

Patricia Avenue School



School Planning 2024-2025

Patrica Avenue School is a specialist school for students 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, therapists, support staff and specialists. We provide a personalised and holistic approach to learning to ensure we meet every students unique needs. We have carefully designed learning spaces to ensure our environment meets students sensory and learning needs. While our base school is in Hamilton East, we have satellite units at Melville, Silverdale and Woodstock Primary, intermediate satellites at Fairfield, Marian and Cambridge School and secondary options at Mangakotukutuku and Te Awamutu College. We have a transition unit - Te Pukenga for our students aged 18-21 in a community setting. We operate a specialist outreach service to students with ORS and their teams in some local mainstream schools

Vision

'Learning for Living'

To provide personalised, holistic and relevant learning opportunities which develop student strengths and meet their unique needs in a way that inspires and challenges. In collaboration with aakonga and whaanau this 'learning for life' journey is developed to support students realise their potential and aspirations.

Values

At our specialist school, we cultivate an environment where every student has the opportunity to **thrive**. We believe in fostering a sense of **belonging** where each individual feels valued and respected. Through strong **partnerships** with families and the community, we ensure a holistic approach to education. Trust, respect, honesty, integrity, and courage are the cornerstones of our professional ethos. Our values are at the core of everything we do to create a safe and supportive space for students to grow academically, socially, and emotionally.



Maaori Dimension and Cultural Diversity

Maaori

Patricia Avenue School is committed to culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage. We recognise and honour Te Tiriti o Waitangi as the founding document. We reflect this by

- Engaging in authentic partnerships with whaanau, hapu and iwi valuing their knowledge and priorities.
- Following the guiding principles of Ka Hikitia to ensure all Maaori students enjoy educational success as Maaori.
- Committing to the Waikato-Tainui Education strategy which focusses on the key message "Ko te whaanau te puu o maatarauanga!" Family is at the heart of life-long learning.
- Meaningfully incorporating Tikanga Maaori and Te Reo Maaori into everyday learning.
- Continually building staffs competencies, capabilities and responsiveness in te reo, tikanga and te ao maaori.

New Zealand Cultural Diversity

Patricia Avenue School reflects New Zealand's rich cultural diversity found in our different cultures by

- Welcoming families irrespective of their ethnicities and respecting cultural differences and beliefs.
- Providing quality, culturally responsive learning opportunities.



P.A.S STRATEGIC PLAN 2024-2025

Strategic Goals

1 Ako Tahi (Teaching and Learning)

Support learning and teaching that is holistic, coherent and relevant to our community of students in a modern, purposeful, safe and inclusive environment.

NELP: OBJ1 P1, OBJ2 P3, OBJ2 P4, OBJ3 P5
Board Objectives: 1a, 1biii, 1c, 1di

2 Tipu Tahi (Growing Capability)

Continually improve professional capabilities of all staff for greater impact on the learning and achievement of all aakonga

NELP: OBJ3 P6
Board Objectives: 1bi

3 Mahi Tahi (Partnerships)

Actively engage with family/whaanau and the wider community to enhance learning opportunities for all, reflecting our ongoing commitment to Te Tiriti o Waitangi.

NELP: OBJ3 P5
Board Objectives: 1di, 1dii

Initiatives

Develop the PAS Local Curriculum:

- Implement and embed the PAS Literacy and Numeracy Progressions.
- Develop our PAS curriculum planning, and supporting documentation.
- Review and strengthen assessment processes and documentation.
- Increase EOTC opportunities within local community setting and environs.
- Develop outdoor learning environments that encourage increased physical activity, core physical skills and meet the sensory needs of our students.

- Refreshment of induction processes and support to maintain school-wide pedagogical approaches and best practice
- Implement school-wide PLD in Team Teach to maintain high levels of confidence and competence in positive behaviour management.
- Support and develop leadership capability for current and aspiring leaders.
- Build cultural competence and confidence of kaimahi.

- Develop partnerships with mana whenua.
- Increase opportunities for engagement with families and whaanau.

Success:

- Students unique learning needs are met through an appropriate localised curriculum.
- Students are engaging in a wider variety of physical sensory and recreational activities.
- Teachers are effectively and confidently using new EOTC documentation and processes.

Measurement Tools:

- New PAS Literacy and Numeracy Progressions are in use and informing teachers planning.
- Reviewed assessment profiles are providing data.
- EOTC documentation is effective and robust.

Success:

Staff are continually developing capabilities and are equipped with knowledge and skills to meet our students diverse learning needs.

Measurement Tools:

- Professional Growth Cycle and observations.
- Engagement in Professional Learning Groups.
- Engagement in Professional Learning Development.

Success:

Recognition of different cultures is evident and celebrated within Patricia Avenue School.

Measurement Tools:

- Whaanau engagement data.
- Guidance and/or presence of mana whenua in school events.



P.A.S ANNUAL PLAN GOAL 1: AKO TAHI

Develop the PAS local Curriculum

- Implement and embed the PAS literacy and Numeracy Progressions.
- Develop our PAS curriculum planning, and supporting documentation.
- Review and strengthen assessment processes and documentation.

