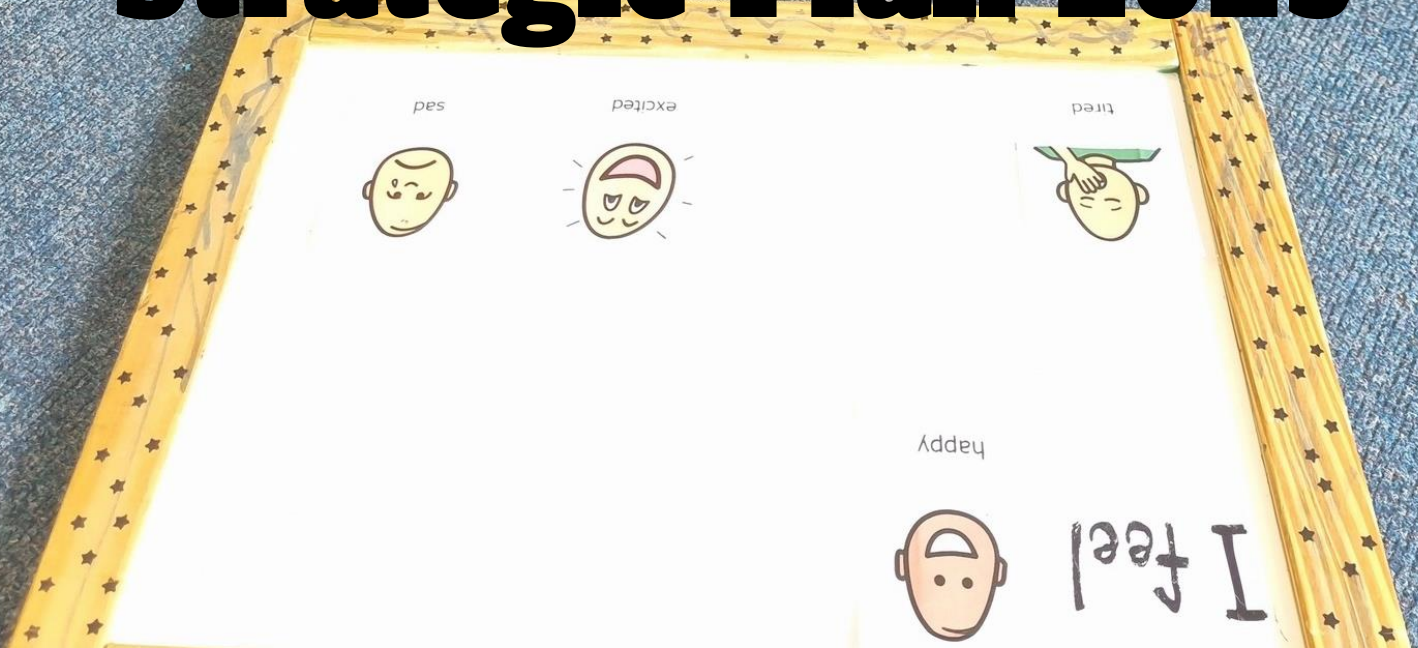# CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

Inspiring Engagement – Realising Potential

Strategic Plan 2025

Te Korero Timatanga

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

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

Te Korero Whakamutanga

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

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

Ko te ahurei o te tamatai arahia ō tātou mahi

*Let the uniqueness of the child guide our work*

Table of Contents

Description of the school Community

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 35 classrooms that are located across Central Auckland. These include our base school site, satellite classes and the St Andrews road campus (StAR). Classes are organised to ensure students of a similar age and who benefit from similar approaches to teaching and learning are grouped together. The school also offers a comprehensive Specialist Outreach Service, supporting ORS funded students in their mainstream schools.
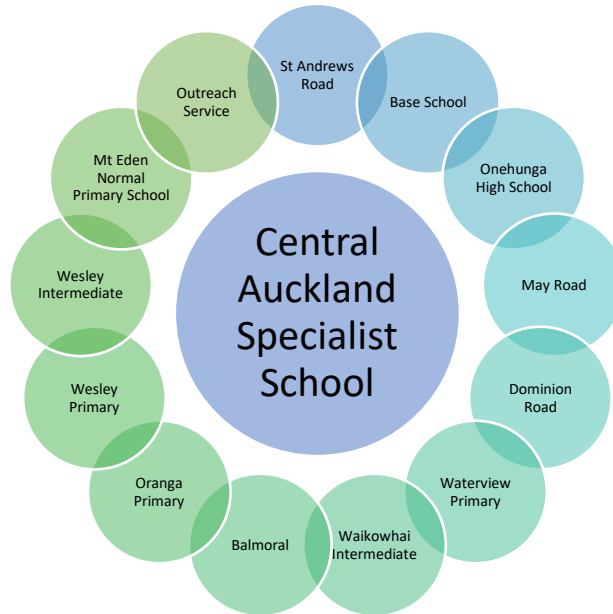
CASS employs a large number of Learning Assistants and Therapists to support the learning of our students. The organisation structures of the school are designed to meet the challenges of a diverse student population, large staff numbers and the geographical locations of our classes.

Treaty of Waitangi

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

Partnership
- Empowering parents, whānau, and community to particpate in their child's education
- Inquiry, place base learning experiences that develop understading of the rōhe, maunga, moana me whakapapa
- Māori whanau are engaged in our Mahi Tahi 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 Tahi 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 2024-2026

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

INSPIRING ENGAGEMENT – REALISING POTENTIAL

Strategic plan 2024-2026

CURRICULUM

Develop and deliver a responsive curriculum through effective pedagogy.

Annual Goal 1: Normalise the use of Te Reo Māori at CASS
Annual Goal 2: Create stronger links between teachers pedagogical decision making and student learning and engagment.
Annuial Goal 3: Increase student Engagement as measured by the E4L Engagement scale

CAPACITY

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

Annual Goal 1: Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future
Annual Goal 2: Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent ,knowledgable reflective practitioners

CONNECTION

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

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

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

Our Vision, Value and Beliefs
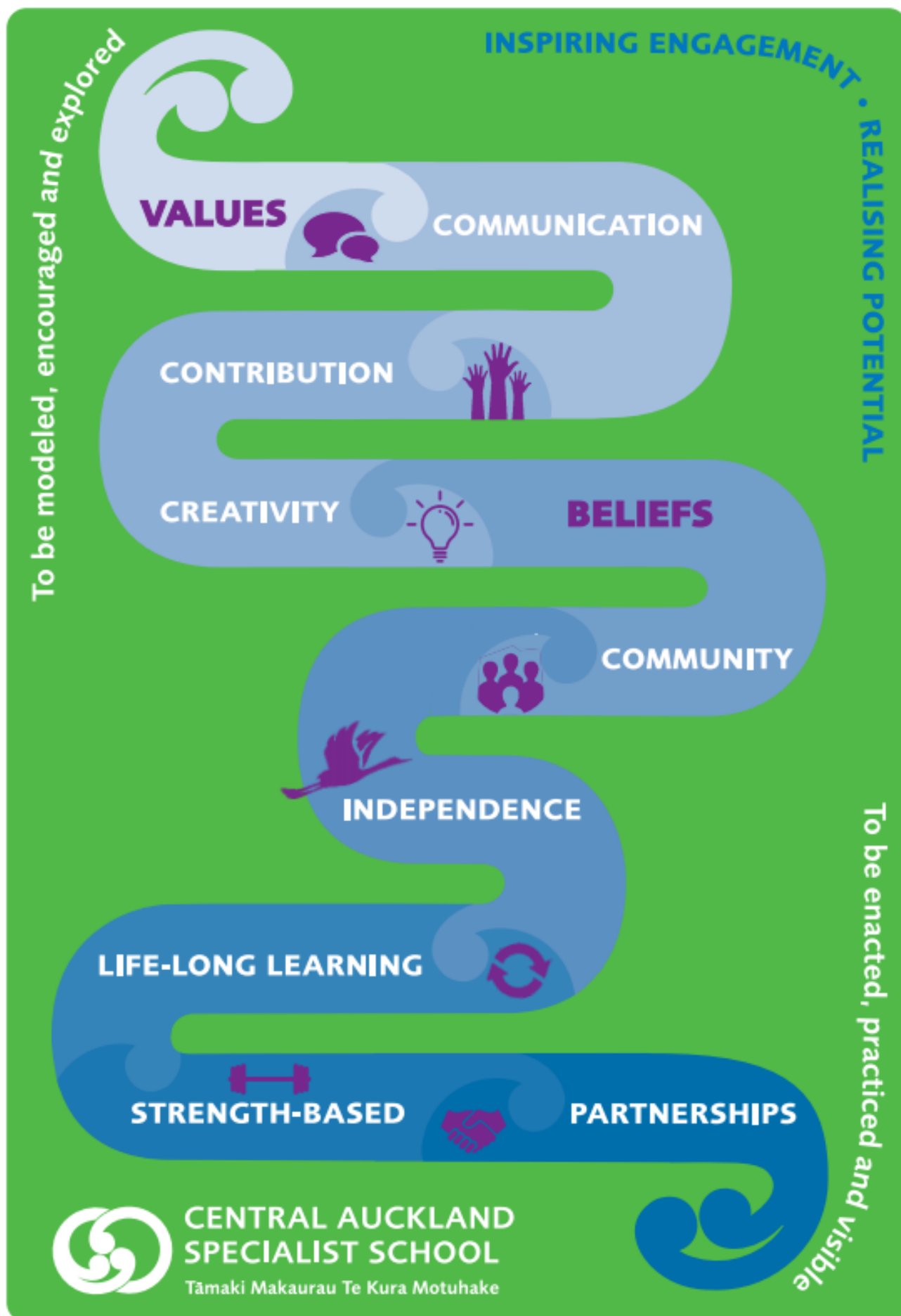
School Aims

To be a place where students and their families belong. Where we grow and promote a sense of community

Create and deliver a contextual, meaningful and personalised curriculum that reflects our high expectations of students learning

To be flexible and responsive to the changing needs of our community

To be at the forefront of developing special education pedagogy and practice.

Create and maintain quality learning environments which reflect our holistic view of students health and wellbeing

He waka eke noa.

We're all in this together.

Alignment of CASS Strategic and National Goals

| KaHikitia Outcomes		Pacifica Education Plan	NELPS		Board Objectives
Te Tuakiritanga: Identity, language and culture matter for Māori learners	Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences		Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences		Te Whānau: Education provision responds to learners within the context of their whānau Te Rangatiratanga: Māori exercise their authority and agency in education
Confront systemic racism and discrimination in education	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners	Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways	Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages		Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	QLEARNERS AT THE CENTRE Learners with their whānau are at the centre of education FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau		QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau QLEARNERS AT THE CENTRE Learners with their whānau are at the centre of education
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.	Every student at the school is able to attain their highest possible standard in educational achievement; the school is inclusive of, and caters for, students with differing needs;	the school – (i) is a physically and emotionally safe place for all students and staff;	Every student at the school is able to attain their highest possible standard in educational achievement; the school is inclusive of, and caters for, students with differing needs;	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;	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;
Normalise the use of Te reo Māori at CASS	**Create stronger links between teachers pedagogical decision making and student learning and engagment. Links will be;** **- Reflected in documentation** **- Developed within a multi disciplinary team**	**Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future**	**Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent, knowlegable, reflective practitioners**	**Further develop a framework of communication with our whānau, ensuring consistent and learning focused relationships are maintained**	**Strengthen our reciprocal relationships with our host schools.**

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

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 Tahi

"Working together on Learning Pathways"

