

Charter

2021



Patricia Avenue School



‘Informing our school community’

The 2021 Patricia Avenue School Charter is a document for our school community, Board, staff and stakeholders that outlines the Board of Trustees aims, objectives, directions, priorities and student improvement targets.

The first few pages outline our Mission, Vision, Beliefs and Values.

Following this, we outline our **Strategic Goals**– these goals are *‘where we would like to be in 3 -5 years’* and are reviewed annually.

The **Annual Plan** details *‘specifically what we will be focusing on’* this year and *‘how we are going to achieve these targets’*. These targets relate directly to our Strategic Goals along with a significant emphasis on continuing to support the development of ‘Ready to Learn’ behaviours to ensure that our students are engaged in learning across a range of contexts and are achieving success in a physically and emotionally safe environment.

The specific **Targets** for the current year are identified. In previous years, there has been a strong emphasis on Literacy and Numeracy that has enabled us to understand school-wide strengths and identify and address gaps in student achievement. Our 2021 targets have a broader ‘engagement and learning’ focus and an emphasis on delivering programmes that are student centred, holistic and support wellbeing.

As always, we will continue to embed good practices from previous years’ initiatives with the intent of providing our students with the best education possible.

We will keep you informed during the year of our progress through school events, newsletters and our whaanau/family consultation later this year.



Andrea Neil
Principal



Tahi Bidois
Board Chairperson

Patricia Avenue School is a specialist school for children and young people who have additional learning needs (ORS funded). Our students are aged 5-21 years and are supported in their learning by a multi-disciplinary team inclusive of teachers, support staff, therapists and specialists. The New Zealand curriculum is adapted to meet the specific learning needs of the individual and to ensure a holistic approach to meeting students' unique needs. We have carefully designed learning spaces and specialist environments to support student engagement. While our base school is in Patricia Avenue in Hamilton East most of our students are in satellite classes. We have primary aged students at Melville Primary, Silverdale Normal and Woodstock Primary schools; intermediate students at Marian School, Fairfield Intermediate and Cambridge Middle School; secondary students at Melville High School and Te Awamutu College. A tertiary age group of students attend a community-based setting in Clifton Road in the city centre. We also operate a Specialist Teacher Outreach Service (STOS) to support ORS funded students and their teachers and staff in mainstream schools.

Our School Vision

Learning for Living

To provide education which enhances the students' learning, builds on their strengths and needs, and respects their dignity. This education shall encourage, inspire and challenge learners to achieve personal standards of excellence and reach their potential.

Values and Beliefs

Patricia Avenue School recognises and values Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand and is committed to engaging respectfully with whaanau, hapu and iwi. We are a welcoming school that values authentic partnerships with whaanau and family to ensure they are part of the team around their child and that their values, knowledge and priorities are acknowledged and supported.

Together, alongside families and community organisations, Patricia Avenue school works effectively to

- build networks which maximise students' opportunities to learn skills in a range of environments and contexted in everyday life experiences
- develop student independence and self esteem
- enable students to share in decision making affecting their own learning, well-being and future.

Ehara taku toa

I te toa takitahi

Engari, he toa

Takitini

Success is not the work of one but the work of many

Education Values

***Ko te ahurei te tamaiti arohia o tatou mahi
Let the uniqueness of the child guide our work***

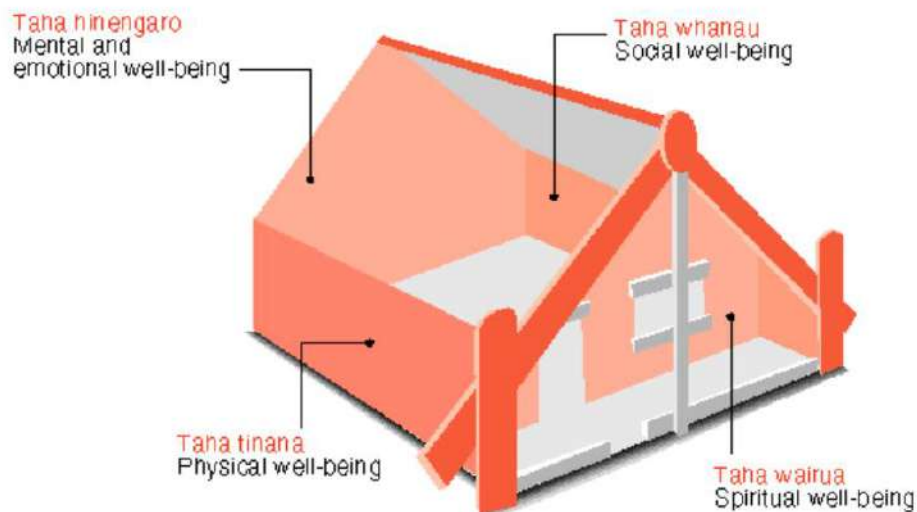
We recognise the diverse and specific additional learning needs of our akonga/learners. Through understanding each student's learning style; multi-disciplinary teams provide an holistic education, which meets cultural, social, emotional, intellectual and physical needs and ensures wellbeing is nurtured.

