRICULUM

1

DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

1b: Ensure that the Mathematics programmes introduced in 2025 and the BSLA to be introduced in 2026 are delivered and have a positive impact on student learning and progress

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>The New Zealand government has mandated a shift to structured literacy and structured numeracy which focuses on explicit, systematic instruction. The Ministry of education has provided PLD and resources that are appropriate for our level of learners</p> <p>We have trialled BSLA and implemented from the selected Numeracy programmes and can see positive gains for a number of students.</p> <p>We have identified that some of our students require foundation support at the earliest level of engagement, there is scope within the programmes to do this and we create a cohesion across our pedagogy and teaching approaches</p>	<p>All teachers and Speech therapist will begin Better start literacy training in February for compulsory Structured literacy training. We have a lead team of leadership team and Speech therapist who attended training in 2025 and we led learning assistance training.</p> <p>We have trialled numicon programme in all Manuka and Kowhai classes. We trialled numicon firm foundations assessment in 2025 for all emergent student across the school. Students working at Phases one were assessed against NZC maths phases.</p> <p>We reviewed the NZC maths curriculum and aligned our programmes and resources to this curriculum. Since doing this the maths curriculum has been rewritten and adjusted in October.</p>	<p>All classroom teachers, Full time LA's and Speech therapist will have completed BSLA training through University of Canterbury.</p> <p>All students will be assessed using the BSLA assessment criteria at least twice this year. Progress will be shared with Whānau.</p> <p>All students will be assessed using appropriate maths assessment twice a year. Data used to inform next teaching steps.</p> <p>Student working at end of Phase one and within Phase two of maths curriculum will be assessed appropriately</p> <p>Reviewed and implemented the recent changes to the new maths and english curriculum and aligned these with our CASS maths progressions</p> <p>Aligned our maths programmes eg Numicon and Maths no problem and pedagogy to the NZC.</p>	<p>Attend two day PLD and 3 x Community of practice meetings a term. Carry out required study, assessment and classroom programmes</p> <p>Teachers will learn how to assess each student and carry out assessments at least twice a year. Teachers will use this data to form next teaching steps.</p> <p>All classroom teachers will be trained in how to carry out specific maths assessment and how to interpret data to inform next teaching steps</p> <p>Review assessments and Smart tool. Confirm most appropriate assessments. Teachers to carry out assessments</p> <p>Teachers to unpack new maths curriculum and expanded curriculum to better inform their planning, programming and resourcing</p>	<p>All class teachers and Speech therapist to complete the full BSLA training and receive their certificate</p> <p>Student data recorded on assessment site. Data reviewed to support implementation of structured literacy programme.</p> <p>Analysis of maths data across the school. Deans review of maths planning and feedback discussions with teachers</p> <p>Appropriate phase one and two assessments confirmed. And relevant students assessed and data analysed.</p> <p>CASS maths and english documentation and learning progression to align with new Maths curriculum.</p> <p>Evidence of new assessment tools and sequences in student learning plans</p>

CAPACITY

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



CENTRAL AUCKLAND
SPECIALIST SCHOOL
Tāwhaki Mātauranga To Kura Mātāwhiri

2a: Undertake a review and conduct a future focus analysis of how the organisation and structures of CASS may need to evolve , creating models for consultation and discussion

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>CASS has experienced considerable growth in the last 5 years from 140 Students and 120 Staff in 2020 to a projected student population in 2026 of 300+ and 200+ staff. We have expanded to 41 classes over 12 Sites with 6 classes and 2 more sites in planning.</p> <p>Our current school organisation and leadership models are almost at their capacity of efficiency.</p> <p>We have also identified that curriculum and programming (and resulting PLD) require different foci in different age levels and student learner profiles – meaning our ongoing review is enormously wide and varied.</p>	<p>Our current leadership model includes Principal DP Staff DP students DP curriculum Therapy Team Leader Office Manager Property and infrastructure lead Deans (Team Leaders) Learning Hub Leaders</p> <p>We have identified a need to front foot our continued school growth so that we are sustainable</p> <p>Currently employment, enrolment and curriculum structures are at capacity at our current size – the workload is now bigger than the role size.</p>	<p>Have developed 1-2 models with sketched in systems outlines ready for consultation with the community</p> <p>Have discussed and understood possibilities and limitations in terms of staffing, MOE processes, governance and finance, job roles</p> <p>Have identified a trigger point for a possible restructure</p> <p>Developed a timeline for next steps and have identified key pieces of foundation work that need to be undertaken</p>	<p>Form a working group focused on ‘blue sky’ thinking, Define scope, and principles</p> <p>Identfy possible workstreams</p> <ul style="list-style-type: none"> • Leadership & organsation • Sites/logistics • Curriculum/programmings • Workforce design • Finance and Resources <p>Research, other organisations, fact finding with key stakeholders</p> <p>Build 1-2 organisational models and develop option packs with pros and cons, staffing implications for boards review</p> <p>Design a consultation and engagement map to support options for board approval</p>	<p>We have a clear vision of what and how the school organisation structure may need to change to accomodate challenges of growth</p> <p>We know when this orgsnation change may need to occur</p> <p>School leadership and the School board can articulate why we may need to change and the impact this will have on staff, students and families.</p>



CAPACITY

2

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

2b: Develop a more cohesive, well articulated approach to classroom environments and their relationship to pedagogy, communication and effective management of school resources, including aided-language environments, TEACCH structures and play based learning

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>By aligning the classroom environment with our pedagogical approaches, we create a space that promotes student learning, communication, regulation and independence.</p> <p>Integrating TEACCH structures, including setting up the physical environment, providing visual cues and routines, we reduce anxiety and provide predictability. The classroom becomes a 'silent co-teacher'.</p> <p>The fluidity and flexibility of a play-based learning environment encourages curiosity, exploration and interaction.</p> <p>Communication happens in the moment. A well-designed environment ensures that communication tools are integral.</p>	<p>The new school has given us the opportunity to establish best practice that promotes learning across environments. We can draw on research to set up class environments that promote learning for our learners.</p> <p>Elements of the TEACCH framework and play based learning are implemented in some classes. Staff knowledge and understanding is inconsistent.</p> <p>Class environments vary across the school. Teachers set up classes with what furniture and resources that have been available.</p> <p>Easy access to aided language supports is inconsistent across the school. This creates barriers to spontaneous and situational communication opportunities</p>	<p>We will have a CASS class environment guide for setting up new classes and learning spaces that reflect and support best practice. E.g A TEACCH class / Play based learning.</p> <p>Staff will have a deeper understanding of how class environments can promote students learning and engagement.</p> <p>Based on individual student play profiles we will create areas within the classroom environment that promote learning and engagement through play.</p> <p>All staff will have ready access to appropriate communication tools in all environments across the school.</p>	<p>Professional staff working within the new school site will collaborate and research how best to furnish and layout new class environments. This will involve visiting a range of schools and ECE, before purchasing and setting up.</p> <p>SLTs will work alongside class teams to create aided language environments that reflect the age and language stage of the learners.</p> <p>Professional staff will access PD through staff meetings and call back days on communication, engagement, TEACCH and play-based learning.</p>	<p>Students will show increased independence and engagement as they navigate their learning environment.</p> <p>Students will have increased access to communication aides and opportunities to communicate across all environments</p> <p>A clear and consistent set up and resource guide for new classes.</p> <p>All students in years 0-2 will have a play profile. Play based provocations will reflect student's interest.</p>