Mahi Tahi 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
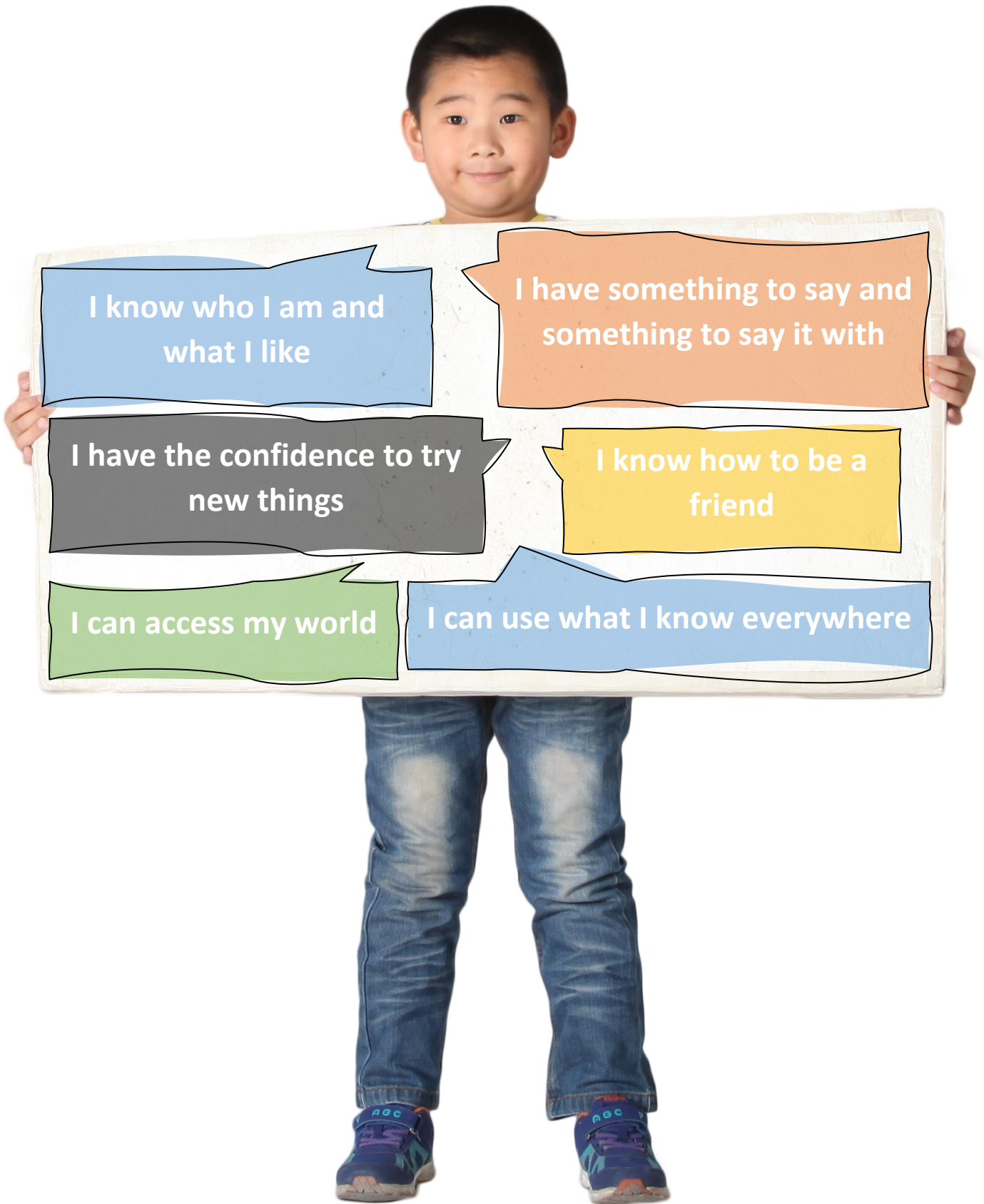
Creativity

- 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
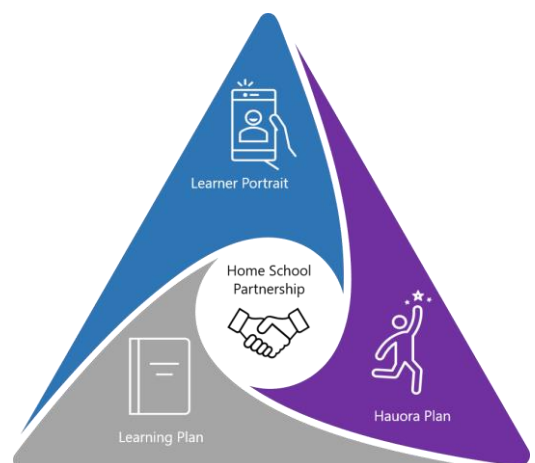
Our Graduate Profile

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

School
Organisation

School Organisation 2025

Manuka	Kowhai	Nikau	Kauri
Sandiya Narayan	**Cindy Singh/ Georgia Robinson**	**Jess Reeve**	**Dan Reeve**
Wesley pr 1	May Road 1	Wesley Intermediate 1	Onehunga 1
Wesley pr 2	May Road 2	Wesley Intermediate 2	Onehunga 2
Wesley pr 3	May Road 3	StAR 5	Onehunga 3
Oranga 1	Manulele 1	StAR 6	StAR 3
Oranga 2	Manulele 2	StAR 8	StAR 4
MENPS	Dom Rd 1	StAR 9	Pitau
Waterview 1	Dom Rd 2	Balmoral 1	Base 1
Waterview 2	Dom Rd 3	Balmoral 2	Base 2
		Waikowhai	Base 3

Delegations

Trudi Brocas	Sonya Dyton	Helen Walker	Donna Ryan	Melinda Allen
Principal	Deputy Principal Staff	Deputy Principal Students	Deputy Principal Curriculum	Property and Infrastructure
Curriculum Self Reviews Property Host school Liaison Personnel Policies and procedures School communications ICT Employment Co-Coordinato**r** Health and safety Privacy Officer Enrolments Te Ao Māori Bilingual Education	Pastoral care staff Professional Development Coordinator Employment Co-Coordinator Professional Growth Cycle Coordinator Staff Leave Induction Sabbatical Applications Middle Leaders Mentoring ASD Approaches Transport Coordinator *Mentor: Georgia, Dan*	ESOL Attendance Positive Behaviour Support Transition Health (Student) BLENNZ ACC Enrolment Pastoral Care - Students *Mentor: Cindy, Sandiya*	Signature Practices Mahi Tahi Coordinator Curriculum Development Assessment and Reporting EOTC Coordinator Arts Parent and Whanau Engagement Whole School Events *Mentor: Bronwyn, Patsi*	Health and Safety Visitors / Volunteers Base/StAR site Digital Infrastructure Resource Room Grants / fundraising TA PLD online project Communication Holiday Programme Liaison Student Nurse Coordinator
Jay Bhana	**Angela Tansey**	**Bronwyn Eeles**	**Patsi Hudson**	**Belinda Rowe**
Therapy Team Leader	**Administration Team leader**	**Enrichment Team Leader**	**Outreach Team Leader**	New Teacher Mentor

Jay Bhana	Angela Tansey	Bronwyn Eeles
AUT OT clinical Coordinator Transport Co coordinator Parent/Whanau Engagement Sensory Room Manager	Finance Payroll oversight	CRT and release timetabling
	Suchi Umapathy	**Carol Purdon**
	Relievers Co ordinator	Learning Leader – Multi Sensory Curriculum

Curriculum Leaders	
e-learning	Cindy Singh
Science	Joanne Hobson
Te Reo Māori	Rose Down
Pacifika language and Art	Sueina Ryan
ASD approaches	James Ray
Attention Autism	Therese Lay
Garden to Table	Bill Dalwood
Engage me	Alice McPherson
TEACCH Library	Lezelle van Rooyen
Mini Woolies	Kasselle Menin

Deans – Curriculum Delegations	
Literacy	Jess Reeve
Health and PE	Dan Reeve
Numeracy	Georgia Robinson
Play Based Learning	Sandiya Naran

Meetings

Meeting	Day	Frequency	Time
Staff, student and property (DPs, Deans, TL, Property)	Friday	Weekly	8:30-10:00
Senior Leadership Agenda items	Monday	Weekly	12.30-2.30
Staffing (Trudi, Sonya, Ange)		Weekly	
Property (Trudi, Melinda, Ange)		Weekly	
Teams Meeting	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)	Under Review		
Positive Behaviour Support	Wednesday	Weekly	2.45-3.45
Staff Only Days	TBC 8 August		
Samoan bilingual meeting	As needed Samoan Fono Date TBC		

School Board

Kaitiaki I te Kaupapa

Board Members 2025

Trudi Brocas – Principal	Maria Aka – Board Member	Racheal Tuisaula – Board Member
Jody O'Connell – Presiding Member	Melissa Bell – Board Member	
Chermei Haufano– Staff Representative	Mahrukh Khan – Board Member	

The school board of Central Auckland Specialist School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

Refer to the *New Zealand Curriculum, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities*. To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and management

The following are the board's agreed governance and management definitions, which form the basis of its working relationships, policy and processes.

Governance	Management
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. 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. 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. 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.	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).

Education & Training Act 2020

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

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

Education and Training Act 2020 – School Board

Board is governing body

1. A board is the governing body of its school.
2. A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
3. Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

Bylaws

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

Objectives of boards in governing schools

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

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

Staff

A board may, in accordance with the Public Service Act 2020, appoint, suspend, or dismiss school staff.

Board has complete discretion

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

Delegation

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

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

Education (School Boards) Regulations 2020
Principal is chief executive of board in relation to school's control and management

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

Meeting protocols

The school board of Central Auckland Specialist School is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held Thursday evening week 3 and 8 of each term at 6.30pm and completed no later than 8.30pm
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

Agenda and meeting papers

- The presiding member is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting
- The principal is to ensure that secretarial services are provided to the board
- Agenda items are to be notified to the presiding member 7 days prior to the meeting
- The agenda and board papers will be circulated to board members at least 3 days prior to the meeting
- The board should have access to all correspondence. Correspondence that requires the board to take some action should be uploaded to the Teams portal prior to the meeting. Other correspondence can be listed and tabled so that board members can read it if required
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public
- The agenda is to be collated with the items placed in order and marked with an agenda item number
- Agenda items will reference relevant strategic goals and board policies
- Late agenda items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent

- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- The order of the agenda may be varied by resolution at the meeting

Public participation

- The board meeting is a meeting open to the public rather than a public meeting.
- Only board members have automatic speaking rights.
- Public participation is at the discretion of the board. Request must be made to the Presiding Member in writing prior to the meeting.
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting including procedures prior to the meeting

Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987. The wording to be used in the motion to exclude the public is found in Schedule 2A of the Act. The board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.
- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain.

Conduct of meetings

- A quorum of more than half the members currently holding office is required for the board to be able to conduct any business
- Meetings can be held via audio, audio and visual or electronic communication providing:
  - all board members who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting
- Board members will declare any conflict of interest at the beginning of the meeting
- Any board members with a conflict of interest or pecuniary interest in any issue shall not take part in any debate, deliberation or decision making on such issues. They must be excluded from the meeting for the duration of the debate, deliberation or decision making. A pecuniary interest arises when a board member may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual board member could have or could be thought to have a personal stake in matters to be considered by the board
- The presiding member shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board*
- The elected presiding member (or, in their absence, a non-school-based board member) presides at meetings
- Only apologies received from those who cannot be present must be recorded. Members of the board who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave, a board member must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it
- Points of order are questions directed to the presiding member that require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting
- The board's normal meeting procedures may be suspended by resolution of the meeting

Decision-making process

- All board decisions are made in light of board policy and the board's primary objectives of ensuring that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi
- All decisions are to be taken by open voting by all board members present

- In the event of tied voting on a resolution, the presiding member may exercise a casting vote in addition to their deliberative vote
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the presiding member and are then open for discussion
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment
- When a matter cannot be resolved or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion

Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- Minutes are sent to the presiding member and Principal for checking within 3 working days. These will be available on the portal prior to the meeting. Requests for corrections or amendments should be submitted by email to the presiding member as soon as possible to ensure accurate minutes can be confirmed at the next meeting.
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting.
- Once minutes are approved as true and correct, recordings of that meeting are to be deleted
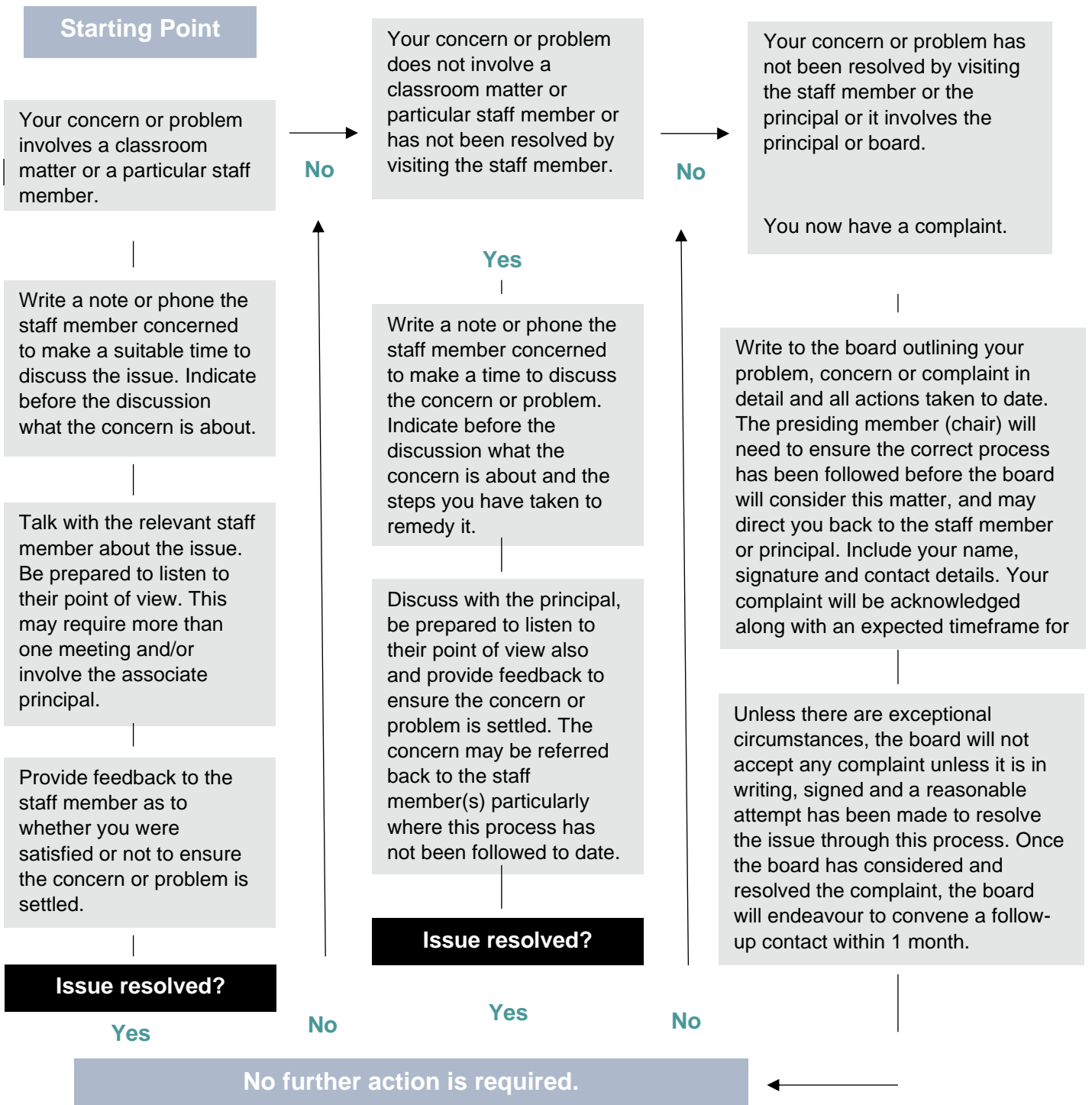
Calling special meetings

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

Inducting New Trustees

All trustees should be offered a tailored induction when they come on to the board whether by election, by-election, appointment or co-option.