To ensure students' learning, Patricia Avenue School is committed to

- The development of each student's strengths and abilities
- Enabling access to the New Zealand Curriculum by adapting it to meet individual needs, learning styles, whaanau/family aspirations and to affirm and reflect learners identities.
- The provision of professional learning and development for all staff to ensure best practice and continual strengthening of cultural competencies.
- Providing environments that promote high levels of success and inclusion and are free from racism, discrimination and bullying.

We recognise/identify wellbeing as an essential foundation for our students learning and acknowledge that this requires the nurturing of Taha hinegaro, Taha whaanau, Taha tinana and Taha wairua.

(Mason Durie model: Whare Tapa Wha)



Virtues Values

To recognise students' individuality and support their wellbeing, Patricia Avenue School is committed to

- The **respect** of individual **dignity**
- Recognition of individual **choice**
- The development of **friendships**
- Ensuring the **safety** of all

Patricia Avenue School – Professional Values

The staff of Patricia Avenue School recognise the importance of positive collegial relationships. We are committed to the continual improvement of our own and our colleagues' practice and have identified trust, respect, honesty, courage and integrity as integral to achieving this.

These same professional values underpin our partnerships with whaanau and community organisations.

CULTURAL DIVERSITY

New Zealand Cultural Diversity

Patricia Avenue School reflects New Zealand's cultural diversity as found in our different cultures, languages and heritages by

- Welcoming all families irrespective of ethnicity.
- Respecting cultural difference and beliefs.
- Keeping up to date with current practice on meeting cultural needs in the school environment.
- Providing quality, culturally responsive learning opportunities.

MAAORI

Patricia Avenue School is committed to culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation. We reflect the unique position of Maaori culture, specifically Waikato-Tainui, through

- Following the guiding principles of Ka Hikitia to ensure all Maaori students enjoy and achieve educational success as Maaori
- Meaningfully incorporating Te Reo Maaori and Tikanga Maaori into the everyday life and learning at Patricia Avenue School
- A commitment to the Waikato-Tainui Education Plan which focusses on the key message "Ko te whaanau te puu o te maatauranga!" Family is at the heart of life-long learning!" The plan outlines three educational priorities for all Waikato-Tainui tribal members to:
 - Be fluent in Waikato te reo me oona tikanga
 - Transition into meaningful pathways; and
 - Know their whakapapa and be connected to their marae

- Ensuring an ongoing commitment to the professional development of all staff in cultural competencies and responsiveness
- Allocating specific and appropriate funding for purchasing of teaching resources.

PASIFIKA

Patricia Avenue School acknowledges that language and culture is central to the success of all Pasifika students. We recognise the importance of active parent, family and community involvement for the improved engagement and achievement of all students.



Overarching Strategic Goals Local and National Priorities		Core Strategies for Achieving Goals 2021 – 2023	Annual Goals /Actions 2021
Students Learning	<p>To improve outcomes for students through personalised, relevant programmes that develop strengths and abilities, enhance well-being, and enable them to achieve independence and personally satisfying lives.</p> <p><i>NELP 2021</i></p> <p>4. Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy</p> <p>5. Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning</p>	Review and on-going development of the Patricia Avenue Curriculum, initially implemented in 2020, to support learning and teaching that is meaningful, beneficial and enriching to the Patricia Avenue community of students	<ul style="list-style-type: none"> • Collate and incorporate specific feedback from staff to reflect junior, middle, senior priorities • Ensure the maaori values (manaakitanga) are embedded within our Patricia Avenue curriculum • Review the curriculum coverage map/grid • Elaborate on the Digital Curriculum area and begin implementation for Patricia Avenue School.
		Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand	<ul style="list-style-type: none"> • Te Tiriti o Waitangi (ToW) staff workshops/professional development • Develop set of powhiri and mihi whakatau protocol suitable for the various school sites.
		Strengthen community referenced learning and opportunities for education outside of the classroom	<ul style="list-style-type: none"> • Review EOTC documentation to align with Education Outdoors NZ (EONZ) • Collate a school data base of suitable sites/venues with appropriate RAMs • Identify suitable off-site locations for annual teams events and hold inaugural events.