3a: Further development the role of CASS as an outward looking centre of expertise in supporting ORS students in our local area

Why?	Where are we now?	By the end of year we will:	Actions	Measures
<p>There are an increasing number of neurodiverse students in local mainstream schools, that require additional support to best meet their learning needs.</p> <p>CASS has limited space for the rapid growth we are experiencing. By offering our local schools our knowledge and expertise we are able to provide support for ORS learners even if a specialist setting is not available.</p>	<p>We have a team of experienced teachers and therapists that have a high level of pedagogical knowledge that best meets the needs of neurodiverse students.</p>	<p>Have a clear agreement and plan of how joint MOE / CASS PLD provision will work for our wider school community.</p>	<p>Leadership team to connect with MOE to establish a plan going forward.</p>	<p>Professional connections made between CASS and local mainstream schools.</p>
	<p>Our Outreach team support 55 students in 25 mainstream schools, providing specialist support for individual ORS funded student's and their teachers.</p>	<p>Have liased with local schools, our outreach team and MOE to establish what schools need in terms of PLD and what we can provide.</p>	<p>Create connections with mainstream schools within our catchment area and identify priority areas of PLD.</p>	<p>Have a plan for growing the fundholder model.</p>
	<p>We provide the therapy support for ORS funded students for one school, through the fundholder model. MOE is the fundholder for other schools.</p>	<p>Planned and delivered PLD alongside MOE to a range of schools in our catchment area.</p>	<p>Identify a team of staff, including teachers and therapists, that will contribute to the PLD programme and create resources needed to deliver effective PD</p>	<p>Staff from wider school community attend PD sessions provided at CASS/MOE.</p>
<p>MOE has approached CASS to offer joint for schools in our catchment.</p>	<p>Established the feasibility of extending fundholder model to include other schools</p>	<p>Offer PLD throughout the year (1 day a term) on Identified areas of need.</p>	<p>Staff in mainstream schools working with neurodiverse learners feel beeter equipped to support student's learning.</p>	
			<p>Create a steering team to explore the development of our fundholder services</p>	

2026 Curriculum Plan – Positive Behaviour Support

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>There will be a reduction in behaviour incident reports during rec time – in 2025 there were 30 reports made</p> <p>Undertake an investigation into group activity as a criteria of reports behaviour incidents – in 2025 there were 40 reports made</p> <p>Gain a clear understanding of what staff are interpreting group activity to mean.</p>	<p>Staff will plan and use strategies for engagement/ social communication and with students during rec times at base school in 2026</p> <ul style="list-style-type: none"> • Staff development - engagement and play • Timetables re duties and length of rec time carefully monitored and managed • Work with active movement teacher regarding resource purchasing and rotation of resources. • Discussion with teachers – re incidents – what does group activity mean to them? • Deans/ DP to observe group activity sessions • Look at previous incident reporting and unpack and examine themes • Examine how incidents are categorised on E tap 	<p>Students will be happy, engaged and learning social communication, play and engagement skills during rec time</p> <p>If we understand more about what is meant by and what is occurring during group activity time, then we can introduce improvements which should lessen student dysregulation and increase engagement and learning.</p>	<p>Further reduction in behaviour incident reports during rec times 2025 - 30 reports on E tap</p> <p>There may be a decrease in reports, we may recategorize incidents which may mean some areas of reporting will increase as a result? 2025 – 40 reports</p>

Resources	<p>How will this look in our Samoan Bilingual Context? Samoan school guidance emphasises teacher responsibility for discipline and escalation to senior staff, plus parent involvement in serious incidents. Is this reflected in our bilingual unit?</p>	<p>Te ao Māori. Kaupapa Māori models are often seen as very compatible with neurodiversity-affirming practice</p> <p>Holistic wellbeing, Safety + dignity, Collaborative behaviour planning and understanding behaviour as communication.</p>
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2026 Therapy Service Delivery Plan

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Review the impact of therapy services, particularly in the Kauri syndicate.</p> <p>Deepen the understanding and application of therapy practises into teaching and learning across all syndicates</p>	<p>Meet regularly with therapists, teachers and deans, adjust and review in accordance with the feedback from key stake holders. Create a therapy folder in each syndicate with the resources to support teachers understanding on the delivery of therapy services.</p> <p>Upload the therapy referral forms online and review at termly Kauri syndicate meetings</p> <p>Enhance inter disciplinary knowledge, skill and confidence within the therapy team by introducing case studies and peer reviews.</p> <p>Provide regular professional development to new teachers, including support in class, modelling how therapy practises are woven into teaching and learning.</p> <p>Provide ongoing therapy focussed professional development alongside experienced teachers demonstrating the integration of therapy into teaching practice.</p> <p>Termly purposeful teacher therapist meetings focussing on the application of therapy into the literacy, math and PE curriculum</p>	<p>Therapists will provide targeted and multi-tiered levels of support which will increase the learning outcomes for the students and build on the knowledge and capability of staff.</p> <p>Building on interdisciplinary knowledge within the therapy team, allows therapists to work effectively as “key therapists”, enhancing the outcomes for learners.</p> <p>When therapy is embedded into classroom practice, students are well regulated, engaged and motivated to learn.</p> <p>Purposeful teacher therapist meetings and trainings will grow teachers’ knowledge and confidence which will have positive outcomes for the learners</p>	<p>Analyse Feedback / survey data from the key stake holders to determine the impact of therapy services on teaching and learning</p> <p>Track progress on the school wide assessment data</p> <p>Decrease in the number of incident reports</p> <p>An increase in the number of learning focussed seesaw posts</p> <p>An increase in seesaw posts evidencing the integration of therapy into teaching and learning</p>

<p>Resources</p> <p>Build in regular discipline specific and full therapy meetings</p> <p>Regular coaching and mentoring sessions</p> <p>Purchase resources to support language and communication skills</p>

<p>How will this look in our Samoan Bilingual Context?</p> <p>Resources are created in Samoan and English</p>
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<p>Te ao Māori</p> <p>Therapy member appointed to take the lead in supporting the team to normalise the use of Te Reo in day-to-day therapy practise, occurring twice per term at full therapy meetings</p>
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2026 Curriculum Plan – Attention Autism

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<ul style="list-style-type: none"> • Training provided for appropriate key members of staff e.g. members of therapist team so can support more staff in-class over school. • Continued focus on Junior School implementation of the Attention Autism • Review buckets to ensure they remain engaging i.e. toys need to function and continue to engage. 	<ul style="list-style-type: none"> • Provide minimum of one training workshop to new staff and junior syndicates. • Interested LA's to be supported by class teacher to perform program • Provide in house training for therapists if they are unable to access online training with emphasis on supporting class teams to undertake program with more expertise and confidence • Post updates in What's on with useful tips, links and videos • Collect data from feedback forms around teacher confidence and knowledge and use of Attention Autism. • Review of resources. <p>Look at suitable resources for additional stages of AAC</p>	<ul style="list-style-type: none"> • All classes that can benefit from AA will have a trained teacher so will have program presented as intended • Therapists will enhance quality of program therefore improving outcomes for students • With useful tips and support provided to staff students will be provided with engaging updated program. <p>Increase in students engagement and participation.</p>	<ul style="list-style-type: none"> • Feedback about: <ul style="list-style-type: none"> - any difference in attendance (focus) to program/ joint attention/ use of visuals and or words and how these flow into other areas of school day - what is working/ not working from staff <p>Staff survey. Student engagement scores, scerts levels.</p>

<p>Resources</p> <ul style="list-style-type: none"> - Resources for stage 2 Visibly/ auditorily high engagement toys sourced from several different providers to replace and refresh bucket items - Resources for stage 2 – shaving foam, glitter, drop sheets, baskets, fly swats etc - Resourced for stage 3 (one for each unit) – clear umbrellas, whoopee cushions etc
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<p>How will this look in our Samoan Bilingual Context?</p> <ul style="list-style-type: none"> • Visuals with Samoan words alongside English • Visibly/ auditorily high engagement toys that are grounded in Samoan Culture/Arts as suggested by staff.