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

Concerns and complaints process

Your concern or problem involves a classroom matter or a particular staff member.

No →

Your concern or problem does not involve a classroom matter or particular staff member or has not been resolved by visiting the staff member.

No →

Your concern or problem has not been resolved by visiting the staff member or the principal or it involves the principal or board.

You now have a complaint.

Write a note or phone the staff member concerned to make a suitable time to discuss the issue. Indicate before the discussion what the concern is about.

Yes

Write a note or phone the staff member concerned to make a time to discuss the concern or problem. Indicate before the discussion what the concern is about and the steps you have taken to remedy it.

Write to the board outlining your problem, concern or complaint in detail and all actions taken to date. The presiding member (chair) will need to ensure the correct process has been followed before the board will consider this matter, and may direct you back to the staff member or principal. Include your name, signature and contact details. Your complaint will be acknowledged along with an expected timeframe for

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Talk with the relevant staff member about the issue. Be prepared to listen to their point of view. This may require more than one meeting and/or involve the associate principal.

Discuss with the principal, be prepared to listen to their point of view also and provide feedback to ensure the concern or problem is settled. The concern may be referred back to the staff member(s) particularly where this process has not been followed to date.

Unless there are exceptional circumstances, the board will not accept any complaint unless it is in writing, signed and a reasonable attempt has been made to resolve the issue through this process. Once the board has considered and resolved the complaint, the board will endeavour to convene a follow-up contact within 1 month.

Provide feedback to the staff member as to whether you were satisfied or not to ensure the concern or problem is settled.

Issue resolved?

Issue resolved?

Yes — **No** — **Yes** — **No**

Yes

No further action is required.

School Board

Policy Timeline and

Work Plan

2025 Review Schedule (School Docs)

2025	2026	2027
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 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 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 • Planning and Preparing for Emergencies Disasters, and Crises • Communication During and Emergency, Disasters or Crises • School Closure • Emergency Management • Disaster Management • Crises Management	**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 2** • Employment Policy • Equal Employment Opportunities • Appointment Ppolicy • Classroom Release Time /Tmmtable • Staff Conduct • Performance Management
Term 3 • Child Protection • Abuse Recognition and Reporting • Food and Nutrition • Safety Checking • Police Vetting • Missing Student Procedure	**Term 3** • School Community Engagement • Inclusive School Culture • Enrolment • Student Attendance Students Uniform / Student Dress Expectations • Concerns and Complaints Policy	**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 • Bullying and Harassment • Behaviour Management • Searches, Surrender, and Retention of Property • Stand-down, Suspension and Exclusion • Staff Wellbeing and Safety	**Term 4** • Curriculum and Student Achievement Policy • Reporting about Student Progress and Achievement • Learning Support • Māori Educational Achievement • Religoius Instruction/Religious Observances • Health Education	**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 2025

	Area for Review	20 FEB	27 March	15 MAY	12 JUNE	31 JULY	4 SEPT	23 OCT	27 NOV
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 Postve Behavr TEACCH	Science e-learning Manulele Ply Bsd Learng Pac. Art & Lang Outreach Takiwatanga Mini Woolies			
	BUDGET	Approve final budget.	Monitor	Monitor	Mid-Year Review	Monitor	Monitor	Monitor	Draft for 2026
BOARD PROCESS REQUIREMENTS		Appoint Presiding Member (Not in an election year 2025) Reconfirm delegations Review Code of Conduct Principal Perf Report	Accounts to auditor Principal PGC Plan	Annual Report Approved and sent to MOE by 31st May	Roll return 1 July Opt in to Donations Scheme	Health Curriculum Consultation (Odd years)(2026)			Confirm meeting dates 2026
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				
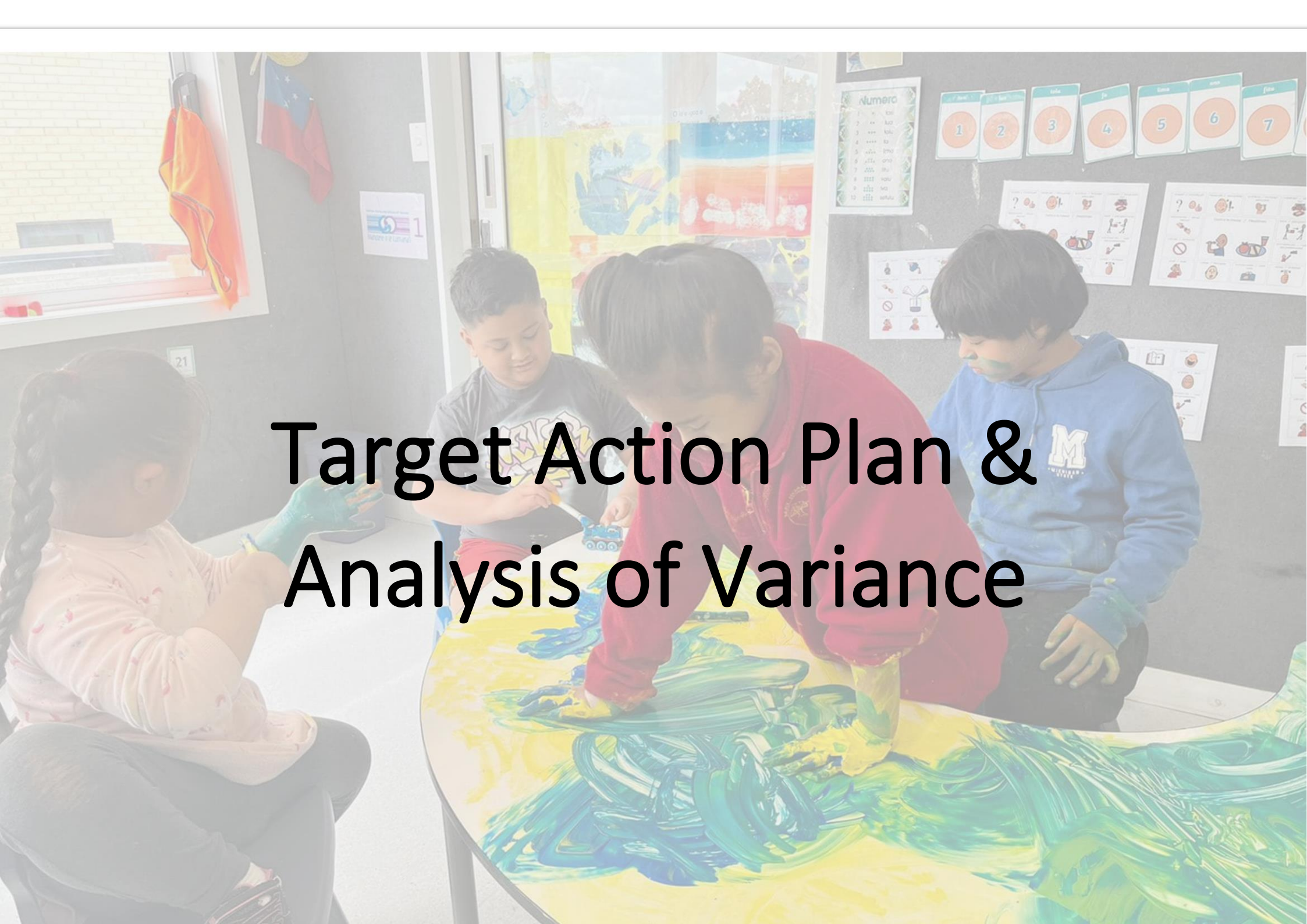
Target Action Plan & Analysis of Variance

Target Action Plan 2025 - Mathematics

Strategic Goal: Curriculum – Develop and deliver a responsive curriculum through effective pedagogy
Annual Goal 2: Create stronger links between teachers pedagogical decision making and student learning and engagment. Links will be;

Where are we currently at?

In 2024, we implemented a range of mathematics assessments and programs to support student learning, with a particular focus on adapting assessments for diverse learners. We assessed 47 students using the Junior Assessment for Mathematics (JAM), including 15 students working at Early Level 2. Each year, teachers receive professional development to carry out JAM assessments with appropriate supports and differentiation, ensuring the assessment process is accessible and meaningful for all students. The leadership team collaborates with teachers to determine which students should undertake the JAM assessment.

For our Year 1 to Year 2 learners, we recognise a gap in appropriate assessment tools for students at the emergent level. While we use B-Squared Engagement Steps to assess progress—particularly in communication and engagement, which are vital components of learning maths—we acknowledge the need for more robust early mathematics assessment resources.

Data Analysis (2023 vs. 2024)

Number ID 2023 - 2024

Target Groups for 2024

To address these challenges, we have identified two target groups this year:

1. Senior Group (Years 9-13)
   o These students are working within Level 1 and 2 of the previous Maths curriculum.
   o In the last few years our data shows a slight decrease in maths achievement for students in Years 9 to 13.
   o 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.

Additive number results 2023 -2024

2. Year 2 Group
   o These students are currently working at Engagement Steps in B-Squared.
   o We do not currently have specific maths assessment data for these students.
   o Out of 24 Year 2 students, 10 students have comparative data for Engagement Steps.
   o We require more fine-grained assessment data to help us successfully plan their specific
        learning intentions.

JAM assessment – Additive scores – Targeted Year 9 to 13 2024 Results

Student	JAM additive level
Student 1	S0-1
Student 2	S4
Student 3	S0-1
Student 4	S4
Student 5	S 4
Student 6	S0-1
Student 7	S4
Student 8	S0 -1
Student 9	S2 -3
Student 10	S2-3
Student 11	S2-3
Student 12	S0-1
Student 13	S4
Student 14	S0-1
Student 15	S0-1
Student 16	S0-1

Targeted Year 9 to 13 - B-Squared Progression Results 2024

Progression	Mathematics, Number	Mathematics, Measurement & Geometry	Mathematics, Statistics & Probability
Student 1	71% of Step 4	42% of Step 2	40% of Step 4
Student 2	53% of Step 4	59% of Step 3	38% of Step 5
Student 3	43% of Step 2	12% of Step 2	60% of Step 2
Student 4	55% of Step 4	73% of Step 2	69% of Step 5
Student 5	46% of Step 3	46% of Step 2	50% of Step 3
Student 6	23% of Step 3	26% of Step 2	57% of Step 1
Student 7	77% of Step 3	22% of Step 3	0% of Step 3
Student 8	35% of Step 5	72% of Step 4	77% of Step 5

	Mathematics, Number	Mathematics, Measurement & Geometry	Mathematics, Statistics & Probability
Student 9	36% of Step 4	57% of Step 1	50% of Step 3
Student 10	42% of Step 5	67% of Step 3	62% of Step 5
Student 11	19 % step 5	8% step 5	31% step 5
Student 12	2% step 1	5 % step 1	43% step 1
Student 13	41% of Step 6	65% of Step 5	69% of Step 5
Student 14	28% step 1	29% step 1	1 % step 1
Student 15	35% of Step 3	72% of Step 4	20% of Step 4
Student 16	40% of Step 3	41% of Step 2	0% step 3

Targeted Year two students – early years – B-squared assessment December 2024.
Year 2 Maths Target group.