Student Engagement

To strengthen practices and pedagogy to support the development of 'Ready to Learn' behaviours and improve student engagement

NELP 2021

3. Reduce barriers to education for all including Maaori, disabled learners/akonga and those with learning support needs

Explore and implement appropriate 'play based' learning approaches.

- Strengthen the knowledge of junior team staff in Play Based Learning through workshops and team meetings facilitated by lead teacher
- Roll out Assessment tool and gather baseline data
- Develop and implement Play Based Learning within class programmes.

Embed current and, implement new initiatives to promote student health and well-being and maximise opportunities to increase student engagement

- Attention Autism
- Being Active: Roll out of assessment tool
- M3 Mindfulness for Children: Whole staff PD
- Enviro Schools: Work towards Silver Award.

Maintain high levels of confidence and competence in positive behaviour management through ongoing, school-wide professional development

- Professional staff MAPA refresher
- Learning Support Assistants MAPA workshop rotations
- Staff workshop relating to Behaviour Support Plans (BSPs)
- Annual review of BSPs by teaching staff
- MAPA component for new staff orientation programme
- Follow-up and debriefing of Behaviour Incidents to ensure processes are well managed and appropriate, and that staff feel well supported.

Improve communication outcomes for an increasing range of students who have complex communication needs.

- Speech Language Therapists review prioritisation criteria (LAMP)
- Identify students to trial LAMP 2021
- On-going training and coaching for families
- Speech Language Therapists to explore text to speech software options
- Appoint a Management Unit holder to support staff with their capability to plan for, problem solve and use low tech, high tech, LAMP and coreboard AAC across the day.

Explore new resources and structured play options to constructively engage students across break times and set up on-going training to enable staff to facilitate these

- Introduce and implement a play programme for the middle and senior playground
- Introduce new resources to improve play programmes across the middle and senior playground
- Meet with teachers, establish, and discuss opportunities to provide a rotational playground engagement programme
- Identify needs and submit ideas on further playground development.

School Organisation and Structures	<p>To ensure school organisation, structures and processes support student learning, staff competence and capability and ensure the safety and wellbeing of all</p> <p>NELP 2021 <i>1. Ensure places of learning are safe, inclusive, and free from racism and bullying</i></p>	Complete review and reformat of School Policies and Procedures	<ul style="list-style-type: none"> • Complete review of all Health and Safety Procedures • Develop procedures for ensuring ongoing dissemination and understanding of procedures • Review Finance and Employment Policy and Procedures.
		Support and develop leadership capability and capacity of middle leadership, and distribute roles of responsibility.	<ul style="list-style-type: none"> • Termly workshops for Satellite Leaders with Tony Burkin - InterLEAD • Determine and allocate fixed term management units • Examine and distribute leadership opportunities for succession planning, job satisfaction and professional growth • Leadership team to mentor unit holders in developing their leadership practice
		Implement appropriate organisational change to reflect current directions, expectations or legislation within the sector.	<ul style="list-style-type: none"> • Realign meeting structures to support staff workload and wellbeing and enable adequate time for the implementation of Professional Growth Cycle commitments.
Community Engagement	<p>To actively engage with family/whaanau and the wider community, working in partnerships to enhance learning opportunities for all</p> <p>NELP 2021 <i>2. Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p>	Build relationships with whaanau, involve them in decision making, and partner with them to support rangatiratanga, and Maaori educational success as Maaori	<ul style="list-style-type: none"> • Hold termly kaitahi for Maaori parents to come along to, to share their experiences • Termly hui to gather parent voice.
		Increase engagement with families and whaanau using a digital platform (Seesaw)	<ul style="list-style-type: none"> • Explore additional features of Seesaw platform for digital and home learning and as a possible home/school communication tool.
		Work in partnership with families/whaanau and other members of our school community to review the IEP and transition process to better respond to their child's learning needs	<ul style="list-style-type: none"> • Use a range of strategies to survey families/ whaanau post IEP process (interview, survey monkey, questionnaire, hui) • Gather feedback from professional staff • Establish review team to collate responses, review and develop guidelines and documentation for trial