<p>Te ao Māori</p> <ul style="list-style-type: none"> • Visuals with te reo alongside English • Visibly/ auditorily high engagement toys that are grounded in te ao Māori as suggested by staff.

2026 Curriculum Plan – Communication

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	
Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact	
Targets for 2026	Actions / Strategies		What is the impact for learners?	How will we know?	
<p>Communication partners will integrate 'Aided Language Modelling' into daily routines, using student-centred vocabulary on AAC systems to demonstrate a variety of ways to communicate. This ensures that the learner's communication tools are a natural, shared part of our everyday environment.</p>	<p>SLTs will work alongside class teams to design and implement aided language environments appropriate to the age and language stage of the learners.</p> <p>All communication partners will have ready access to appropriate communication tools and be confident in using them during different types of interactions with students.</p> <p>Professional staff will be knowledgeable about the communication style (ie: Gestalt / Analytical) and stage (as per Communication Continuum) of the learner they are interacting with and adapt their communication accordingly</p>		<p>Focusing on what interests the learner makes communication feel successful and rewarding. This positive experience encourages them to lead their own interactions and build stronger connections with their peers and staff.</p> <p>Aided Language Environments allow Learners to gain 24/7 access to their "voice" in every setting, reducing frustration and allowing them to lead their own learning and routines.</p> <p>Learners engage in richer social connections because they see their AAC tools being used by others as a real, shared language.</p>	<p>Learners will initiate interactions more frequently with a wider range of communication partners</p> <p>Learners will increase their use of language for social connection (eg: joke, protest, tease, share interests with peers)</p> <p>Conversation Partners will report increased confidence at using AAC tools with a range of learners, in a range of situations.</p>	
<p>Resources</p> <p>Universal Signage: Outdoor/indoor symbols in all shared spaces.</p> <p>Portable AAC options for all staff (high / low tech)</p> <p>Coaching: Dedicated time for SLT modeling and staff support.</p> <p>Whānau Kits: Low-tech home boards for every family.</p>	<p>How will this look in our Samoan Bilingual Context?</p> <p>Alofa & Fa'aloalo: Partners lead with love and respect.</p> <p>Empowering 'Āiga: Bilingual tools connect school and home.</p> <p>Flexible Language: Fluid use of English and Gagana Sāmoa.</p> <p>Cultural Rhythm: Using pese to support Gestalt learners.</p>		<p>Te ao Māori</p> <p>Manaakitanga: Partners lead with respect to uplift student mana.</p> <p>Whānau Connection: Bilingual tools bridge school, home, and marae.</p> <p>Language Blending: Fluid, natural use of English and Te Reo Māori.</p> <p>Waiata & Rhythm: Using Māori oral traditions to support Gestalt learners.</p>		

2026 Curriculum Plan – Takiwatanga

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Evidenced based strategies to support readiness to learn and engage are evident in all classes across the school, with a focus on TEACCH and Engage Me.</p> <p>Professional staff have a clear understanding of the SCERTS framework and can implement in class.</p> <p>Explore what aided language environments look like at each SCERTS level.</p> <p>New staff receive the PD and support they need to be effective in their classes.</p> <p>Parent and Whanau feel supported to understand pedagogical approaches employed at school that can be used at home.</p>	<p>Ongoing induction and PD for new staff. Focus PD for all staff on. Engage me/Intensive interaction</p> <p>Continue to progress use of engagement strategies to promote student learning in curriculum areas. Engagement assessments in Term 2 and 4.</p> <p>TEACCH – PD and in class support, to ensure that class environments are structured to support students understanding of what to do, when, and where.</p> <p>SCERTS-PD for all professional staff. Staff supported to implement effective strategies to support communication and emotional regulation.</p> <p>Team Takiwatanga support</p> <p>Planned approach to support new professional staff. Individual teacher / class support offered from Takiwatanga team through Dean / SLT referral.</p> <p>Whanau engagement and PD: Visual structures and supports; Play and Engage Me</p>	<p>Students will be more engaged, which will lead to better learning outcomes.</p> <p>Students will more willingly engage in social interactions with adult’s through Engage Me Intensive Interaction.</p> <p>Students will have access to communications tools which meet their current level.</p> <p>Students will be better regulated as appropriate and effective transactional supports will be in place. Parent PD will enable effective strategies for regulation, communication and learning are implanted at school and home.</p> <p>Students will learn to be more independent in their learning because of structured environments and structured teaching.</p>	<p>Increase in student learning and engagement reflected in Engage me assessment scales.</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. Takiwatanga team present in classes where needed.</p> <p>Feedback from staff and whanau show that classes are well supported and have the tools to support and engage students using best practice pedagogy.</p> <p>Reduction in referrals to PBS and recorded incidents relating to BOC (behaviours of concern)</p>

Resources Staff meetings, TEACCH and Bucket resources, SCERTS PD	How will this look in our Samoan Bilingual Context? Samoan visuals, including a Core vocabulary board in place to support students.	Te ao Māori Use of Te Reo
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2026 Curriculum Plan – EngageMe

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Sustain and embed the the EngageMe framework across the school.</p> <p>Strengthen staff confidence and adult responsiveness in supporting student engagement through EngageMe.</p> <p>Expand the use of guided reflection and mentoring to support staff reflection and professional growth.</p>	<p>Allocate regular PLD time to explicitly unpack EngageMe strategies and link them to everyday teaching (whether that’s in individual classes, special interest groups, targeted classes)</p> <p>Identify and support EngageMe champions (leading teachers) to model and coach others.</p> <p>Collect and analyse student voice, teacher/LA voice and engagement data to evaluate impact and guide next steps.</p> <p>Implement structured guided reflection tools aligned to EngageMe (reflection prompts).</p> <p>Encourage staff to use student engagement data as part of reflective practice.</p>	<ul style="list-style-type: none"> • Making learning more irresistible for our learners. • Students will be more responsive. • Students will show greater concentration, motivation, and enjoyment in learning, building trust with adults through playful and interactive experiences. • Connections between adult and students strengthened. • Students will be more emotionally regulated. 	<ul style="list-style-type: none"> • Consistent use of EngageMe strategies across classrooms. • Improved student engagement data. • Staff feedback indicating shared understanding. • Guided reflection will support staff to better understand their responses within interaction.