<p>Identify new and existing staff and form 2024 curriculum team.</p> <p>Develop understanding and use of numeracy (and literacy when completed) progressions to support teaching and learning programmes</p>	<p>Develop system to document and track student progress in literacy and numeracy.</p> <p>Complete and distribute literacy curriculum. Provide initial PLD.</p> <p>Introduction of planning templates with language that aligns to new localised curriculum and Te Maataiaho Review</p>	<p>Use of curriculum documents to inform planning, IEPs, EOTC and reporting</p>
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Students at PAS have their unique learning needs met through an appropriate localised curriculum, giving life to the school vision and differentiated learning profiles.

Increase EOTC opportunities within the local community setting and environment.

<p>Allocate M units for Physical Activity and Recreation</p> <p>Identify students and classes for camp</p> <p>Introduce and begin to embed new EOTC practices in line with EOTC Guidelines</p>	<p>Develop individual student passports</p> <p>Staff site visit to familiarise and explore activity options</p> <p>Embed weekly, purposeful, progressive movement opportunities promoting healthy living with clear planning and individualised targets focussing on improvement (skill progression, environment, duration or frequency)</p>	<p>Implement Student Passports-Physical Activity and Recreation</p> <p>Complete all camp EOTC documentation</p> <p>Identified students attend/participate at their level (day/overnight) in school camp at Pirongia Lodge</p>
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Students are encouraged, challenged and inspired to engage in a wide variety of recreational activities.

Develop outdoor learning environments that encourage increased physical activity, core physical skills and meet the sensory needs of our students.

<p>Consultation with base teachers and therapists with reference to sensory gaps within current equipment and environment and student needs</p>	<p>Work with Playground designers around concept design and pricing for base playgrounds and identified satellites.</p> <p>Install satellite sensory panels</p>	<p>Installation phase</p>
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Students access various spaces that meet their physical and sensory needs.



P.A.S ANNUAL PLAN GOAL 2: TIPU TAHI

<p>Refreshment of induction processes and support to maintain school-wide pedagogical approaches and best practice.</p>	<p>Review Orientation processes for Teachers Collate ideas and current practices.</p>	<p>Canvas staff for areas of need, refreshment or new development</p> <p>Identify capabilities within the school to support development of additional modules</p>	<p>On-going development of additional modules</p> <p>Implementation of new workshops and modules</p>	<p>Gather feedback and review</p> <p>Establish tracking system</p> <p>Plan for changes highlighted by review and adjust for 2025</p>	<p>New staff feel welcomed and supported to understand aspects of PAS through a planned induction process</p>
<p>Implement school-wide PLD in Team Teach to maintain high levels of confidence and competence in positive behaviour management</p>	<p>Level 1 Team Teach PLD for teachers, therapists and identifies classes</p> <p>Review school restraint register and provide targeted training</p>	<p>Provide BSP support for newly appointed staff</p> <p>Level 2 Course for targeted classes.</p>	<p>Renew Facilitators qualifications</p> <p>Continued roll out of level 1 for all LSA's</p>		<p>Students are supported to be 'ready for learning' and acting out behaviours are managed proactively and safely by confident and competent staff</p>
<p>Support and develop leadership capability for current and aspiring leaders</p>	<p>Identify Middle/Aspiring Leaders and PLD opportunities</p> <p>Advertise and allocate M Units</p>	<p>Senior Leadership Team continue in Y2 with Mel Stopford - Evaluation Associates: Implement PGC team goals, individual coaching and team hui's over duration of the year.</p> <p>Support ongoing Professional Learning and Development</p> <p>Assign support person from SLT who support implementation and provide coaching and mentoring as required.</p>			<p>Leaders and aspiring leaders continually develop leadership capabilities and are equipped with knowledge and skills to meet the various demands and complexity of job.</p>
<p>Build cultural competence and confidence of kaimahi</p>	<p>Identify appropriate PLD opportunities for professional growth including incorporating within Team meetings, staff meetings and Teacher Only Days</p>	<p>Identify and display our cultural demographics</p> <p>Celebrate Language weeks reflective of our school</p>		<p>Establish guidelines for school processes e.g. mihi whakataua, waiata, tikanga regarding food</p>	<p>Staff demonstrate cultural awareness within their classroom programme and interactions with students whaanau and colleagues</p>



P.A.S ANNUAL PLAN GOAL 3: MAHI TAHI

<p>Develop partnerships with mana whenua</p>	<p>Connect with community networks to help us explore the historical significance of local places and people.</p> <p>Pool blessing</p>	<p>Reconnect with Ngati Wairere for ongoing support and partnering</p> <p>Matariki</p>	<p>Kapa Haka Festival</p>	<p>Feedback on PAS Tikanga and our local curriculum</p>	<p>Students and whaanau cultural identity is recognised and affirmed. Localised Curriculum respects and reflects aspirations of parents, whaanau, iwi, hapuu and the wider community</p>
<p>Increase opportunities for engagement with families and whaanau.</p>	<p>Meet and Greet BBQ/evening event at all satellites and for Base Junior and senior school</p>	<p>Planned Termly event for Families and whaanau to be invited to</p> <p>Matariki Celebration</p>	<p>Event invitation e.g. Performance/Production Specialist Schools Kapa Haka Festival</p>	<p>End of year satellite or team celebrations and family/whanau events</p> <p>Junior Production</p> <p>Senior Dinner/Dance and Graduation</p> <p>Santa Grotto</p>	<p>Whaanau feel welcome and connected with the school and partners in their childs education with their voice and aspirations clearly reflected within their childs education</p>