Personnel	To continually improve and develop professional capabilities of all staff for greater impact on the learning and achievement of all learners	Commitment to professional learning opportunities that support the development of skills and knowledge for Learning Support Assistants	<ul style="list-style-type: none"> Implement robust and supportive orientation programmes with identified core and supplementary modules to support Learning Support Assistants' induction and ongoing professional learning Implement new appraisal practices for support staff aligned to updated job description performance indicators.
	NELP 2021 <i>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</i>	Implementation of Patricia Avenue professional Growth Cycle (developed collaboratively in term 4 2020 for teaching staff)	<ul style="list-style-type: none"> Formalise and disseminate cycle, guidelines and format to trial engage in conversations and receiving feedback about teaching and learning, using the Standards/Ngaa Paerewa.
		Continuing commitment to providing appropriate level of staffing to meet the needs of the learners	<ul style="list-style-type: none"> Appoint a psychology intern Appoint an additional physiotherapist On-going appointment of Learning Support Assistants to support learning needs and safety
School Finance and Property	To ensure that students and staff have a range of modern, purposeful, attractive environments and access to resources that meet their specific learning needs and ensure that they are physically and emotionally safe.	Develop our base school outdoor spaces to encourage increased physical activity, core physical skills and meet the sensory needs of our students.	<p>Expand resources and equipment</p> <ul style="list-style-type: none"> Inclusive bikes and trikes including a Recumbent trike Sensory room equipment <p>Design and construct</p> <ul style="list-style-type: none"> Junior sand pit Junior obstacle trial Build hydro and swimming complex at base school.
		Modernise and improve learning environments as identified through 5YA plan	<ul style="list-style-type: none"> Complete Senior Toilet and shower upgrade Silverdale satellite unit rebuild.

Annual Plan Improvement Target - Domain: Student Learning

Strategic Goal: To strengthen practices and pedagogy to support the development of 'Ready to Learn' behaviours and improve student engagement.

- Explore and implement appropriate 'play based' learning approaches.

Annual Target

By the end of 2021 staff in the junior team will have been introduced to and implemented Play Based learning into classroom programmes.

Junior Students:

- Will discover, create, inquire and problem solve in ways appropriate to their development.
- Will develop the confidence to manage tasks independently.
- Will build confidence to choose and experiment with a variety of materials.
- Learn to work alongside and co-operatively with others

Teachers:

- Teachers will develop and implement 'Play Based Learning' in their classroom programmes.
- Team meetings will support discussion re understanding/ implementation and evaluation.
- Staff will recognise the opportunity for students to develop key competencies, values and knowledge through play based learning.
- Assessment tools will provide consistency of base line data and 'next steps'.

Baseline Data

Ready to Learn Pedagogies such as Attention Autism and Engage Me have been delivered intermittently throughout the school. Assessment has been inconsistent with limited evidence of baseline data for tracking individual student achievement.

'Play based Learning' the pedagogical foundation of Te Whaariki (Early Childhood Curriculum) provides an implementation framework to teach and assess 'Ready to Learn' behaviour such as exploring, experimentation and discovery, while solving problems in imaginative and playful ways.

In 2020 (July) six teachers (representatives from Junior and Middle teams) attended a Pathways into Play Mini Conference in Auckland focusing on delivering Play Based Learning in Special Schools. This encompassed discussion on supporting staff and parents to view play as learning, supporting teachers to introduce play into the classroom, planning and implementation, resourcing and assessment.

In 2020 (July to Dec) a core group of teachers from Patricia Avenue School discussed 'what worked and what did not work' during two further meetings held later in the year. Two teachers (Alta and Anja) visited a Mount Richmond School Satellite in the fourth term to observe how the school implemented play-based learning. A further visit is planned for 2021.

A Junior school initiative is to embed Play based learning practice into classroom programmes in 2021.