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

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

- Increase in the number or students who can be assessed using JAM across the school.
- Progress in students in target group year 9 to 13 using 'Maths: no problem' programme to support a strutured and differentiated programme for each student.
- Assessment carried out in our Early years Junior classes Year 1 – 2 using 'Numicon'. This will allow teachers to plan appropriate next steps in learning and to report clear progress to our whānau
- Junior class using Numicon programme and resources to create an appropriate maths programme for learners' year 1 - 3
- Close monitoring and progress of students at Level 2 across the school.
- Increased Maths lessons time on class timetable

Why is this important for learners at CASS?

Our students have diverse learning needs and require additional support across all curriculum areas. Mathematics is no exception, and ensuring that every student has access to a meaningful and individualized learning experience is essential. Teachers at CASS must create a differentiated mathematics program that meets the unique needs of their students, providing appropriate scaffolding and support to enable engagement and progress.

Having a clear, structured mathematics program will support teachers in identifying next steps for each learner, tracking their progress through well-defined learning progressions, and implementing appropriate teaching strategies. By using Numicon for New Entrants to Year 4 and emergent learners across the school, and Maths – No Problem! for Years 4 to 13 (level 1 and above), we will provide teachers with well-researched frameworks that align with best practices in mathematics education. These programs will also assist in ensuring consistency in how mathematics is taught across all year levels, making learning experiences more cohesive and effective.

Close monitoring of assessment data is crucial in tracking the progress of all students, allowing us to identify areas where additional support or adjustments are needed. Currently, we have limited data on mathematics learning for our Year 0–2 students due to the lack of appropriate assessment tools. By developing a more structured approach to assessing these early learners, we will gain valuable insights into their engagement and numeracy development. This data will allow us to review and refine our programs, ensuring we create the best possible learning environments for each student.

Actions	Resources	Timeframe	How will we measure success
Provide PLD to teachers to carry our JAM assessment – with adaptions for ORS student. Carry out JAM assessment on Targeted Students.	JAM	Term 1/Term 4 Term 1 to Term 4	ETAP – JAM results and compare data-Deans/Teachers use data to inform next teaching steps for individual students.

Targeted Interventions for Pre-Level 1 Students: Introduce Numicon Programme for student work Pre Level 1 - PLD Teachers in using Numicon frame work and Resources Years 1 - 3 Closely monitor targeted year 2 students - Assess all Year 2 students - Assess targeted year 2 students Targeted intervention for Students working within Level 1 -2 – Focus on Year 9 to 13 . - Introduce Structured Maths Programme Maths no problem Deans and teachers analysis Maths data and use this information to plan next learning steps and teaching programmes. Communicate with whānau about the changes in mathematics teaching and assessment through Mahi Tahi meetings, Seesaw updates, facebook and school-wide events. Ongoing monitoring of class time table and maths planning to ensure quality maths teaching across each week. - Clear dif**ferentiation** of lea**rn**ing goals and programmes to meet the needs of each student.	Numicon -Tuesday staff meetings Staff only day -Thursday trainings . Assessment tools Numicon Resource Maths no Problem. Tuesday staff meetings STAFF ONLY DAY Thursday trainings. In class support Deans and Maths Lead Team meetings Maths data All year All year	Term 1 to Term 4 Term 1/Tearm 4	Firm Foundations assessment carried out Term 1 and Term 4. Choose most appropriate assessment to track specific progress of targeted students. Maths No Problem Formative assessment: Tools to evaluate student understanding and guide lesson progression. Feedback from teachers and Deans. Monitoring of maths planning across the school. Quality Maths posts on Seesaw. Whānau involvement in events, comments of seesaw. Deans to monitoring timetables. Planning and look for clear links from assessment data to student goals and class maths programme, in consultation with DP - curriculum
Related improvement plans: Engagement, Engage me, communication			

Analysis of Variance – Engagement

School Name	Central Auckland Specialist School	School Number	840

Strategic Goal:	Curriculum – Develop and deliver a responsive curriculum through effective pedagogy.
Annual Goal:	Create stronger links between teachers' pedagogical decision making and student engagement. Links will be: -Reflected in documentation -Developed within a multi-disciplinary team.

Target

We noticed that there are a group of learners that are not progressing as expected, as determined by observational reports and assessment data. Teachers and therapists reported that these students are more difficult to engage and settle in learning. They found that they struggled to know "what to do" in some cases to support learners and found communication a challenge as these students were typically communicating at the social language partner stage or below (at this level students often use actions and behaviour to communicate, and adults must interpret those actions. Typically, less than 3 words or visuals are understood or used effectively). Recognising that Engagement is key to learning, regardless of diagnosis, we investigated further to see if what we perceived to be our least engaged students were making the least amount of progress and found that they were.

Our response was to make engagement a schoolwide focus, our aim to increase student engagement and achievement. Each teacher identified a 'difficult to engage' student, which formed our target focus group.

Key Targets:

Students within the target action group, to show accelerated progress as measured on B Squared for cognition and learning and communication and interaction, compared to their previous year's achievement.

Increased Engagement scored on Engagement for Learning – Engagement Scale.

Staff, including teachers and therapists reporting increased confidence and capability engaging targeted students.

Fewer incident reports for targeted students.

Table showing 2023 progress data measured using B Squared for Target group

Cognition and Learning		Communication and Interaction	
Exploration	Persistence	Expressive	Receptive
0.13	0.14	0.11	0.16

Table showing baseline Engagement score (as scored on EFL scale)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
18	15	12	15	12	13	15	11	3	11	7	11	15	10	14	16	9	14

Table showing number of recorded behaviour incidents for students in focus group 2023.
(of the students in the focus group had significant behaviour incidents recorded)

Students	1	2	3	4
Recorded incidents for behaviour	17	11	1	28

What did we do? Key Actions	**Professional development delivered throughout the year via regular staff meetings for professional staff to support their understanding of engagement through the CLLDD (Engaging learners with complex learning difficulties and disabilities Barry Carpenter) project** • Explored what engagement is using the Engagement for Learning framework deepening understanding of the 5 areas of engagement. Collecting and sharing video data of what each area looks like for our students. • Baselined engagement levels for focus group using the E4L framework and way to play levels. • Completed follow up assessment of engagement levels for focus students at the end of term 3 using Engage Me or II strategies during the assessment.

All staff attended a PD session on Engage Me / Intensive Interaction, and practiced PMV interactions or intensive interaction strategies with a focus student.
All LA's participated in Engage Me training and follow up with Oaklynn school staff.
- La's identified a student to practice Engage Me with, supported by teacher and therapists.
- Teachers supported by Deans and therapists to implement Engage Me / II with focus students, collecting video data which was shared and moderated.
- Teacher completed an Engage Me profile for focus student outlining student preferences for engagement and 'games/patterns' that were most successful.

Collected and analysed behaviour incident data for focus group for 2023 and 2024.
- Behaviour incidents as recorded on Etap.

Collated and analysed all engagement data collected for focus group.
- E4L Engagement level Term 2 and 3
- Way to play Engagement level 2023 and 2024. (including data for whole school)

Collected reflections and feedback data from all professional staff on their learning within Engagement and the impact on their capability to engage learners.

At the end of the year, staff completed a self-assessment rating their skill level to engage students, using the 'Irresistibility' strategy scale.

What Happened?

Table showing 2023 progress data measured using B Squared for Target group (whole school)

Year	Cognition and Learning		Communication and Interaction	
	Exploration	Persistence	Expressive	Receptive
2023	0.13 (0.13)	0.14 (0.16)	0.11 (0.15)	0.16 (0.18)
2024	0.14 (0.15)	0.12 (0.13)	0.14 (0.12)	0.16 (0.16)

The data shows that the target group of students made increased progress in 2024 compared to the year prior in cognition and learning 'Exploration' and communication and interaction 'Expressive communication'. There was an increase of 1% in progress on the previous year in Exploration and an increase of 3% in expressive communication.
When we compare the progress made by the target group, compared to that of the whole school, we can see that within cognition and learning exploration, target students made a 1% increase in progress compared to a 2% increase across the whole school. Bearing in mind

that the students within the target group are our learners that were the least engaged, this is still a significant increase in achievement. Much of the work that we are doing to better engage students is around social interaction and exploration. Persistence is a skill that is developed secondary to exploration.

The area within which our target group of learners demonstrated the most increased achievement was Expressive communication, showing an increase of 3% on the previous year, compared to a 3% fall in achievement across the school as a whole. This is of great interest as we initially made a correlation between the students that had the lowest levels of language (SP/SAPA) and those that were the least engaged. *Have the efforts put in to engage students enabled them to better develop their language and connect with others to get their needs met?*

The achievement made within the area of receptive communication remained at the same progress level as the previous year, compared to a 2% fall in progress across the whole school in receptive communication.

There was a fall in the progress achieved in 2024 compared to that of 2023 in cognition and learning – persistence. This fall was seen across the whole school (3% fall) and the target group (2% fall).

Table showing baseline Engagement score (as scored on EFL scale)

Year	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
T1	18	15	12	15	12	13	15	11	3	11	7	11	15	10	14	16	9	14
T3	18	15	16	15	12	17	17	13	5	13	9	15	19	20	15	19	14	20
	s	s	u	s	s	u	u	u	u	u	u	u	u	u	u	u	u	u

The data shows that 14 of the 18 (78%) students in the focus group showed increased engagement on the follow up engagement assessment. Scores for 4 of the students remained the same. This assessment measured students' engagement in 5 areas and was scored as a total out of 20. Although we cannot conclude that the increase in student engagement is a direct result of the Engage Me and II strategies teachers used to better engage their learners, it is highly likely.

Table showing 'way to play' engagement score 2023/24

Focus group snapshot engagement levels using Autism Way to Play levels…
- up
- down
- same

20%
10%
70%
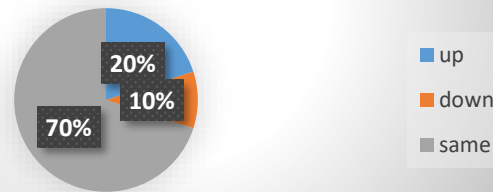
WHOLE SCHOOL SNAPSHOT ENGAGEMENT LEVELS USING 'AUTISM NZ WAY TO PLAY' LEVELS
- up
- down
- same

45% 31%
24%
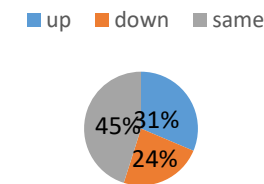
Data available for a comparison between 2023 and 2024 engagement levels for students was only available for 10 out of the 18 in the focus group. This is due to some student's not being present in 2023 when the baseline data was taken. We still see an increase in engagement for 20% of the students in the small group, compared to 31% across the whole school.

When however, we compare the data collected using the E4L Engagement scales (data above) we can see that it shows far more than 20% of students showing increased engagement. The difference between the 2 assessments is that the 'Way to play' assessment is based only on teacher judgement and is not based on any formal observations or moderation, where-as the E4L assessment involves assessment through video observation and is assessed in each of the 5 areas of engagement and moderated between staff.

It is highly likely that the data collected from the E4L assessment is more accurate, in that more than 20% are likely to have become more engaged.

The validity of the Way to play assessment is also brought into question as only 31% students across the whole school showed increased engagement and we may have expected this to be higher.

Table showing number of recorded behaviour incidents for students in focus group 2023.
(of the students in the focus group 3 had significant behaviour incidents recorded)

Year/ students	1	2	3
2023 No. of incidents recorded	17	11	28
2024 No. of incidents recorded	9	3	4

Behaviour incidents recorded 2023/2024
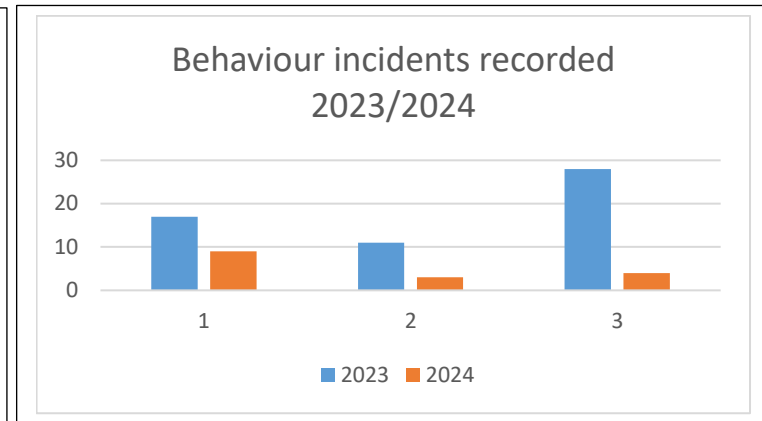
The data clearly shows a significant reduction in the number of reported behaviours of concern (BOC) incidents for all students in the focus group that exhibited BOC. All the students in this sample from the target group demonstrated increased engagement throughout the year as measured using the E4L scales. As we know many factors can contribute towards a student becoming dysregulated and exhibiting behaviours of concern, and there are many ways that we can reduce the likelihood such as using visual structures and routines, supporting communication and knowing the learner. However, all these measures to support regulation for these students were in place during 2023 and 2024. The difference for the 2024 period was that all staff supporting them were using pedagogical strategies to increase their engagement, primarily Engage me patterns. Having fun and making connections. We may therefore conclude that increased engagement has led to more regulated patterns of behaviour.