<p>Resources</p> <p>EngageMe training for new staff or selected teachers who haven’t completed the training</p>	<p>How will this look in our Samoan Bilingual Context?</p> <p>Explore cultural concepts and language that can further enhance engagement within the classroom.</p>	<p>Te ao Māori</p> <p>Explore cultural concepts and language that can further enhance engagement within the classroom</p>
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2026 Curriculum Plan – Health 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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>1. Complete statement review including consultation with whānau. Change and improve statement based on feedback. In conjunction with Dan.</p> <p>2. Review of CASS Health and Sexuality programme and progressions considering changes in draft (at time of writing 10.2.2026) learning areas in curriculum.</p> <p>3. Ensure appropriate health and sexuality learning areas are represented in the curriculum overview for each term and monitor delivery.</p>	<p>1. Use Curriculum to inform CASS statement changes in line with consultation from whānau. Gather information and insights through survey and whānau sessions.</p> <p>2. Complete review of current CASS Health and Sexuality planning and delivery across the different areas of school. Review resources available, ensure they meet new (draft) curriculum requirements and improve as necessary. Upskill around new Curriculum.</p> <p>3. Investigate current planning to ensure documents are updated in line with the Curriculum . Collaborate with Syndicate Deans to monitor classroom planning is covering appropriate learning areas.</p>	<p>1. Whānau will be able to feed back into CASS Curriculum statement to help meet the varying perspectives of the CASS community. This will ensure teaching is appropriate and considered for students’ needs.</p> <p>2. Familiarity with the new (Draft) Curriculum ensures that pedagogy remains responsive. Students benefit from a cohesive and considered, supported approach to the new curriculum changes. Resources will match Curriculum goals and be appropriate for age and stage.</p> <p>3. CASS students will have access to planned, appropriate sessions designed to meet specific needs of students.</p>	<p>1. Whānau survey to be completed and analysed. Whānau information and feedback sessions offered and completed. Curriculum statement updated in accordance to findings.</p> <p>2. Review undertaken and data gathered displaying topics taught and times. Resources evaluated and updated. Research and P.D. undertaken around new draft curriculum.</p> <p>3. Analysing teacher timetables and planning to ensure proposed changes are being embedded. Assess staff confidence levels through surveys and provide additional PD and support.</p>

<p>Resources</p> <p>Survey Updated teaching programmes and accompanying resources Appropriate PD when available</p>
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<p>How will this look in our Samoan Bilingual Context? We will prioritize gathering feedback to ensure the updated curriculum statement reflects Samoan values regarding identity and physical wellbeing while utilizing bilingual resources to support student understanding</p>
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<p>Te ao Māori</p> <p>Ensure that Māori whānau perspectives are central to the statement review, ensuring that teaching is culturally responsive and honours the spiritual and social dimensions of sexuality education.</p>

2026 Curriculum plan - Sports and PE

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	<u>Prioritising to take Action</u>	Monitoring and evaluating Impact
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Targets for 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<ol style="list-style-type: none"> 1. Increase Variety of Sports EOTC activities: Actively seek more unique sporting events school-wide to increase the total number of unique activities with a particular focus on Kōwhai syndicate. 2. Enhance CASS community Awareness: Use Sport Auckland partnership to improve staff and whānau awareness of local community organisations and clubs that can support student sporting access. 3. Become familiar with the new Health and P.E. Curriculum (Draft), feedback to MOE where appropriate. 	<ol style="list-style-type: none"> 4. Use links with Sport Auckland, Roskill cluster and adaptive sports group to assist in identifying sports opportunities. Use external providers to target areas of the school with EOTC challenges. Create system to track delivery from external providers in school. Work with targeted areas teachers and Dean specifically. Use Sports Ambassador team. 5. Increase visibility of information provided to staff and whānau, create clear lines of communication and resources sharing. Survey whānau about accessing sport opportunities. Hold whānau sports information session in conjunction with external providers. 6. Sports ambassador team to increase awareness of and upskill as the Curriculum becomes available. 7. Develop overview planning in line with Curriculum. Focus on swimming (assessment and teaching swimming skills). 	<ol style="list-style-type: none"> 4. Increased exposure to a wider variety of Sporting event. This will increase skills and abilities while also improving confidence in transitions and accessing EOTC opportunities in general. 5. Whānau will be able to discover and access Sporting opportunities outside of the school setting, consolidating learning and developing skills in different settings. Linked to Healthy Active Learning intentions 6. Staff sports ambassador team will familiarity with the new Health and P.E. Curriculum ensures that pedagogy remains responsive. Students benefit from a smoother transition as staff are prepared for curriculum changes before they launch, ensuring instruction remains current and effective. 	<ol style="list-style-type: none"> 3. Monitoring of EOTC sporting activities, compare to previous years to evaluate impact. Creation and monitoring of new system to track external delivery. 4. Monitor and track information provided in communications from school. Complete survey in conjunction with Sport Auckland and analyse results. Deliver information session to whānau. 5. Accessing of relevant PD and spot for Sports Auckland. Continue to analyse teacher timetables and planning to ensure PE sessions are carried out.. Assess staff confidence levels through surveys and provide additional PD and support. Monitor EOTC proposals, planning and assessments of swimming.

<p>Resources</p> <ul style="list-style-type: none"> - Culturally appropriate curriculum materials include Samoan and Māori perspectives. - Adaptive sports equipment - Professional learning for staff
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<p>How will this look in our Samoan Bilingual Context?</p> <p>Integrating Samoan language, values, and cultural practices to make learning more meaningful and accessible for students. This could include using fa'asamoa concepts like <i>va fealoaloa'i</i> (respectful relationships) in health discussions, incorporating traditional movement and dance (e.g., siva) into P.E., and selecting EOTC experiences that reflect Samoan culture.</p>
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<p>Te ao Māori P.E., and EOTC can be woven into a Māori worldview by embedding te reo Māori, tikanga, and culturally responsive practices. Te ao Māori can be emphasised by selecting EOTC experiences connected to <i>whenua</i> (land) and <i>taiao</i> (nature) to strengthen students' connection to their environment.</p>
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2026 Curriculum plan - Manulele Pathway

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 2026	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>Consultation on revised framework and visual diagram to present the Manulele bilingual unit and share this with the wider CASS community</p> <p>Consider how therapy input supports this model and what might need to be different</p> <p>Build cultural competence across CASS with a focus on teaching and learning</p> <p>Align CASS systems to ensure coherence</p>	<p>Fono with aiga to create a space for discussion on framework – where to next for them?</p> <p>Research, consultation and discussion in relation to therapies within the Manuelele framework.</p> <p>PLD for staff around bilingual framework and share vision. PLD around cultural competency.</p> <p>Review Mahi Tahī (documents and process) school Kawa , values and beliefs document)</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>Attendance information – are we seeing improved attendance for Manulele students</p> <p>Progress and achievement – is this being positively impacted</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>Release for teachers / team members PLD</p>
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<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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2026 Curriculum Plan – Te ao Māori