Key Improvement Strategies			
When	What (examples) What are we doing ?	Who	Indicators of Progress What will we see?
Term One 2021			
	Teachers will be supported to understand the philosophy and pedagogy of 'Play Based Learning.'	Alta/ Viv	By the end of term one all junior staff will have an understanding of Play Based Learning and be confident to implement into classroom programme.
Term One Week 2	Power point presentation in Week Two of term One 2021 'Effective teaching and learning in Play based Classrooms'.	Alta	Discussion and learning conversations re Play Based learning at team meeting
	Teachers will begin to develop and implement 'Play Based Learning' in their classroom programmes.	Junior Teachers	By the end of term one, staff will have introduced Play based learning sessions
	Staff will be provided with literature and handouts to support implementation	Alta/ Viv	Evidence of resources in classrooms of Play Based Learning
Week 7	Staff sharing strategies learned and discussing positives and negatives experienced in implementation of Play based learning approach.	Team meeting	Teachers reflect and question own practice through peer discussion
	Identification of one student for assessment	Teachers	Learning conversations with and between staff to share practice based on identified student in term one.
	Imparting knowledge to Learning Support Assistants (LSAs)	Teachers	Learning Support Assistants actively participating in Play based learning with a growing understanding of pedagogical approach.
Term Two			
Week One	Teachers to create a classroom environment with diverse interest areas that offer rich play opportunities.	Teachers	Key competency areas Thinking: Using Language Symbols and Text: Managing Self: Relating to Others: Participating and Contributing will be evidenced through students engaging in play.
Week One or Two	LSAs in the junior school to have PD on pedagogical approach to Play Based Learning and their role in delivery	Alta LSA's	LSAs supporting Teachers and students during Play Based Learning sessions.
	Provide sufficient opportunities for students to engage in play.	Teachers	Staff will implement weekly sessions

	Target one student who it finds it challenging to play/ engage.	Teachers	Evidence of approach documented through See Saw video, photos or narrative in Term Two
Week 4,6 & 7.	Teachers to share 'case- study' of identified student	Teachers	Learning conversations with and between staff to share practice.
	On- going review of student outcomes	Teachers	Teachers reflect on what they have learned through reflection of own practice and what they would do differently
	On- going discussion re Assessment	Teachers	Discussion re- recording and how we successfully capture moments to evidence learning.
	Alta to support teachers through classroom observations observation/ discussion	Alta/ Teachers	On-going learning conversations from reflection
	Data analysis framework established	Alta/ Viv Teachers	Teachers to construct template capturing ways of recording Key Competencies and providing constructive evidence that Play Based Learning is a valued mode of learning.
	Classroom visits to support Teacher / Student and LSA's in delivery of Play Based learning.	Alta	Designated weeks to be assigned.
Term Three			
Week 2, 4, 6, 7 10	On going opportunities to share experiences through team meetings	Team mtng	Discussion and ongoing reflection of Play based learning approach throughout the term.
	Continued Classroom visits by Alta to support Teacher / Student and LSA practice	Alta/ Teachers	Visits arranged by Alta to support all junior teachers.
	Framework for tracking data trialled in Term Three	Alta/ Viv/ Teachers	Teachers to discuss and reflect on assessment strategies and adjust/ make changes to template. .
	Completion of Tracking sheet ready for assessment term four,	Alta/ Viv Teachers	Final collation of tracking/ assessment data sheets for individual students

Term Four			
Team mtgns Week 1, 4,6,7,10	Assessment tracking sheets implemented for each student in junior team	Teachers	Evidence of shifts in practice of students based on Play Based Learning Pedagogy.
	All Junior teachers will be delivering Play Based Learning throughout the week.	Teachers	Teachers will have the evidence to add constructive comments to individual assessment tracking sheets.
	Discussions re data collation and where this information can be stored	Teachers	Ongoing discussion at team meetings re data collation, storage for reference, and relevant information for teacher in following year.
	Data stored on individual student profile	Teachers	Individual data stored on personal profiles of students prior to end of 2021.
	End of year review of initiative		Reflective learning conversations re positives and negatives of Play based learning and adjustments made prior to 2022 implementation.
	AOV written	Alta/ Viv	AOV presented to management and plans for 2022.
<p>Monitoring: Photographic and video evidence, Seesaw posts Anecdotal notes Recorded minutes of team meetings Student tracking profiles established and implemented. Teacher reflections at team meetings, incidental conversations, Professional Learning Group sessions.</p>			
<p>Resourcing Alta MU holder for Play Based Learning Play Based Learning Budget Opportunities to visit other schools</p>			

Improvement Plan - Domain: Student Engagement

Strategic Goal: To strengthen practices and pedagogy to support the development of 'Ready to Learn' behaviours and improve student engagement

Embed current and, implement new initiatives to promote student health and well-being and maximise opportunities to increase student engagement.