Staff reflections and feedback

- Feedback from staff was overall positive with quotes that they had learnt to have fun with their students; Engage me gave an opportunity to get to know their students better; being playful was important; using students interests worked well; simple activities can be made irresistible. PMV enabled strength-based learning as opposed to compliance.

- Staff were asked if there had been a shift in their confidence in engaging their hard-to-reach students because of the work that we as a school had been doing around engagement. 86% of the staff that responded felt more confident. This correlates well with the 77% increase in engagement that we have seen in the target group of students.

- All staff surveyed reported that they were using Engage Me and Intensive Interaction strategies in their classes. 55% said that they and their LA's were using them regularly to engage students and 45% said they were only using them occasionally.

- 47% Teachers reported that their learning assistants were confident using Engage Me / Intensive Interaction strategies to engage students and 42% of teachers reposted that their learning assistants were ok with using Engage Me / Intensive interaction strategies. 14% of teachers reported that their learning assistants were not confident with the strategies.

- There were a few staff that reported that the interactive approaches did not work well or were not suited specifically to their students. The groups of students that teachers felt would benefit from something different, were our students with complex bodies working at lower levels on B squared engagement steps and our older group of learners whose language skills were more developed, conversational partners, working on the B squared progression steps.

- All staff rated themselves on key practices relating to Engagement.

Strategy	Not %	Sometimes %	Often %	Mostly %
I lead my child's play	2.4	23	52	21
I use animated expressions	2.4	9.5	38	50
I use dramatic body movements	2.4	21.4	33	43
I exaggerate my non-verbal movements		23.8	35.7	42.9
I move around when I'm playing		23.8	35.7	40
I concentrate on my student when I'm playing		2.4	31	66
I used reduced language	7	19	38	35
I comment rather than direct	2.4	26	47	23
I play at my child's level		4.8	33	62
I pause often and allow time for a response	2.4	12	42	42
I deliberately cause problems to solve	9.5	17	31	31
I feel confident playing together		11	23	64

Staff felt that additional training was needed to:
- Increase knowledge and skill of learning assistants
- More training for all staff on 'irresistibility' scale practices – what the adult role is in engaging students
- More ideas for PMV games and fun activities
- What does engagement look like for older students who already engage in learning? Higher functioning students?

Reasons for the Variance	Data showed that 78% of students in the target group demonstrated increased engagement, as measured by the E4L engagement scale. We attribute the students' increased engagement to the targeted use of specific engagement strategies employed by staff as a result on intensive professional development. These targeted approaches included Engage Me and Intensive Interaction, which are evidence-based relationship approaches that promote social interaction between the adult and the learner. The interactions are designed to be fun and engaging, requiring the adults to make themselves 'irresistible'. The discrepancy between the engagement data collected using the Autism way to play scale and the E4L scale can be attributed to the difference in detail and collection of the 2 data samples. The Way to play data is not based on formal observations, is based on a single statement, and is not put through a moderation process. The E4L data, however, is based on formal observations of 5 discreet areas of engagement, which are moderated between staff. The E4L data is more reliable. The progress achievement evident in the b squared data for the target group of students withing cognition and learning – exploration, and Communication and interaction- Expressive language is attributed to the increased engagement of students because of the positive interactions brought about by the targeted Engage Me and Intensive Interaction strategies used. These interactive approaches use students' interests and strengths as the basis for the shared activities and are naturally engaging. They promote increased use of language, as adults model use of key words and phrases to label the activity, actions and request more etc. When students are engaged in fun activities, their anxiety levels are lowered, and they have greater capacity to use their language skills effectively. The overall variance in progress and achievement related to engagement and learning seen between individual members of the target group may be attributed to: • All our students are different and unique. They have a range of different diagnoses which impact learning and well-being. • Staff and student attendance • Staff changes We attribute the significant reduction in reported behaviour incidents in the target group of students to students' increased engagement because of the targeted engagement work, using the specific strategies of Engage me and Intensive interaction. The strategies for these students have been successful as reported by staff and all led to increased engagement. The principals of these pedagogical approaches are based on relationship development and social interaction. Students and staff have learned to build relationships by having fun together. Students have learned that having fun with an adult can be fun and are beginning to seek those interaction out, leading to increased engagement. The relationship between adults and students impacts significantly on all aspects of behaviour and learning. The better the relationship, the lower the anxiety levels for Autistic students and the more likely they are to trust and be guided by the adult when needed. When students are happy and engaged in fun interactions their anxiety levels are lower. 86% of staff reported increased knowledge and understanding of engagement because of the targeted support and training offered and felt more confident engaging their hard-to-reach students.

Education And future planning	Research tells us that the greatest predictor of student learning is engagement, and for our learners they need to first learn to engage, so that they can engage to learn. The investment in building staff understanding of engagement and their capacity to engage learners has resulted in increased confidence and student engagement.

Research tells us that the greatest predictor of student learning is engagement, and for our learners they need to first learn to engage, so that they can engage to learn. The investment in building staff understanding of engagement and their capacity to engage learners has resulted in increased confidence and student engagement.

Staff are however still developing their knowledge and understanding of interactive approaches and are at varying levels of capability to practice these approaches in class with students regularly, which is reflected in the feedback from staff on the self-rating scale on key practices. Staff will need more training and opportunities to practice their engagement skills, with in class support and modelling to build their capacity.

The most reliable data that we have been using to assess student engagement has been the E4L engagement scale, which focuses in detail on the 5 areas of engagement. We will continue to use this to assess student engagement as we go forward, as well as consider other tools that we can use.

So far, we have delivered the same training to all staff, regardless of the students in their classes. Whilst this has benefited the majority, we recognise that there are pockets of students in the school for whom different approaches to engagement may be necessary. These include our learners that are conversational partners (SCERTS), working on B squared progression steps and our students with complex bodies and needs, communicating at a pre-intentional level. For this group of learners, we will investigate alternative interactive approaches that better meet their needs.

We are committed to continuing to support all staff further developing their skills to use interactive approaches to best engage learners across the school.

Next Steps:

Provide ongoing PLD for Engage Me and Intensive Interaction through regular staff meetings focusing on:
- "Adult actions/practices" that promote engagement – irresistibility self-rating scale
- "Having fun engaging" – Difference between 'being with'/ doing with/ doing to/ doing for
- Continuing to assess and moderate engagement using E4L scale
- Engage Me Profiles
- Sharing and modelling how to "Engage Me" – practical ideas and resources and how to use PMV (create a library)

Engage Me unit holder to provide targeted PD in class; PD for Deans and therapists on Engage Me and Engage Me baseline assessments.
- Deans and therapists provide in class support to baseline target students using Engage Me baseline assessment, and model Engage Me.

	PD for all new staff re engagement
	Engagement PLD groups that receive PD that is targeted at different groups of learners
	• Takiwatanga – SPA/SP SCERTS level.
	• Complex needs – unintentional SPA
	• Learners on Progression steps – CP SCERTS level.

2025 Annual
Implementation Plans

Inspiring Engagement- Realising Potential

Vision
Inspiring Engagement- Realising Potential

Aims
- 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
- Te be at the forefront of developing special education pedagogy and practice

Strategic Goals

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

Focus Areas
- Create stronger links between teachers pedagogical decision making and student learning and engagment.
- Increase student Engagement as measured by the E4L Engagement scale
- Normalise the use of Te reo Māori
- Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future
- Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent, knowlegable, reflective practitioners
- Further develop a framework of communication with our whānau, ensuring consistent and learning focused relationships are maintained
- Strengthen our reciprocal relationships with our host schools.

Annual Roadmap

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

Communication

Contribution

Creativity

CURRICULUM
DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

1

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

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

Why?	Where are we now?	By the end of year we will:	Actions	Measures
Creating a well balanced curriculum that meets the needs of all our learning .	Teachers have begun to increase the time spent across the day that is specifically spent on teaching English and Maths. We trailed BSLA for literacy in 2024 in 4 classes. We will trial Numicon and Maths No problem for structured maths.	A balanced curriculum will be planned and implemented in ways that ensure differentiation to meets the diverse needs of our students.	Monitoring of timetables and planning by leadership team to ensure we maximise learning opportunities across the day.	Review of weekly timetables and daily planning by Leadership each term.
When our professional staff feel confident in discussing learning and progress with whanau , which will support student achievement.	Learning Intentions in Core Curriculum areas do not always reflect the current level of learning for students Assessment overview timeline in place Assessment information can now be entered onto etap and used for school wide data analysis. School wide data is anyalsysed to report to BOT.	Teachers will deliver a structured maths approaches using Numicon or Maths No problem	PLD on two Structure maths programmes. Numicon for Emergent early learners and Maths – no problem for level 1 & 2 learners.	Maths Planning adapted to included Structured maths and our two chosen maths programmes
To ensure we are implimenting the NZ Refresh curriculum in a timely manner.		Student Learning intentions will reflect the assessed levels and progress in core curriculum areas	Teachers use the most appropriate assessment tools for their learners in Maths and English. Use this data to create learning intentions	Clear links to student assessment data and appropriate learning intentions.
		The Deans will have Increased data capability and literacy skills, to enable them to review and evalaute school data	Leadership team to support Deans improve their data literacy capabilities	Staff to use their knowledge, observations and assessment, to writing appropriate learning intentions and design relevant learning tasks..
	Signature Practice is a CASS model for implementing effective pedagogy into the classroom. With school roll increasing and number of new teachers we need to re-embed this CASS pedagogy across the school	Have an Increased understanding of Signature Practice by CASS staff.	All Pld will have clear links to our Signature Practices. New staff have PLD on Signature Practices Leadership to continue working with Evaluation Associates	PGC meetings and walk thrus to review Signature Practices and their implementation into the classroom. Self-assessment
		Increased application of Signature Practice in all our classrooms.	Review Signature Practice questionnaire and use this information to support Professional develop and individual goal setting.	PGC meetings , coaching and walk thrus to support knowledge & implimentation . Review self evaluation questionnaire at the end of the term.

CURRICULUM

1 DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

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

Why?	Where are we now?	By the end of year we will:	Actions	Measures
Central Auckland Specialist School is committed to their place as a treaty honouring school.	Te reo Māori teacher/Cultural leader currently works across CASS offering Te Reo focused lessons to all students over the year	Demonstrate improved knowledge of Te Reo Māori me ōna tikanga across professional staff at CASS.	On going Professional development and planning time to develop teacher knowledge of Te Reo Māori	CASS staff feel confident in using Te Reo Māori during their day . Self review by staff.
Our curriculum and professional standards require us to further develop our knowledge, learning opportunities and personal capabilities to ensure we uphold the important place of biculturalism in Aotearoa New Zealand.	CASS has established protocols and traditions that reflect our commitment to cultural responsive practice	Offer students enriching learning experiences which reflect Māori language and culture and identity. Ie; Waiata and dance, Local stories and histories,	Developing a CASS culture for speaking and learning te reo Māori me ōna tikanga. (eg safe place to learn, our own karakia…)	Host Mihi whakatau welcome new staff. Open all meetings wth a Timatanga. Create a CASS waiata booklet for staff and students
Students who see themselves reflected in their school are better placed in relation to engagement and learning.		Professional staff will have increased confidence using Te Reo Māori classroom commands, greetings, CASS Karakia.	Develop a dedicated Kapa Haka performance group to represent the school at events and special occasions	Kapa Haka group will perform in uniform at special occasions, proudly fostering cultural connection and school pride.
	Staff have have a range of Professional learning opportunities and Language weeks are well celebrated in the school.	Create greater connections with schools, community, Whanau and local iwi	Purchase and create specific NZ resources for teaching and learning Te Reo Māori me ōna tikanga	Resources created to introduce the history, environment and birds of our new school.
			Develop connections to local /iwi, marae and kaumatua, schools. Whānau	Create a network of support in the community to ensure our on going development
			Observe and discuss with other schools that have implemented and develop Te Reo Māori in their school	

CURRICULUM
DEVELOP AND DELIVER A RESPONSIVE CURRICULUM THROUGH EFFECTIVE PEDAGOGY

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

1c: Increase student Engagement as measured by the E4L Engagement scale

Why?	Where are we now?	By the end of year we will:	Actions	Measures
Student engagement is the greatest predictor of learning and achievement. It is essential that our staff have the pedagogical knowledge, understanding and confidence to best engage all students. Students first need to learn to engage, so they can engage to learn.	Staff are developing their skills and understanding of how to best engage their learners using interactive approaches including Engage Me and Intensive Interaction. As part of the 2024 schoolwide engagement project, staff identified a target student with which they would use interactive approaches with to increase engagement. Engagement data was collected for this group of learners using the E4L engagement scales. Next steps identified include ongoing PD; specific focus on adult actions to increase engagement; differentiation for different groups of learners.	Professional staff will demonstrate a deeper understanding of student engagement and adult actions that lead to engagement. Therapists and Deans will have the tools and skills they need to support aseessments for Engage Me across the school. Teachers will confidently carry out engagement assessments using E4L for target group of students. Teachers will understand the difference between 'Being with; doing with; doing to and doing for' students (be with = engagement) Class timetables will reflect identified opportunities for 'Engagement'. Students in Target group will demonstrate an increase in engagement from baseline assessment	Regular PD delivered via staff meeting to further develop engagement skills. Specifically adult actions. Differentiated PD for staff re engagement which relates to specific groups of learners language levels. Develop resource library for "Engage Me" activities and patterns. Teachers and therapists to carry out regular assessments relating to engagement for target group of learners	Engage Me profiles collected for students in target group show improvement. Student engagement and B Squared data reflects increased engagement and achievement for target Professional staff self rating survey will show increased confidence and capability re Engagement. Target group of learners show decreased BOC incidents compared to that of previous year. Appointment of EngageMe led for 2025. Resources available to support practice of Engage Me across school.