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Demonstrate improved knowledge of Te Reo Māori me ōna tikanga across professional staff at CASS.</p> <p>Research and implement the pepeha for CASS new base me nga maunga.</p> <p>Offer students enriching learning experiences which reflect Māori language and culture and identity. le; Waiata and dance, Local stories and histories,</p> <p>Professional staff will have increased confidence using Te Reo Māori classroom commands, greetings, CASS Karakia.</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>Continue developing a CASS culture for speaking and learning te reo Māori me ōna tikanga. Create a CASS waiata booklet for staff and students Open all meetings with a Timatanga.</p> <p>Continue to develop a dedicated Kapa Haka performance group to represent the school at events and special occasions</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 Set up a kahui for sharing Māori resources for and with the community.</p>	<p>It creates a holistic learning environment that fosters a sense of belonging, enhances cultural identity, and improves educational outcomes for all students, particularly ākongā Māori.</p> <p>When teachers increase their proficiency and confidence through ongoing teacher development, students benefit from higher-quality instruction and more effective learning programmes. It allows teachers to model "lifelong learning," showing students that making mistakes is a natural part of the process.</p> <p>CASS Culture: Normalising <i>karakia</i> and te reo makes school a safe space, improving student wellbeing (hauora) and pride. Kapa Haka: This builds leadership and teamwork, giving students a platform to succeed and represent their school. NZ Resources: High-quality tools make learning authentic and help students connect more deeply with local history. and strengthens whanaungatanga (relationships).</p> <ul style="list-style-type: none"> School Collaboration: Learning from other schools ensures your students benefit from proven, high-impact teaching methods. 	<p>CASS staff feel confident in using Te Reo Māori during their day. Self-review by staff.</p> <p>Host Mihi whakatau welcome new staff. Open all meetings with a Timatanga.</p> <p>Kapa Haka group will perform in uniform at special occasions, proudly fostering cultural connection and school pride</p> <p>Resources created to introduce the history, environment and birds of our new school.</p> <p>Create a network of support in the community to ensure our on-going development</p>

Resources PLD	How will this look in our Samoan Bilingual Context?	Te ao Māori
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2026 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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>To embed BSLA instructional routines and assessment, empowering Outreach teachers to collaborate with mainstream colleagues on implementing evidence-based, AAC-supported literacy programmes.</p> <p>-----</p> <p>Further develop the role of CASS supporting ORS students in our local area by consolidating our connections with host schools, MoE LS, other agencies and CASS colleagues</p>	<p>Follow BSLA guidelines for Outreach working in BSLA or non BSLA schools</p> <p>Complete requirements of Specialist Teaching in BSLA Structured Literacy</p> <p>Provide "guide-on-the-side" SL support to mainstream colleagues by</p> <ul style="list-style-type: none"> • sharing Literacy for All beliefs • modelling adapted AAC friendly assessments and relevant SL strategies for emergent learners. <p>-----</p> <p>Provide host schools with targeted PLD on identified needs (which may include Signature Practices, assessment practices, the Te Tuāpapa 3-tier model, or curriculum adaptation in literacy and maths)</p> <p>Strengthen collaborative practice /establish systems with Fundholder school</p> <p>Collaborate with group of schools using HERO to design alternative learning progressions for ORS students</p>	<p>Classroom teachers are supported by Outreach teacher to adapt SL programmes to meet individual needs.</p> <p>Students using AAC have clear systems to engage with BSLA-aligned literacy content. Focus students will move through clear literacy milestones using diagnostic assessment data to inform targeted teaching strategies, individual resources, and manageable next learning steps.</p> <p>-----</p> <p>Host and other local schools have some tools and strategies to support ORS students</p> <p>Students at Fundholder schools benefit from processes that support school and CASS team to work closely together.</p> <p>Teachers and parents are able to see and discuss learners progression in more visible/ measurable steps</p>	<p>Mainstream teachers report increased confidence in adapting BSLA/SL instruction for diverse learners (Survey pre and post)</p> <p>Student's AAC is used daily as a literacy tool</p> <p>Diagnostic assessments completed for focus students, with next steps (targeted teaching strategies /individualised resources) outlined in IEPs and planning,</p> <p>-----</p> <p>Attendance at PLD tracked and survey to gather feedback from host schools. Co-constructed guidelines of Fundholder school formalised. New ORS friendly learning progressions trialled in Outreach HERO schools</p>

Resources BSLA Specialist schools PLD BSLA resources Alt SL resources providers Code/LLLL/Soundwrite Sensory resources for Emergent 1 and 2
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How will this look in our Samoan Bilingual Context? With Manawa and host schools <ul style="list-style-type: none"> • AAC is a language tool that honours bilingualism • Literacy texts/resources that reflect culture/identity

Te ao Māori Values-Driven Collaboration: Supporting ākonga through a collaborative approach guided by Whanaungatanga, Ako and Manaakitanga. Te Tiriti-Led Practice: Upholding tikanga Māori and te reo use across all school settings, respecting varying levels of cultural competency to ensure Te Tiriti principles foster equity and identity for every learner.

2026 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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>All professional staff will engage in SCERTS training.</p> <p>All professional staff will engage in regular coaching as part of their professional growth.</p> <p>Middle leaders will engage in targeted PLD to support their growth as leaders.</p> <p>All staff have access to internal and external PLD related to the school's strategic goals including BSLA and curriculum framework.</p> <p>Continue to build upon the induction programme for new professional staff and evaluate.</p>	<ul style="list-style-type: none"> All professional staff will engage in 2-day SCERTS training, followed up with regular PD to support implementation. Coaching and mentoring training for new professional staff. Opportunities for regular peer/group mentoring provided. Ongoing leadership develop training offered to Deans and unit holders. 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 strategic goals Implementation and improvement of induction programme for new staff 	<p>Increased progress due to increased teacher confidence and capacity.</p> <p>Increased engagement. Access to appropriate communication and regulation.</p> <p>More diverse teaching and learning experiences.</p> <p>Access to new curriculum. Specifically, Literacy and numeracy.</p>	<p>Assessment data: B squared Engagement profiles and scores Literacy and numeracy – teaching and learning reflects BSLA. Etap- behaviour reports</p> <p>Seesaw Teacher reflection Parent feedback</p>

<p>Resources SCERTS, BSLA, Maths PD External training.</p>	<p>How will this look in our Samoan Bilingual Context? Teaching and learning will reflect the Samoan culture and language within the new curriculum framework.</p>	<p>Te ao Māori Use of Te reo</p>
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2026 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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<ul style="list-style-type: none"> Engaging staff and whānau to share cultural knowledge, ideas, and expertise with our students Ensure earlier planning and preparation of events so teachers can purposefully integrate Pasifika contexts into their teaching programmes. Develop a Pasifika performance group to further strengthen cultural visibility and student leadership. Continue to grow a school-wide Pasifika resource bank, including language resources, art ideas, and cultural learning materials for staff use 	<ul style="list-style-type: none"> To host a festival that involves songs/ dances of certain cultures during respective language week Invite parents to participate in cultural events which include respective language weeks and Samoan Fono Plan and organise relevant resources to share among teachers for respective language week to integrate Pasifika context into class learning programmes Support and conduct Pasifika/ kapa haka performances with Rose Gather appropriate Pasifika resources by asking our aiga/ whanau to donate to grow our resource bank 	<ul style="list-style-type: none"> Students experience their culture being valued and celebrated at school. Stronger connections between home and school help students feel supported in both spaces. Students gain confidence seeing their families and community represented in learning. Students see themselves reflected in the curriculum, which boosts engagement and motivation. Students have opportunities to lead, perform, and represent their culture with pride. 	<ul style="list-style-type: none"> Administer surveys to teachers to gather feedback on the effectiveness of the curriculum and pedagogical approaches. Monitor students' engagement in Pasifika activities on school social media platforms Monitor the participation rates of students & whanau in Pasifika Language Week activities and events Checking Pasifika resources in our resource bank