Annual Target:

- To enable teachers to measure and track the progress of students in their Fundamental Movement Skills (FMS)
- Continue to increase classroom participation in daily fitness/movement sessions.

Baseline data and Annual Target

- 75% classes in the middle team held class fitness daily.
- 62.5% completed a screening tool at the start of 2020 to evaluate the FMS of their students. They then created a daily fitness programme to meet the needs of their students.
- 25% worked on individual movement skills with students who needed individual physio programmes (PMLD classes).
- 12.5% continued what they had been doing in 2019. Some fitness session during the week but not a commitment to a daily fitness programme.
- 50% increase in staff participation in class fitness sessions (teachers and LSAs). 12.5% could not participate due to physical limitations). 25% PMLD classes so teachers involved with specific physio programs. 12.5% no buy-in.
- Staff reported and improvement in students' strength, coordination, balance and some cases endurance.
- There has been a shift in the culture across the middle school where students and staff value participating in daily physical activities.
- There was an increase in IEP goals relating to physical skills in 2020 but a drop in 2021 (there was no time during team meeting given to movement program, so it still has a way to go before it becomes embedded in teachers' practice and school culture).

Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Work in conjunction with the OT and physio team to adapt the screening tool to make it more user friendly for teachers whilst still providing relevant information on where the students' needs are. • Meet with Senior Team Leader (Christina Bartlett) to discuss the needs of the senior team in relation to the assessment tool. • Organise Lyndon James (OT) to present workshop (PD) to staff on the different stages of pencil grip. • Collaborate with Renee Manning and link developing students' FMS by using dance (not just relying on exercise sessions) 		<ul style="list-style-type: none"> • Reviewed and finalised assessment documentation with L Robinson (PT) and L James (OT) by week 5 • Process for information sharing and implementation developed and agreed. • Met with and reviewed other assessments for commonality and contrast (dance)
Terms 2 and 3	<ul style="list-style-type: none"> • Present/introduce assessment tool at a Middle Team meeting • Present/introduce assessment tool at a Senior Team meeting • Survey current practice in senior school • Identify gaps and develop an implementation plan to address needs for areas of the senior team and middle team. • Continue to work on creating a culture in the school where movement and student fitness is valued and becomes a part of every teacher's daily programme in some form (sharing experiences in newsletter, photos in the staffroom, refection/sharing time in team meetings). • Support satellites to increase participation and information sharing (visit to offer ideas and support, take photos to share with wider school) • End of Term 2 collect and collate assessments that been done by the senior and middle team. 		<ul style="list-style-type: none"> • Implementing the assessment tool. Supporting teachers to use it by the end of term. • Increased levels of targeted physical activity in middle and senior school • Movement celebration day events across the school

	<ul style="list-style-type: none"> • Meet with Viv Buchanan (Junior AP) to discuss what a movement assessment tool might look like for the junior team in a play-based environment. 		
Term 4	<ul style="list-style-type: none"> • Continue to work on creating a culture in the school where movement and student fitness is valued and becomes a part of every teacher's daily programme in some form (sharing experiences in newsletter, photos in the staffroom, refection/sharing time in team meetings) • Support satellites to increase participation and information sharing (visit to offer ideas and support, take photos to share with wider school) • End of Term 4 collect and collate assessments that been done by the senior and middle team. • Start to develop a movement assessment tool for the junior team in collaboration with junior teachers and therapists. • Review of fundamental skills implementation to date and development of next steps. 		<ul style="list-style-type: none"> • Movement celebration day/s for groups of students across the school is held. (developing culture) • End of year assessment with the assessment tool completed by class teachers.

Monitoring:

Assessment data

Photographic and video evidence (SeeSaw posts)

Recorded minutes of team meetings

Anecdotal observations and recording

Resourcing

Helen Garland MU holder for Fitness/movement unit.

Release time to visit/support teachers.

PE budget

Professional Development courses (PMP programme)

Improvement Plan - Domain: Student Learning & Community Engagement

Strategic Goal:

Student Learning: To improve outcomes for students through personalised, relevant programmes that develop strengths and abilities, enhance well-being, and enable them to achieve independence and personally satisfying lives.