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

2

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

Why?	Where are we now?	By the end of year we will:	Actions	Measures
CASS continues to experience significant and rapid growth in both our number of students/staff and the number of classrooms and locations. The build of the new Base School is underway, with a current move in date of Term 1, 2026. There are ongoing property related projects happening across the school, such as the preparation of the current base school for the incoming Transition (18+) Centre.	CASS currently operates across 13 different sites (11 of which are located at local schools) which are in varying states of (dis)repair.	Classrooms at CASS will be clean, tidy and inviting to be in. They will be well resourced, maintained and responsive to the age and stage of the leaners there.	Continue regular health and safety inspections and processes to identify and address hazards promptly.	Health and safety meeting records Hazard Register and Caretakers Request Spreadsheet Furniture Spreadsheet AccessIT records
	During this period of rapid growth, accommodating students in healthy, appropriate learning spaces remains a challenge. Many staff are either new to CASS, or have changed work location, since last year meaning that refreshing of systems and processes in an ongoing need.	CASS wide systems and processes will be easily accessed, understood and followed by all staff. The systems will be fit for purpose at the new base school.	Systems for managing school furniture, for existing sites and new build in place and up to date	Systems and process documentation
			Engage with Harrison Tew for Emergency Processes at new site Ongoing updating of handbooks (school info, H+S plans)	
		Digital infrastructure projects will have been completed to the school's satisfaction: - New lease for desktops (both student and staff use) - New lease for ipads - All windows-based devices reimaged to Windows 11 - Secure Access Migration for wifi connection (Base and StAR) - Security test through New Era	Clearer systems for teachers to inform when support is needed for IT equipment in classes	Staff can access online school resources such as School Docs and AccessIT
			Ensure clear communication is in place so staff are aware of projects as they happen and know what is expected of themselves.	Teachers know how to use the technology in their classes and how to get support as needed
	Digital infrastructure at CASS is supported by N4L and New Era. The desktops, laptops and ipads are on leases due to expire this year.		Implement requirements for safe keeping of records and cyber security protocols	Identified changes in systems in place

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

2

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

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

Why?	Where are we now?	By the end of year we will:	Actions	Measures
Effective coaching helps teachers reflect on their practices, identify areas for improvement, and implement targeted strategies for growth. The result is a more resilient, adaptable, and skilled staff, ultimately impacting on the quality of student learning outcomes.	Coaching was recently introduced as a reflective tool to promote growth amongst professional staff. Time has been allocated for regular peer coaching sessions and the feedback has been positive.	Continue to grow a coaching culture where coaching methods and tools are used by leaders, teachers and therapists to improve their own and others professional conversations.	Coaching and Mentoring training for all professional staff	Staff feedback will reflect the positive use of coaching strategies
	Due to roll growth we are continually recruiting professional staff members who have not yet been trained to use coaching as a reflective and valuable tool for improving practice.	All existing and new professional staff will have an understanding of what coaching is and how it can positively impact their learning and growth.	Coaching and mentoring in leadership PD for Deans	Staff will engage in a collaborative approach to problem solving
	Our Deans are still relatively new to their roles as leaders and are continuing to develop their kete of tools to grow others.	All professional staff will participate in peer or group coaching.	Regular peer / group coaching opportunities for all professional staff.	Deans will demonstrate increased confidence having learning conversations with teachers.
	Staff have varying degrees of experience and as a result varying skill sets to work through the day-to-day complexities of working in a specialist setting.	Staff will use a growth mindset when approaching challenges.	Reflection and feedback opportunities	PGC feedback will document increased confidence to problem solve and reflect growth.

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

Why?	Where are we now?	By the end of year we will:	Actions	Measures
Having our Whānau connected and aware of their young persons learning and progress with positively impact what progress and engagement. Whānau will have the opportunity to learn ways to support their young person with their skills and development.	**Current parent communition includes** • Seesaw • Email • Phone • Facebook Page • School Website • Newsletters **Learning Focused Communication** • Mahi Tahi Meetings • Seesaw • As required meetings • Whānau training sessions 2x a term **Opportunities for whānau to connect with their young persons professional team and each other including** • Whānau information sessions • School Picnics • Whole school events	Teacher will create intentional opportunities for whānau to take part in their young persons learning and school activities. Professional staff are confident in discussing student learning and progress with whānau Improved attendance at our whānau information afternoons and mahi tahis. Whānau are aware of the diverse learning programmes taught at CASS. Whānau feeling more connected and involved in their childs learning	Survey whānau for which information, opportunities and events they would like to participate in this year PLD and coaching provided on effective communication strategies, and using relevant data to share student progress. during Mahi tahi. Host termly • Information afternoons • Whole school event • New parents morning tea Host curriculum information session on Maths, English and Engage me. Professional Development for staff on quality reporting using Seesaw. Monitoring of post by Deans. Update website and starting school booklet to ensuing we are sharing the most up to date information	Analysis of survey and implemention of recommendations. Quality Information shared at Mahi tahi meetings. Learning focused seesaw posts, that highlight student progress. Increase number of whānau at Whānau events and from a range of ethnic groups and age range. Improvement in quality of and number of seesaw posts and increased commenting and views by whānau. Questionnaire to whānau term 4.

CONNECTION

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

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

3b: Strengthen our reciprocal relationhips with our host schools

Why?	Where are we know?	By the end of year we will:	Actions	Measures
An increase in belonging and participation will improve the educational and wellbeing outcomes of all students and staff.	• Deans hold host school meetings with identified lead within the host school • Staff in **some** schools access the staffroom for breaks and lunchtimes • Host school relationship documents in place	Termly meetings, contact teachers in the school to support with suitable sessions, making links, joining whole school events	Deans to familiarise themselves with the inclusion document and discuss at teams meeting	Increased number of studentsincluded in host school sessions as appropriate
		All staff will access the mainstream staff room	Teachers and Deans identify any barriers to attending the staff room. Have expectation with all staff	Good relationships with host school staff. Willingness to support is reciprocated – eg staff invited to relevant CASS PD
	• **Most** classes are accessing mainstream opportunites in some way • **Some** classes are attending assemblies and whole school events • **Two** students are accessing mainstream sessions	Have established buddy / link classes. Each class has had aninculusiveexperience.Some students are accessing mainstream classes	Staff meeting in term 1. Outreach team discuss benefits of inclusion. Deans to work with teachers to make links +opportunities	Students invloved in whole school events, join relevant cultural groups.
		Each Dean / teacher(s) hold a morning tea 1x year to introduce the staff and talk about our students and CASS	There is a process for introducing ourselves to mainstream staff when we are a new satellite class	Teachers comfortable and confident in their relationships with host school colleagues
	• **Some** students wear the uniform of the host school • **Some** schools share information through emails and staff newsletters and include CASS teachers	All students to wear the uniform of the host schools.Checks made at mahi tahi meetings.	Info sent home at end of the year. Second hand uniform / WINZ disucssed with whanau. Seesaw posts.	All students wearing school uniform,have access to school events including achievement awards
		CASS classes to participate in host school events and assemblies with parents invited	Teachers and Deans are connected to internal teacher newsletters, emails & meetings	Parents know what is going on in the host school and feel connected and welcome to attend all events.

2025 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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know?
Increase the capacity of the school to train and reaccredit staff

Formalise the process of fact-finding meetings to include referral, actions, data collection, interventions, review and goals.

Increase current and new staff expectations around rec time, transitions and implementation of the signature practices | Annual Re accreditation - all trainers
2 yearly re accreditation -all permanent staff
New staff training, structure this to keep up with all new appointments.
New professional staff induction – E tap reporting
Receive training on the Relaunched Team Teach website to explore and integrate into training.

A standardized way of recording actions and interventions following a fact-finding mission will help us be accountable.
The storm form needs unpacking again at the Dean level plus upskilling on the use of other data keeping methods.
Revise the ETap incident form to better align with the Storm Form by adding sections for reflections, strategies tried, and clearer incident categorization.

Continue with support of new professional staff and Deans. Work across other projects which will have impact on this – signature practices, Teaching and learning time requirements, | More consistent use of PBS strategies across all classes – increasing predictability for students

Increased engagement time during teaching and learning.

Transitions are smooth and successful planned and consistent, understood and followed by staff and students

Students are engaged and motivated at rec times. They are participating in a variety of activities that meet their sensory and engagement profiles. | Teachers report being more confident and having more tools in their tool box
Observations – SLT /Deans / therapists
Planning - teachers
Fewer E tap reports that are also of a better quality

All deans and some teachers able to interpret data and use it to inform possible interventions or strategies

Increased teaching and learning time – less down time and choosing time

Fewer incidents during play times. Data on Etap should reflect this |

Resources Team teach Training – August 2025. Time and relievers for in house training	How will this look in our Samoan Bilingual Context? Engage in conversation with Manulele team	Te ao Māori Investigate what behaviour support looks like through a Māori lens

2025 Curriculum Plan – Garden to Table

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
To build partners in the school and community including whānau to build resources for garden to table.	Identify those who have a passion in the area through a survey (survey monkey), email/letter and SeeSaw to whānau encouraging partnership.	Exploring cultures/science through Garden to Table. Improved links to the curriculum.	Better resources available through plant/produce swaps and engagement with community. Posts to SeeSaw,
To build knowledge and confidence of teachers in gardening and how to incorporate into curriculum learning areas.	Hold PD sessions for teachers LAs on basic gardening, importance of seasons, health and safety, pooling ideas, plant/recipe swaps. Updates from Garden to Table group network. Identify skill/interest levels on survey.	Teachers' PD links cooking, plants to core areas of curriculum. School whole community (teacher, learners, whānau, LAs) gain ties and knowledge.	Feedback forms for PD. Keeping a list of teachers/LAs who have shown and interest as a knowledge pool for their satellite.
To support Culture knowledge through Table to Garden.	Weave growing and cooking into language weeks and other culturally significant dates and individual interests. Links to Term/Year timetable advertised in What's On and PD sessions. Ideas for lessons on TEAMS.	Exploring familiar foods and sharing them with peers. Exploring others cultures through food, cultural names, planting times.	Evidence in Learning Plans and SeeSaw posts as well as feed back from individuals attending PD.

Resources	How will this look in our Samoan Bilingual Context?	Te ao Māori
Gardening resources from budget/as requested. Raised garden bed for base to replace/compliment ground level one for produce swaps. TEAMS & What's On.	Language of everyday foods and planting/harvesting cycle. Culturally appropriate.	Language of everyday foods, Tikanga and planting/harvesting cycle.

2025 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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Co - construct an effective and efficient therapy service delivery model that enhances the learning outcomes for students and staff across the school. Ensure that therapy is integrated into teaching and learning across the school day. Build a culture of coaching and mentoring within the team.	Meet with the therapists to: - Discuss the "Tier System "and the "Key worker Model." - Develop clarity and consistency on the roles and responsibilities of therapist. - Ensure that additional therapy support is provided to new teachers. - Ensure that new learning and knowledge is shared across the disciplines. Leadership, Deans, and staff will be informed prior to the implementation of changes to the delivery of therapy service. Collaborate with the Deans teachers and therapists on the purpose and frequency of the teacher therapists' meetings. Develop a template for these meetings with a focus on integrating therapy into classroom practise. Create intentional opportunities to consolidate coaching and mentoring across the team.	An effective and efficient therapy service will allow therapist to provide targeted support which will enhance students' learning and build on the knowledge and skills of the staff. Students will be regulated, engaged, and motivated to learn when therapy strategies are used effectively and consistently across the day. Focussed teacher therapist meetings will grow teachers' capacity and in turn enhance learning outcomes for students. Increasing the skill, knowledge and confidence for new staff will improve students' learning outcomes. Effective coaching should result in resilient and adaptable therapists which will have a positive influence on students learning and well-being	Feedback from staff to determine the impact that the changes in the delivery of therapy services has made on teaching and learning Decrease in the number of incident reports. Progress evident on the school wide assessments Increase in the number of learning focussed seesaw posts. Therapists are more confident resolving issues and less reliant on others.

Resources
Schedule additional Therapy meetings
Attend discipline specific meetings at regular intervals.
Regular one on one meetings with each therapist.

How will this look in our Samoan Bilingual Context?
Consult with staff and therapists working in the Bilingual unit.