Resources <ul style="list-style-type: none"> Items for Teaching Resource Kete's Teacher resources/ planning in Teams Folders 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. Starting a Pasifika/ Samoan performance group
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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 Continue integrate te reo Maori and activities in class programmes
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2026 Curriculum Plan – Play Based 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 2026	Actions / Strategies	What is the impact for learners?	How will we know ?
<p>Develop play skills profile for staff to assess students play skills.</p> <p>Develop an understanding of what play looks like and link them to intentional teaching in class.</p> <p>Develop an awareness of creating play-based environment.</p>	<p>Create a coalition group to create play skills profile of what play based approach looks like in early years. The coalition would consist of early years teachers, therapists and engagement team.</p> <p>Teachers to measure play skills based on the profile so that they can support students to develop play skills and link learning intentions into play based learning.</p> <p>Form a focus group/ class of students (Piwakwaka) to support play skills. 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>Based on play skills profile, create intentional learning spaces based on students interest (Focus group- Piwakawaka)</p>	<p>Improved play skills and learning opportunities for learners</p> <p>Intentional play/ play skills taught daily with intentional teaching</p> <p>More Intentional and meaningful learning through Play. When teachers link clear learning intentions to play-based activities, students will experience play that is purposeful.</p> <p>Creating spaces based on students' interests can increase engagement and better support staff in delivering learning within a play-based setting.</p>	<p>With the help of play profile, early years teachers would understand play based learning at CASS.</p> <p>Clearly defined learning intentions visible in the classroom during play and teaching in the focus group class. Reviewing seesaw posts of identified students in early years classes and how play skills has supported their learning. Intentional play areas established in classroom for play and engagement, Discussion in Manuka teacher PGC.</p>

Resources Play toys Defined learning intentions for play/ teaching	How will this look in our Samoan Bilingual Context? Culturally appropriate play-skills profile and resources for the students. Acknowledge and understand cultural values in play-based setting.	Te ao Māori Culturally appropriate play-skills profile and resources for the students. Acknowledge and value tikanga values in play based setting
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2026 Curriculum Plan – Engagement

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>To ensure that all new professional staff access PD on student Engagement and Engage Me</p> <p>To increase student engagement through Engage Me and II strategies.</p> <p>Continue to upskill staff on what it means to be a responsive adult “Being with” and “doing with”.</p> <p>For all professional staff to weave Engagement strategies into teaching moments within literacy and numeracy and communication.</p>	<p>New staff access rolling induction program and Engage Me training.</p> <p>Teachers to use the Engagement for learning scales to assess student engagement in Terms 2 and 4.</p> <p>Engage Me unit holder to support student engagement using Engage Me strategies in target classes.</p> <p>Introduce and complete the Engage me profile for all students communicating at the social partner and language partner levels.</p> <p>Professional staff meeting to focus on being a responsive partner and what “engagement” looks like in curriculum areas. Sharing good practice and observing other colleagues.</p> <p>SIG created for staff working with students that are communicating at a higher language partner or conversational partner level. Use of talking mats to promote engagement and communication.</p>	<p>Students will demonstrate increased engagement as measured by the E4L scales and Engage Me profiles.</p> <p>Students will have fun and enjoy learning.</p> <p>Students will respond to familiar catchphrases when participating within a PMV interaction with an adult.</p> <p>Students will initiate interactions with adults more readily.</p> <p>Increased learning and progress within targeted curriculum areas.</p>	<p>Assessment data</p> <ul style="list-style-type: none"> E4L scores B Squared Literacy / Numeracy communication <p>Seesaw posts</p> <p>Teacher observations and reporting.</p> <p>Engage Me profiles will reflect increased engagement and flexibility.</p>

Resources Staff meetings; Talking Mats PF; Engage Me training.	How will this look in our Samoan Bilingual Context? PMV interactions will reflect language and culture of Samoa.	Te ao Māori Use of Te reo.
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2026 Curriculum Plan – Literacy

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>To achieve a 100% pass rate for all teachers and Speech and Language Therapists enrolled in the BSLA course, and ensure 100% of specific students complete their assessments by term 4.</p> <p>All Ākongā with complex bodies to have a specific adaptive writing tool.</p>	<p>Continue drop-in sessions, with a specific focus on BSLA for the first two terms.</p> <p>Continue the literacy group, starting with an initial meeting to make BSLA resources and categorize new shared reading books. Schedule a follow-up meeting for mid-Term 1, immediately following the initial BSLA training.</p> <p>To support two-day BSLA training for LA's. Support teachers once they have completed the 2 day training with assessment, confidence and implementation. To create BSLA kits for each classroom, to support the start on their teaching in term 2.</p> <p>Continue to collect, and moderate, writing samples early term 2 (due to BSLA training) and late term 3.</p> <p>Provide training for new teachers on the CASS writing programme to shift the recent focus away from handwriting as a technique for writing, rather than a fine motor activity.</p> <p>To create more sensory resources for those early emergent/ hard to engage students: sensory stories, sensory pencils etc.</p> <p>To form a complex needs group that meets once a term, so support understanding around access and strategies.</p>	<p>Ākongā's phonics, reading and writing skills should increase over the year.</p> <p>Following the BSLA training, the ākongā should have a more consistent approach to literacy as they move across the school.</p> <p>Ākongā will have access to good, quality literacy resources to support their learning.</p> <p>Ākongā with complex bodies will have appropriate adapted tool for writing, therefore be able to access writing with increased independence.</p>	<p>BSLA assessment data that we gather throughout the year. Specific ākongā will be assessed.</p> <p>All teachers and SLT's pass the BSLA course.</p> <p>BSLA planning, and assessment, reflected in long and short term planning.</p> <p>Seesaw reporting; more specific and increased confidence on posts about reading and phonics.</p> <p>Writing assessment in term 2 and term 3- compare data from previous years, with a focus group of ākongā with complex needs.</p> <p>A wider variety of tools, and technology used, for writing samples in the second moderation.</p> <p>Progress showed in classes with ākongā with complex bodies.</p>

<p>Resources</p> <p>BSLA kits</p> <p>BSLA resources provided by the programme.</p> <p>Shared reading books that are appropriate for all ages and stages.</p> <p>Sensory stories. Pencil kits. Adapted pencil.</p>
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<p>How will this look in our Samoan Bilingual Context?</p> <p>Bilingual books – shared reading and 1:1 reading books</p> <p>Adapt BSLA kit for Bilingual classes.</p> <p>Engage family in the process.</p> <p>Buy culturally relevant books.</p>

<p>Te ao Māori</p> <p>Bilingual books – shared reading and 1:1 reading books.</p> <p>Engage family in the process.</p> <p>Buy culturally relevant books.</p>