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

Community Engagement: To actively engage with family/whaanau and the wider community, working in partnerships to enhance learning opportunities for all

Build relationships with whaanau, involve them in decision making, and partner with them to support rangatiratanga, and Maaori educational success as Maaori.

Baseline data and Annual Target

Ethnicity and iwi affiliations identified on school database , but with no apparent use to inform daily class programmes. Some, but not all, teachers have completed Treaty workshops. Treaty information not currently a part of orientation material for new staff. Use of Te Reo in class programmes is not consistent across the school. Specific Maaori educational outcomes not always extrapolated from general student outcomes.

- To help Patricia Avenue staff develop a greater understanding of the role and significance of tikanga Maaori in their workplace.
- To grow the capability and confidence of staff members to use te reo Maaori in meaningful ways.
- To grow the skill and confidence of staff members to incorporate tikanga Maaori into their practice, in relevant and meaningful ways.
- To establish a whaanau-led whaanau support group.

Key Improvement Strategies

- Re-establishment of Te Roopu Whangai Te Tangata for on-going support
- Te Tiriti o Waitangi (ToW) staff workshops/professional development
- Develop set of powhiri and mihi whakatau protocol suitable for the various school sites
- Hold termly kaitahi for Maaori parents to come along to, to share their experiences
- Termly hui to gather parent voice
- Contribute to the development of a cultural competencies' matrix or framework for Patricia Avenue school.

When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> Put general intro about lead teacher into next school newsletter. Have all baseline statistics on class percentages gathered and cross-checked for accuracy 	Jaime to email Vicki	<ul style="list-style-type: none"> A photo of Jaime and blurb will go out before T1 holidays. Breakdown of maaori student data shared with Principal.
Terms 2 and 3	<ul style="list-style-type: none"> Hold regular kaitahi for parents to come along to (week 2 and 9 of T2, week 5 of T3). Hold termly hui, kanohi ki te kanohi, to gather parent voice (make Zoom available) Create an online mechanism for Patricia Avenue Parents to share resources and information. Check the content and use of said mechanism. Data on Maori students is shared to each teacher via team meetings. Work with the curriculum development team to ensure Maaori beliefs, values and culture are reflected in and incorporated into the curriculum document. Staff learn new waiata Support staff to write and learn their mihi or pepeha by providing templates for them to use. Professional development session for staff on ToW. Begin the development of a set of powhiri and mihi whakatau protocol, suitable for the various school sites. 	<p>Jaime</p> <p>Jaime</p> <p>Curriculum Team Jaime and Renee</p> <p>Jaime</p> <p>Andrea - Outsource to suitable Provider.</p> <p>Jaime and Ngaati Wairere</p>	<ul style="list-style-type: none"> A minimum of three kaitahi held over a period of two terms. A minimum of four hui, held over two terms (Weeks 2 and 8) Feedback from whaanau is reported back to the Principal. A suitable mechanism for sharing resources is set up. Ongoing. Information is disseminated at team meetings early T2. A meeting with the curriculum team has occurred. These are sung and learned via new waiata booklet, at next full staff meeting. All teachers can read or recite their mihi by the end of the year. Staff have received PD A draft document will be made available for Principal and BoT to review by the beginning of Term 4.
Term 4	<ul style="list-style-type: none"> End of year kaitahi and hui for Maaori whaanau Follow up hui with the curriculum development team. 	Jaime	<ul style="list-style-type: none"> A final meeting is held

Monitoring: Christina Bartlett, Andrea Neil, BOT members

Resourcing

- Putea for kaitahi
- Putea for Professional development presentation/presenter
- Time provision at the next Call Back day or similar
- Time provision during team meetings
- Technical support if necessary, to host Teams or Zoom hui
- Space in the school newsletters

Improvement Plan - Domain: Student engagement

Strategic Goal: To strengthen practices and pedagogy to support the development of “ready to learn” behaviours and improve student engagement

- Explore new resources and structured play options to constructively engage students across breaktimes and set up ongoing training for staff to facilitate these

Baseline data and Annual Target

In the beginning of 2021 approx. 30% of students engage in play activities throughout both recess and lunch play breaks (rooms 1 -7 at the base school) in the senior playground. 10 % Of those students are directed to play or participate in the limited available play equipment and that is made available through staff prompts, most of these were individual playground engagement programmes. 0% of teachers assessed play skills. There is currently limited opportunities and equipment to support PMLD students to engage in play.