Te ao Māori
Continue to support team to normalise the use Te Reo into therapy practise

2025 Curriculum Plan – Attention Autism

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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Upskill unit holder Therese to prepare for training others. Junior class staff will feel confident to deliver Stage 1 and 2 of programme. Buckets will be reviewed at intervals to ensure they are maintained and inviting for our learners.	• Attention Autism Training to be undertaken by Therese online. • Provide minimum of one training workshop to staff in junior syndicates. • Continue to focus on Manulele and Kowhai syndicates. Junior class staff will know how to incorporate bucket time into curriculum planning providing an engaging way to learn about specific subjects or term topic. • Post updates in What's on with useful tips etc in What's on. • Now initial 20 buckets have been refreshed and updated continue to ensure stock of good buckets for regular rotation. • Get feedback on what is working/ not working from staff	• They are engaged and motivated to share joint attention with others and an object. • They are motivated to communicate more with their AAC, words or sign. • They can attend to a session for longer periods of time and are happy to look at the objects/ activity without needing to touch them.	Reporting of: • Evidence of improved joint attention. • Evidence of improved use of communication. • Evidence of ability to attend to bucket time for longer periods of time.

Resources Training for unit holder Buckets that are established need maintenance and updating	How will this look in our Samoan Bilingual Context? Consult with Bilingual Unit teachers: Singing the "bucket song" in Samoan; sourcing culturally motivating objects and options for stage 2.	Te ao Māori Consult with staff with expertise in te ao Māori Te Reo used in context. Sourcing some objects that work in te ao Māori framework and options for stage 2.

2025 Curriculum Plan – Communication

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know?

Communication partners will intentionally adapt their communication and interaction styles to match each learner's individual communication style and further develop their communication skills**.**	- Provide further learning for the CASS community (Professionals, paraprofessionals, families) to understand and implement strategies related to:
	   o CASS communication continuum levels
	   o Interaction Styles of Communication Partners
	   o Communication styles of Learners (eg: Gestalt, Analytical, Complex Bodies)
	   o Engagement levels (link in with Engagement and Engage Me planning and delivery)
	   o Aided Language Environments
	
	- Extend how we collect data on student communication skills to better understand their progress
	   o Communication surveys each term for teachers
	   o Tracking SCERTS levels on eTap
	Communication related observations on leadership walkthroughs
		Learners will experience improved communication skills leading to more effective communication interactions and better support for learners' communication development.
		
		In depth data collection allows for more accurate progress tracking and goal setting, leading to improved communication outcomes for learners. It will also identify learners that may benefit from increased SLT support (tier 3).
			Communication partners will be able to identify their own communication styles and that of the learners they interact with.
			
			Learners will demonstrate a greater willingness to communicate and interact with others, resulting in an increase in communicative behaviours such as initiation, responsiveness, and the use of a wider range of communication methods..
			
			The data gathered will show an increase in communication levels for individuals and cohorts across the school.

Resources	How will this look in our Samoan Bilingual Context?	Te ao Māori
HB Project release	Further development of culturally appropriate bilingual communication resources	Development of communication resources that incorporate and respect tikanga

2025 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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Strategies to support readiness to learn and engage are evident in all classes across the school. • TEACCH strategies • Interactive Approaches • Sensory Regulation • Attention Autism New staff receive the PD and support they need to be effective in their classes. Parent and Whānau feel supported to understand pedagogical approaches employed at school that can be used at home.	**Ongoing induction and PD for new staff.** **Focus PD for all staff on Interactive approaches and engagement.** • Engage me, Talk about, Intensive Interaction **Team Takiwatanga support** Planned approach to support new professional staff. Individual teacher / class support offered from Takiwatanga team through Dean / SLT referral. **Whānau engagement and PD:** Visual structures and supports; Play and Engage Me	Learners will have access to teaching approaches that are designed to support the way they learn and will have a positive impact on; - Engagement in learning - Emotional regulation - Progress against their learning plan - Social and emotional wellbeing	Increase in student learning and engagement reflected in Engage me assessment scales. B Squared data and Seesaw posts reflect students' engagement and learning progress. Member of Takiwatanga team regularly present at PBS meetings. Takiwatanga team present in classes where needed. Feedback from staff and whanau show that classes are well supported and have the tools to support and engage students using best practice pedagogy. Reduction in referrals to PBS and recorded incidents relating to BOC (behaviours of concern)

Resources Staff meetings TEACCH and Bucket resources CLDD project material	How will this look in our Samoan Bilingual Context? Samoan visuals, including a Core vocabulary board in place to support students.	Te ao Māori Te Reo visuals used within class where appropriate.

2025 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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know?
The 'WHY' and purpose for doing EngageMe Building capacity of the staff to support EngageMe schoolwide	**Work with target classes Star 5,6 and 9:** - Staff around the purpose and WHY for EngageMe (Monday morning trainings and/or afterschool group training, Modelling: in person and video reviewing) - Including 2024's target students for engagement **Upskilling/Training on EngageMe and assessment** Stage 1: OT, SLT's and Deans Stage 2: Target classes (pick 2 students from each class) Stage 3: Support Takiwatanga team with full staff meeting later in the year **Whanau EngageMe training** - Strategies around engagement Being creative with ways to engage	Learners will have access to an approach with the adults that will support all students to learn to engage with the aim to engage to learn. - Engagement in learning - Emotional regulation - Having fun	Target classes staff are feeling confident engaging with the students Target class staff are beginning to use the EngageMe assessment and creating profiles as a baseline and post evaluation to support engagement in the classroom OT, SLT's and Deans are able to confidently go into a classroom: practice EngageMe and support teachers and LA's to carry out an EngageMe assessment

Resources	How will this look in our Samoan Bilingual Context?	Te ao Māori
EngageMe training for new staff or selected teachers who haven't completed the training	Explore cultural concepts and language that can further enhance engagement within the classroom	Explore cultural concepts and language that can further enhance engagement within the classroom

2025 Curriculum Plan – Health and Physical Education

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Target 1: Health and sexuality will be delivered in each class over the course of the year Target 2: Embed P.E. in the weekly schedule as a core requirement. With a focus on younger students. Target 3: Focus efforts to find suitable sports EOTC opportunities for younger students.	1.Create questionnaire to identify staff skill/knowledge challenges and arrange training and support to meet (Internal sessions, external providers and in-class support) - Research and provide appropriate resources to support teaching of identified topics appropriately across the age groups. -Create a rotating, 3-year timetable to ensure coverage of stand-alone topics. - Ensure CASS meets the current Health and Sexuality guidelines and offer appropriate programs for all students. 2. - Reinforce more with check-ins and email. - Support and Equip: Provide ready-made lesson plans for those who are struggling along with accessible equipment to make P.E. easy to implement. 3. - Work alongside teachers to remove barriers to access sports and P.E. including training, logistics and equipment. - Examine opportunities to bring expertise and events to the sites where safety may be compromised by leaving.	1. - Consistent, age-appropriate Health and Sexuality education, ensuring students are well-informed, supported and safe. - Increased confidence and comfort in discussing health topics, promoting well-being and safety. - Greater inclusivity, ensuring diverse needs are met, including cultural considerations and accessibility for all learners. 2. Students will develop fundamental movement skills, coordination, physical well-being. - Support engagement, concentration, and emotional regulation. 3. - Enriching, hands-on learning experiences outside the classroom. - Improved social interactions, teamwork, and confidence in new environments. - Enhanced engagement and enjoyment in physical activities, fostering lifelong active habits.	1.- Results of questionnaire will show skills and confidence gaps. Follow-up survey at end of year to see difference. - Number of training sessions, drop-ins and support to be recorded. -Resources will be purchased and in classrooms. - Health and Sexuality will be on timetables and taught more regularly. Timetables checked. 2. – Lesson packs created. -P.E. timetabled and taught more often (checked timetables Term 1 and 4) -Number of training sessions and drop-ins recorded. 3. – Analysis of EOTC data to examine numbers of trips. - Record sessions and conversations with staff detailing opportunities.

Resources
- Culturally appropriate curriculum materials that align with NZ Health and Sexuality Education guidelines and include Samoan and Māori perspectives.
- Adaptive sports equipment
- Ready-to-use lesson plans
- Professional learning for staff

How will this look in our Samoan Bilingual Context?
Integrating Samoan language, values, and cultural practices to make learning more meaningful and accessible for students. This could include using fa'asamoa concepts like *va fealoaloa'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.

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 *whenua* (land) and *taiao* (nature) to strengthen students' connection to their environment.

2025 Curriculum plan - Manulele Pathway

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Design a framework and visual diagram to present the Manulele bilingual unit and share this with CASS community Review what therapy in action looks like in a bilingual unit Create an opportunity for every teacher and LA to be culturally competent Develop pathway for Samoan bilingual learners.	Continue to develop Manulele Framework in consultation with our Samoan Community. Ensure CASS value, beliefs and Kawa are consistent Research, consultation and discussion in relation to therapies within the Manuele framwork. PLD for staff around bilingual framework and share vision. PLD around cultural competency. Alongside our host schools and supporting agencies, identify and establish Intermediate class for 2026 Strengthen relationship with May road staff (Samoan bilingual class)	Learners who receive the education in a bilingual context are more likely to - Engage in learning - Attend school regularly - Develop competence in both languages - Feel connected to their community and home at school	Assessment results as measure through school assessments eg Bsquared will track progress over time Attendance information Parent engagement at Fono and other school events Reflection of team members though ongoing review processes Staff confidence in cultural competence will be measure through anecdotal means

Resources
Pasifika Innovation fund
Release for teachers / team members
PLD

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

Te ao Māori
Alignment work will integrate the schools commitment to being a treaty honouring school

2025 Curriculum Plan – e-learning

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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know?
Enter *Focus on Ability*	Make plans with different classes (T1) to enter films into the festival (T2). Enter 2-3 films from across the school. Devise a plan with classes that are willing to participate or eager to have a go. Plans should be in place by mid- to end of term 1 with filming to commence from end of term 1 through term 2. Films will be entered by the end of June – submissions in before 1st July.		Monitoring students' participation and enthusiasm levels.
Student emails will be installed and utilised -	Procedures and protocols around information governance and student emails at CASS – shared with whānau and staff. How these emails can be used on the student drive of Teams. With student emails there's a vast expanse of apps which support assessment (e.g. reading) and capture a range of students' skills and abilities. Ensuring students know how to access That all high school aged students and older with have their own @cass email address Emails will be part of students learning, and communication within CASS. That whānau know what this means for their students at school		Teacher and staff feedback; survey at the end of the year for staff and students.
Screentime audit	Capture how screens are being used within a room. E.g. supported or active learning, reading, numeracy support and extension, timed self-regulation VS time spend 'surfing' or accessing YT. Remind teachers and staff of the way screens should be used in classrooms to support learners. Audit time being spent on screens during a 6-hr day, and what sites are being used. This may be a series of daily polls over a week, utilise impromptu leadership visits and/or a brief survey for teachers.		The amount of time a student spends on a device, and the 'why' behind their access to the device
Review	What is missing from our programs/resources/understanding? What has been done well? Where can we improve? Staff and whānau survey (T1 – and review start of T4) Whānau survey / staff survey / student survey for 2025		Survey
Support and Grow staff Confidence	Continue with 3 x Monday afternoon sessions or clinics per term held at Base. Agendas/reminders to be listed in WhatsOn. TOD – lead training for LAs or teachers – or bring in someone to share skills/ideas. Calendar sent out in WhatsOn with dates, locations and topics		Staff feedback and surveys Impromptu class visits Seesaw posts

Resources	How will this look in our Samoan Bilingual Context?	Te ao Māori
Human and time. Ensuring people have access to people, and given time and opportunities to practice new skills, and flex new ideas.	Exactly the same, but the language would be different. If resources are made available, ensure that these are also available in Samoan....	....and te Reo.

2025 Improvement Plan – Outreach

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Target 1 Integrate MoE professional learning on structured maths including available programmes and resources into the CASS maths curriculum and current effective practices, supporting maths learning for pre-emergent to early learners in mainstream classes. **Target 2** Upskill all teachers in - a range of maths assessment practices to effectively support and measure student progress. - incorporating life-skills maths for older students to enhance real-world application. **Target 3** Maintain a strong focus on Literacy, continuing to integrate Structured Literacy (SL) and Literacy for All (LfA) resources, especially the writing continuum, into literacy programmes in schools.	• Survey host schools to gather information on the programmes, resources, and PL providers they are using to enhance the maths curriculum. • Capitalize on Structured Maths (SM) PLD with CASS, host schools and other opportunities with alternative programmes and resources. • Teachers will identify areas for self-improvement and set professional learning goals as part of their PGC. • Survey Outreach on new NZC (English, maths) SM and SL knowledge at beginning and end of year. • At Team meetings review maths assessment practices and tools both those available to schools, and alternatives for early learners. • Research, create and implement programmes for Year 9+ ākonga focused on functional life-skills maths, integrating community learning opportunities to enhance real-world maths skills. • Timetable termly visits for peer coaching and observation of colleagues maths and literacy sessions to improve practice. • Complete LfA assessment kits • Revisit LFA and SL assessment and teaching practices in Team meetings • Develop resources to share with mainstream schools on ○ CASS signature practices, with a focus on literacy Communication and writing continuums to make NLS more explicit	• New resources and targeted learning will increase ākonga engagement, confidence, and positive attitudes towards maths (and literacy), and that of their teams. • Ākonga will strengthen their maths foundations, including math-based vocabulary. • A shared focus on structured teaching with school teams will make maths and literacy more accessible, individualised matching ākonga developmental stages. • Year 9+ ākonga will develop practical skills in measuring, money and time concepts within real-world situations in preparation for independent living and community participation. Outreach teachers will better track ākonga progress in maths and literacy and collaborate on NLS with the school team.	Increased knowledge confidence and clarity of Outreach team in facilitating maths and literacy learning. (PGC) Outreach teachers are able to • select appropriate assessments, • identify specific NLS, • select and create resources that provide repeated learning opportunities • discuss maths teaching using shared language and understanding of structured maths (SM) programmes • collaborate with classroom teachers in assessing, planning, implementing programmes and reporting using their SM (and SL) approaches • Outreach teachers continue to use SL and LfA practices with ākonga, with evidence of this in assessment, programmes implemented and reporting.