2026 Curriculum Plan – TEACCH

<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, systems and structure to meet the projected growth of the school.</p>	<p style="text-align: center;">Connections</p> <p style="text-align: center;">Strengthen our connections with whanau, host school, 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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<ul style="list-style-type: none"> To make use of the TEACCH programme in classes Foster engagement and reduce anxiety through structured activities and building independence in completing tasks. To increase the use of this in all appropriate classes and encourage educators to work this into their daily routine and planning. Assisting new staff with the programme and help setting up classes for TEACCH. Continue to encouraging the use of the TEACCH box library. 	<ul style="list-style-type: none"> Do survey and see how many classes are using TEACCH, and who wants to start it this year. Touch base with Samoan bilingual class and see if we can provide individualised support. Thinking of the use of language in the TEACCH programme. Provide staff training during the Thursday PD times, encouraging more staff to join the TEACCH programme. Provide individual assistance for educators if needed. Encourage educators to work with their SLT to assist with visuals. Timeline to track progress <ul style="list-style-type: none"> Base line assessment with selected staff/class and learners. Introduce boxes and explain the versatility and use of it. Integrate in daily routine on the learner’s timetable. Midyear evaluation tracking progress and evaluating the benefits of the programme. Continue implementation with continue support Review year and give feedback. 	<ul style="list-style-type: none"> Increase independence/promotes autonomy/gaining confidence. Developing skills, independence/self-confidence/sense of achievement/ FM, life skills, social and communication skills Reduce anxiety and challenging behaviour/ providing structure, understanding and engagement. Enhance focus and attention. Tailored learning opportunities. Improve organizational skills. Progress is managed and tracked to show improvement. Inclusive learning environment. Monitor a target group and see if it has shown some improvement in their academic scores in BSquare. 	<ul style="list-style-type: none"> Photos/videos of learners engaging in TEACCH. Case studies for individual learners. See that educators build this into their planning. Progress in their engagement levels and BSquared. Teacher survey.

Resources:
 Will ask SLT to assist with visuals.
 Resources are in TEACCH library.
 Can be made individually for specific learners

How will this look in our Samoan Bilingual Context?
 As TEACCH is visual and non-verbal the visuals are multi-lingual

Te ao Māori
 Recognition of Maori as tangata whenua.

2026 Curriculum Plan – Mini Woolies

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<ul style="list-style-type: none"> Train Students in set roles to run Mini-woolies. Increase attendance of Classes Visting the store with their students. 	<ul style="list-style-type: none"> -Using the Mini-woolies guide as support clearly lay out the roles and responsibilities of each job available for students to do at the store. -Assess student to determine a role that would support them in growing their skills and personal success in work experience. -Work with smaller groups of students to provide individual support in their training and time working at the store. -Assign each syndicate a term that they can come and visit the store. Talk with the deans to get their support facilitating this with their syndicates. -Assign a group of students responsible for marketing to encourage classes to come and visit the store to get supplies for school celebrations. Create clear instructions for how classes can purchase items from the store. -Track the class that are coming to visit. Relay information to deans. 	<ul style="list-style-type: none"> -Students gain a clear understanding of workplace expectations and responsibilities. -Builds independence by allowing students to understand what their job requires without constant prompting. -Supports literacy development through reading job descriptions and procedural guides. -Encourages accountability and ownership of tasks. -Promote inclusion within the wider school community. - Students in younger classes can develop their learnings about being in the community. 	<ul style="list-style-type: none"> - Record number of students who have successfully met role responsibilities. - Record students who can begin and continue work with little or no prompts. - Students can explain/Show their job clearly. -Track number of classes visiting each term. -Record frequency and repeat visits. -Compare terms to see growth in engagement.

Resources	How will this look in our Samoan Bilingual Context? Planning for Samoan language week by specially ordering items.	Te ao Māori Planning for Maori Language week by specially ordering items
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2026 Curriculum Plan – Food Explorers

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Building capacity of the staff to support Food Explorers schoolwide</p> <p>Develop and trial a quantitative assessment for determining severity of range of foods eaten by a student</p>	<ul style="list-style-type: none"> - Continue to run Food Explorers Group at MENPS with a differentiated approach in 2026 - Establish schoolwide “whole school” culture around foundation neuroaffirming principles to peaceful mealtimes - Continue to support other CASS classes to run the group within an interdisciplinary approach to include OTs - Look into other target classes within CASS - Offer whanau training sessions - Provide an introduction training session for teachers - Work with Food Tech and Horticulture teacher to promote Food Explorers principles in their work with students - Combine the PediEat and Bambi assessment and use it to ascertain level of support needed for a student 	<p>Learners will have access to a strength-based approach and programme that will support their ability to develop their confidence and motivation to interact with new foods and drinks.</p> <p>“Adequate hydration and nutrition are factors that influence a child’s access to appropriate educational programming”</p> <p>Having a differentiated approach ensures the level of the Food Explorers programme matches where the student is at</p>	<ul style="list-style-type: none"> - Students will more willingly participate in the group programme for longer periods of time - Families will report on changes in behaviour of what students are doing at mealtimes at home with new foods - Staff will be displaying a more “responsive” adult role during mealtimes within the groups (no positive or negative pressure) - Deans and SMT report on whether they are seeing a no pressure atmosphere at mealtimes

<p>Resources</p> <ul style="list-style-type: none"> - Continued support from Farro Fresh for food donations - If more classes come on board may need to look at purchasing food for the programme - Trainings as above in plan
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<p>How will this look in our Samoan Context?</p> <ul style="list-style-type: none"> - Consider bilingual AAC to support communication within the programme - Consider wider impact on whanau and community around specific food preferences
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<p>Te ao Māori</p> <ul style="list-style-type: none"> - Consider bilingual AAC to support communication within the programme - Consider wider impact on whanau and community around specific food preferences
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2026 Curriculum Plan – Host School Relationships

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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Establish strong relationship with new host school coming on board in 2026</p> <p>Maintain CASS staff connection through host school staffroom</p> <p>Improve students participation in Host school activities including integration activities</p> <p>All students to wear school uniform of host school</p>	<p>Establish Host school relationships doc Offer pre start introduction sessions with host school staff</p> <p>Work with Learning Hub leaders to ensure a shared vision and problem as needed Share success in staff meetings- focus on opportunities for learners</p> <p>Deans to meet with LHL and teachers and ask for a commitment to one key action – goal can be included in PLG Deans to meet with host school leads to identify opportunities and remove barriers to student participation</p> <p>Potential issues (sensory defensiveness, financial implications) to be worked through individually</p>	<p>Students benefit from feeling connected to the their host school and by taking part in the opportunities that this setting provides them. Learning to communicate is a range of settings, extension possibilities for areas where a students has strength and the social opportunities to be part of their host school community.</p>	<p>Classes will start onsite term 3 2026. After a settling in period we would expect to see connections establish with key people at the new host school</p> <p>CASS staff attending the host school staffroom 100% of the time</p> <p>Students will all have an integration or reverse integration opportunity</p> <p>Students will wear the uniform of their host school.</p>

<p>Resources</p> <ul style="list-style-type: none"> - Possible budget to support families accessing costly uniforms - CASS staff to provide PD and information sessions as required
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<p>How will this look in our Samoan Context?</p> <p>Our Manulele classes will continue to connect with and find opportunities for integration and reverse integration with their Samoan bilingual host school classes</p>
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<p>Te ao Māori</p> <p>Staff will demonstrate Manaakitanga and Whakawhanaugatanga in tier host school environments Consideration should be given for connections to host school cultural groups (eg Kapa Haka)</p>