Teacher feedback and observations show that at the moment there is limited participation or modelling by supporting staff in the playground.

Create a culture where students and staff value participating in play activities across the school as it is essential for student wellbeing, promotes learning and improves proprioceptive skills:

- Creating a scheduled play programme to ensure more effective use of existing equipment, playground space and improve student interaction/engagement.
- Staff model and participate in play and movement programmes.

Key Improvement Strategies

- Introduce and implement a play programme for the middle and senior playground.
- Introduce new resource to improve play programmes across the middle and senior playground.
- Meet with teachers, establish, and discuss opportunities to provide a rotational playground engagement programme.
- Submit ideas on further playground development.

When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Compile an inventory list of sports and play equipment in shed. • Meet with DP to discuss: playground plan, minimal equipment, new equipment that can aid a play programme and introduction to play timetable. • Meet with teachers, establish and discuss opportunities to provide a rotational playground engagement programme. 	Tania Hamman	<p><u>By the end of term one</u></p> <p><u>Tania will</u></p> <ul style="list-style-type: none"> • Arrange a meeting time with teachers after school to have their input on play development and activities to improve proprioceptive skills. • Have a document of the benefits and challenges teachers have experienced. • Have a play timetable available to teachers.

	<ul style="list-style-type: none"> • Provide a time for teachers to reflect and share experiences and identify where too next. • Look into better storage options to fully utilize the potential of the storage space available. • Liaise with groundsman regarding broken and fixable playground equipment, especially school bikes/scooters and swings. • Researching suitable playground equipment for PAS. • Following procedures to purchase equipment on behalf of PAS. • Submit ideas on further playground development. • Turn the bike track into an interactive track, using road signs, pedestrian crossings, etc. 		<ul style="list-style-type: none"> • Document time spent with teachers and students and staff to identify a suitable game and play equipment. • Have documentation of team discussions feedback/forward of teachers progress of the below <p><u>All staff</u></p> <ul style="list-style-type: none"> • All students to be prompted to engage in play or movement programmes.
Terms 2 and 3	<ul style="list-style-type: none"> • Share with families via school newsletter, by having a section for play engagement. • Implement Play programme • Have visual timetables available for staff and students. • Review and evaluate the play programme engagement. • Liaise with groundsman regarding broken and fixable playground equipment. Adding a garden kitchen/playground kitchen. • Adding games to the concrete through means of concrete stickers (funding dependent) 	Tania Hamman Teachers Support staff	<p>By the end of term 2 and 3: Tania will</p> <ul style="list-style-type: none"> • Gradually introduce new playground equipment and games. • Meetings teachers each term to gather feedback on playground activities and to actively seek play improvement opportunities. • Regularly observe playground and play engagement. • Have a document of the benefits and challenges teachers have experienced. • Actively seeking improved use of play space available, ensuring optimal use of the entire playground.

		.	<p>Staff will:</p> <ul style="list-style-type: none"> • follow a set play programme; this includes having the playground equipment out and ready for use. • Engage with student during the break times, promoting play participation. <p>Students will:</p> <ul style="list-style-type: none"> • Be active participants in the play programme activities. • Take ownership of some activities and will engage independently or model play to peers. • Improve proprioceptive skills
Term 4	Review work and achievement to date, set goals for further implementation in 2022.	Tania Hamman Senior leaders	<p>Teachers will</p> <ul style="list-style-type: none"> • develop plans for the implementation of new games and opportunities to play for 2022. • Identify areas for further development. <p>Senior leaders will:</p> <ul style="list-style-type: none"> • set/confirm goals for 2022 as appropriate.

Monitoring: On going assessment of student engagement in the playground through promoted play by all staff on duty. Discuss play programme and engagement by providing regular opportunities for staff feedback through termly discussions and observations. Regular observations of staff and student engagement of rotational set activities.

Resourcing

Provision of one management unit for a teacher to lead.

Release days/time if needed to implement specific play programmes, staff training with student engaging in a activity, either individuals or as a class.

Playground engagement budget to provide equipment for developing different types of play skills and proprioceptive skills.

Seek assistance to obtain a grant for structured and fixed playground equipment e.g. new thermoplastic marking, PMLD student engagement facilities, new structures that is for both interaction and fitness and add equipment (bikes, trolleys, scooters) .