2026 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 2026	Actions / Strategies	What is the impact for learners?	How will we know?
<p>Digital contribution Students will connect with each other and the wider CASS community, about their learning, using a range of digital tools</p> <p>Digital Citizenship Students will know how (appropriate to their age and stage) to use both devices and online tools safely and responsibly during learning programmes</p>	<ul style="list-style-type: none"> - Students will use a digital platforms (e.g., Seesaw, Book Creator, AAC device, Zoom, Canva) to ‘show and share their learning’ with someone outside of their immediate class, at least once a term. - Each class will contribute a “digital artifact” to the school kete that can be included as part of connecting with the wider community (eg: facebook, newsletter, website, screen display in foyer) - Develop and implement appropriate tools for staff and students to use <ul style="list-style-type: none"> o Traffic lights for using devices / class guidelines o Student agreements for device / email use o Stop / turn / tell when encountering unwanted online images etc o Looking after devices - Ongoing staff support and PD to use the digital tools that are currently available within the school, and continue to extend these options - Whanau information sessions about online safety and digital citizenship 	<p>Students see themselves as part of a larger community. It builds social recognition and "Whanaungatanga" across different sites or satellite. They will communicate with a wider audience, generalising</p> <p>Students view themselves as responsible users of technology. They gain an 'exit strategy' from distressing content. Having staff and whanau sharing consistent messages and strategies supports learners to confidently and safely use digital tools.</p>	<p>Observation of students identifying themselves or their peers on the foyer screen (e.g., smiling, pointing, or using their communication device to name a friend).</p> <p>Engagement data from platforms used (eg Seesaw, facebook)</p> <p>Number of contributions from each class to the school kete/newsletter.</p> <p>Whānau Testimonials</p> <p>Anecdotal feedback re: student device use</p>

<p>Resources Online subscriptions, digital tools, regulation supports eg: timers / symbols, PD time and external presenters if avail on appropriate topics</p>

<p>How will this look in our Samoan Bilingual Context? Dig. Citizenship: Respecting the 'Va' ("is it okay?")</p>

<p>Te ao Māori students could create a "Digital Pepeha" (visual identity map) using multimedia, such as photos of their maunga (mountain), recordings of their voice, or videos of their whānau</p>
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Attendance Management Plan



CENTRAL AUCKLAND SPECIALIST SCHOOL

Tāmaki Makaurau Te Kura Motuhake

ATTENDANCE PLAN 2026

SCHOOL GOAL:

70 % of students ATTEND REGULARLY by term 4 2026 – currently at 62%

DAY TO DAY ATTENDANCE

- Contact families /Whanau if we have not received notification from them by 10am via text / call to determine why their child is absent. A family that does not make contact by 12pm will be contacted by the teacher.
- Deans will track daily trends, weekly attendance and MOE attendance expectations of students.
- The Deputy principal (Attendance Officer) will be alerted by the Deans or admin if a student is absent more than 5 days in a term, or if a family has not been in contact with the school for 3 days, In such cases the Dean will contact the parents / whanau.

REGULAR ATTENDANCE ABSENT 1-5 DAYS A TERM

WHANAU RESPONSIBILITY:

- Contact the school to report and explain the absence

SCHOOL RESPONSIBILITY:

- Contact the family by message / phone if we have not been notified of the reason for the students absence
- Regularly discuss attendance with the school community, include a section in the school newsletter

BOARD RESPONSIBILITY:

- Monitor school use of teacher only days and ensure the school is keeping to the MOE allowances
- Track attendance trends in the Principal's Report to the Board
- Support the school to improve attendance outcomes

MODERATE ATTENDANCE ABSENT 6-10 DAYS A TERM

WHANAU RESPONSIBILITY:

- Return student to regular attendance
- Contact school each day to report and explain absence
- Contact the school if support is needed

SCHOOL RESPONSIBILITY:

- Deputy Principal (Attendance officer) will monitor student attendance and communicate with the Deans and Principal at a weekly meeting
- The Dean will contact a family if a trend is present without a justified explanation. This will be followed up with a formal e mail.
- Support family / whanau and student to re-engage with school

IRREGULAR ATTENDANCE ABSENT 11-15 DAYS A TERM

CHRONIC ATTENDANCE ABSENT 15 OR MORE DAYS A TERM

WHANAU RESPONSIBILITY:

- Return student to school and support them to reach the regular attendance expectation (less than 5 days a term)
- Meet with the Dean and Deputy Principal to discuss reasons for ongoing absences and together create a support plan
- Implement support plan strategies at home

SCHOOL RESPONSIBILITIES:

- Send a formal letter to parents regarding concerns around attendance
- Escalate a referral to attendance services to meet with parents to develop a support plan
- Use in school resources to support the family and remove barriers to attendance

MINISTRY OF EDUCATION RESPONSIBILITIES:

- Facilitate agency response and support the school to improve student attendance
- Support the school to access appropriate resources

WHANAU RESPONSIBILITY:

- Return student to school and support them to reach the regular attendance expectation.
- Meet with the school to discuss reasons for absence and work together to create a support plan.
- Meet regularly with the Principal to discuss support plan and attendance requirements.

SCHOOL REPONSIBILITY:

- Send warning letter to parents
- Escalated attendance for multi – agency response
- Implement and monitor individual attendance improvement plan
- Use in-school resources to support the family and remove barriers
- Engage with the attendance services to develop a multi-agency response
- Communicate with Ministry of Education regarding prosecution when appropriate
- Unenroll students who have not returned to school after 21 days without a justified explanation

MINISTRY OF EDUCATION RESPONSIBILITY:

- Facilitate agency response and support the school to improve student attendance
- Support the school to find and access resources
- Provide direct support to parents
- Co-ordinate regional response when required

<p>90% ATTENDANCE AVERAGE 4 DAYS ABSENT A TERM (19 DAYS A YEAR)</p>
<p>80% ATTENDANCE AVERAGE 9 DAYS A TERM (39 DAYS A YEAR) 2 WEEKS AWAY A TERM</p>
<p>70% ATTENDANCE AVERAGE 14 DAYS ABSENT A TERM (59 DAYS A YEAR) 3 WEEKS AWAY A TERM</p>
<p>60% ATTENDANCE AVERAGE 19 DAYS ABSENT A TERM (77 DAYS A YEAR) - 4 WEEKS AWAY A TERM)</p>



CENTRAL AUCKLAND SPECIALIST SCHOOL

Tāmaki Makaurau Te Kura Motuhake

ATTENDANCE INITIATIVES

ATTENDANCE REPORTING TO THE BOARD

- The Principal will report on monthly attendance to the board in the principal's report for each board meeting
- The board will engage in identifying trends and support the school in implementing the attendance plan

STAFF AWARENESS AND ENGAGEMENT

- The staff will have attendance data shared with them throughout each term, including the attendance matters report and internal tracking information
- Teachers may be included in family meetings regarding attendance where and if necessary
- At all times teachers will be informed when an attendance meeting or communication has been made with regards to attendance

100% ATTENDANCE INITIATIVE

- Students attending school 100% will be tracked and each term an attendance certificate will be issued to the student
- Students would be acknowledged in the attendance section of the school newsletter
- A trophy is awarded at the end of each year – 1 per syndicate at the end of year prizegiving

SUPPORTING DOCUMENTS AND SYSTEMS

- 100% attendance tracking doc
- 100% attendance certificate
- Student attendance policy in School Docs
- Recording Attendance policy in School Docs
- eTAP (Student Management System)