Resources CASS LITERACY for ALL resources Jane Farrell and Sally Clendon online resources http://www.project-core.com/professional-development-modules/ Using collective team knowledge especially "L for A", structured literacy, AAC/communication and functional literacy in the community	How will this look in our Samoan Bilingual Context?	Te ao Māori Knowledge of mainstream school's Kaupapa, values and NZ history curriculum implementation. Team shared accountability around • normalising te reo in practice and interactions • culturally responsive practice; especially around equity and our own cultural bias • promoting whanaungatanga by investing time in maintaining partnerships.

2025 Professional Learning 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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
All professional staff will engage in regular coaching sessions as part of their personal and professional growth. Review and reframe induction processes and content for new staff. Middle leaders will continue to develop their kete with the skills they need to successfully support and develop growth in others. All staff have access to internal and external PD related to the schools strategic plan.	• 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 Engagement and Te Reo • Carry out internal review of current induction practices for new staff; evaluate effectiveness and revamp.	Increased progress due to increased teacher confidence and capacity. More diverse teaching and learning experiences. Increased engagement.	Assessment data: B squared Engagement profiles Literacy and numeracy Seesaw Teacher reflection Parent feedback

Resources	How will this look in our Samoan Bilingual Context?	Te ao Māori
PD budget External providers	To look at opportunities available.	PD made available for all staff

2025 Curriculum Plan – Pacifika Arts and Language

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
• To encourage and facilitate a range of events during certain language weeks that acknowledges the cultures represented in our school • To create and nurture a more culturally responsive environment fostering Pasifika cultural understanding among staff. • To build a stronger connection between whānau and kura • Curriculum Integration	• To host a festival that involves songs/ dances of certain cultures during respective language week • To organise a 'fashion/talent show' and map it out throughout the year which represent cultures in our school • Invite parents to participate in whole school cultural events • Organise relevant resources to share among teachers for respective language week • Organise a staff PD • Integration of Pasifika literature, history, and cultural practices. • Hands-on activities, such as cooking, traditional crafts, or storytelling in Pasifika languages.	Cultural Awareness & Appreciation • Students will gain a deeper understanding and appreciation of Pasifika cultures, fostering a sense of cultural identity and pride. • Exposure to Pasifika languages, literature, and traditions will promote cultural diversity and inclusivity within the school community. • Increase engagement will build motivation • Recognizing and valuing diverse cultural backgrounds can enhance the overall well-being of students. • Positive experiences and acknowledging students' culture during language week motivates students to continue their language studies beyond the event.	• Monitor the participation rates of students & whānau in Pasifika Language Week activities and events • Assess the level of engagement in language-related tasks, such as storytelling, traditional games, or cultural performances both with students & whānau • Administer surveys to both students and teachers to gather feedback on the effectiveness of the curriculum and pedagogical approaches.

Resources
- Items for Teaching Resource Kete's
- Teacher resources in Teams Folders
- Resources for Staff PD
- Resources for Hands-On Activities during events

How will this look in our Samoan Bilingual Context?
- Ensure that the Pasifika Language Week activities align with the overall learning objectives of the Samoan language program.
- Organize cultural activities that highlight traditional Samoan practices, customs, and values.
- Include storytelling, traditional dance, and arts and crafts that emphasize Samoan cultural identity.

Te ao Māori
- Organize cultural activities that highlight traditional Māori practices, customs, and values and the connection between Pasifika Cultures
- Integrate activities that focus on building cultural competency, emphasizing the importance of respect for Māori traditions values and the tangata whenua

2025 Curriculum Plan – Science

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

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
Develop a process/system for returning resources that require specific science equipment to be replaced.
Collaborate with the Deans and engage a group to discuss challenges, successes and discoveries once a term to guide the direction of science at CASS. This may include developing a bank of ideas for other teachers.
Research, investigate and locate learning activities that our students can relate to e.g. multi sensory, options for low vision etc. Dependent upon when and what is discovered a few short sharp activities could be modelled at the beginning of a staff meeting. | Identify specific resources that will require replacement parts. Liaise with the resource manager to set up a potential alert system to know when those resources are returned and what specifically needs to be replaced e.g. QR codes?

Initial discussion with the Deans to identify their current teams' thoughts in relation to the goal. Ask Deans to ask their team members for one or two interested to teachers to join the group – aim to have teachers who teach students with a range of different needs e.g. complex bodies, low vision, Pasifika etc. across the school.
Discuss and identify appropriate readings and the possibility of access to the University of Auckland (UoA) teaching library/lecturers.
Gather or create documents to explain the activity and purchase resources. Teachers could trial the activities in their classes to provide feedback. The teacher or myself could model that activity at a staff meeting. | When teachers get a resource all the parts required will be there except batteries and consumables available through the classroom budget e.g. candle wicks. Resources should be able to picked up and used straight away without parts missing.

Learners benefit when teachers bring relevant and immediate details to the meeting to meet current learners' needs. They can report back to their teams any discussions of note and others' ideas to expand teachers' ideas at the right time when ideas are needed. After term 1 each term's plan will have been used and developed which should give teachers different ideas that students can experience across the year.
Students could experience a range of different types of activities across their schooling not just in the current year but as they progress through the next year levels. A sense of wonder and awe could be evident in science with our students learning in different ways through technology and practical imaginative experiences. | Gather and analyse feedback either in a written or electronic form from the borrower who took and returned a resource and the next borrower whether the process is working.

Deans will be able to provide feedback on discussions from team meetings and what they see and hear in classrooms or through planning.

Teachers can provide information / feedback on activities they use. Staff meetings can be identified where a presentation takes place |

Resources	How will this look in our Samoan Bilingual Context?	Te ao Māori
Time
Access to research / teaching library e.g. (UoA)
Samoan and Te Reo resources related to a range of contexts e.g. myths and legends	*Know learners specific ethnic background*
Use culturally relevant materials and concepts
Collaborative learning
Explicit teaching of critical thinking
Use storybooks that reflect a range of ethnicities, languages and experiences that learners can connect to their personal experiences as they see and hear themselves represented in the stories
Use storybooks from home or share favourite pese (song) from their cultures or in their home languages	Māori contexts such as whakapapa, tikanga, te reo, history and place, and the use of pepeha, waiata, and karakia support Māori children's learning, and strengthen their sense of Māori identity.

2025 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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
To continue to review play based learning at CASS and seek feedback from all early year's classes

Develop an understanding of what literacy looks in play based environment through engagement

Review literacy in early years using assessment data and how learners are supported based on their engagement steps and play based learning | Review and seek feedback about play based model from early years teachers and therapist. Continue to guide teachers and support play-based learning and develop intentional literacy programs.

Upskill new teachers in early years and model and share effective strategies and approaches for play and literacy in play-based setting. Review assessment data from literacy assessments in target classes to ensure that planning aligns with students learning goals. Form a focus group of students to support intentional literacy programme in early play-based setting. Set up a target group of bsquared for engagement and play skills | Improved play-based learning opportunities for learners

Play and engagement taught daily with intentional teaching

Assessment and evaluation will support teachers to design effective teaching plan for students. This will support teachers to implement a successful literacy programme for learners in early years.. | Early years teachers would have an understanding of engagement and play based learning at CASS. Assessment and evaluation will show students engagement and progress in early literacy. Planning and implementation will be based on students' level throughout the year. Data entered on etap Bsquared Reviewing seesaw posts in literacy of identified students in early years classes. |

Resources Variety of writing tools and book writing and reading assessment books	How will this look in our Samoan Bilingual Context? Culturally appropriate play-based resources -books and resources in bilingual context. Acknowledge and understand cultural values in play-based setting.	Te ao Māori Culturally play based books and resources in play-based setting. Acknowledge and value tikanga values in play based setting

2025 Curriculum Plan – Approaches for Complex Learners

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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know ?
To develop a shared understanding of what good practise looks like in a classroom with students who have complex needs. To have a shared understanding of what Early Maths looks like in a Complex Learners class. Complex needs learners are making continuous process in Maths. To identify Sensory Maths resources .	**To provide intensive class support for new Teachers** • Workshops , class visits to Oranga 1. • To model lessons and activities in classes. **To provide Early Maths workshops.** Follow up on release days. Model to Teachers and Staff. Identify a special interest group. Target a specific group of students to work with. **Improve Assessment data analysis** Are Complex bodies students progressing at an expected level - Liase with Deans to see what additional supports we may need to offer to ensure appropriate supports To work with Jay and Donna in exploring high quality, relevant resources and purchase.	To have learning programmes in place that meet the diverse learning needs of Complex students. To have a high-quality Early Maths strategies happening in the classroom by practitioners who understand the process and provide a wide variety of irresistible activities and group work. Better learning outcomes for our complex learners and making sure we are using assessments data available to help design learning activities. A range of appropriate sensory resources to meet the needs of learners.	We will see the learners engaged in the learning programmes during the school day. We will hear the language of Maths being used throughout the school day in Play based learning and blended into other curriculum areas. Detailed learning stories on SEESAW showing students actively participating in Early Maths. Analysis of assessment data and review of planning documents. Engaged learners Quality resources

Resources Les Staves Early Maths PD PODDS/Devices/Symbols/Timetables/YES/NO cards. purchase Maths equipment for Complex learners, in consultation with Donna and Jay.	How will this look in our Samoan Bilingual Context? To use culturally appropriate language and materials.	Te ao Māori To use Te Reo in the class room in the natural context of the day.

2025 Curriculum Plan – Literacy

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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know?
Target 1 To create a comprehensive literacy folder that outlines the learning pathway for literacy, detailing specific teaching expectations based on the needs of different ākonga. **Target 2** To increase achievement in writing for ākonga, focusing on those who are working on level 7+ of the writing scale and ākonga working on the early engagement steps. **Target 3** To create a literacy working group to upskill and share knowledge with interested teachers.	Regular in-person training and drop-in sessions, every other week, moving on to focusing on a different area of literacy. The folder would be a practical resource, including videos of model lessons, lesson plans, useful website links, and guidance on teachers to observe for specialized literacy techniques. It would also feature self-directed learning modules on various literacy areas, allowing teachers to explore and grow their skills independently. Refresher on comprehensive literacy in a staff meeting- split into new staff and staff that have been here for longer. To continue to collect, and moderate, writing samples twice a year (term 1 and term 4). To continue to support structured literacy across the school. Use Bilingual books/ NZ based books for example videos. Encourage teachers to use the books in our resource room more frequently. Create a supply of books from Monarch/ written ourselves/ non - fiction for older emergent learners. To offer training on the targeted year groups/ levels. Investigate appropriate writing programmes for those students working in the early engagement steps. Termly meeting with special interest literacy group.	Taught all areas of literacy, with increased intentional teaching. Have access to increased AAC during these sessions. Have access to a wider range of appropriate/ engaging books and feel represented in the resources used by teachers. Will have increased confidence, improved vocabulary and strengthened comprehension. Improved reading, writing and language skills.	Monitor SeeSaw for increased variety of posts for literacy. Compare assessments in writing and reading from term 1 2024, term 1 2025 and then in term 1 2026. Compare planning from term 1 to term 4, to see if planning for literacy has developed. Compare data in books being taken out of school resources room from term 1 to term 4. Data collected at the end of the year from targeted groups.

Resources Teams channel for the literacy programme. Laminated books from Monarch or create our own for older learners. Videos of good literacy practice across the school. Special interest group Time in Tuesday and Thursday meetings.	How will this look in our Samoan Bilingual Context? There will be videos in the folder with examples for being in a bilingual context- some observations on literacy in this setting will be done to observe how we can support them with literacy.	Te ao Māori Examples of Te Reo used in videos of reading. Showcasing the books we already have in our library.

2025 Curriculum Plan – TEACCH

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

Noticing	Investigating	Collaborative Sense Making	Prioritising to take Action	Monitoring and evaluating Impact

Targets for 2025	Actions / Strategies	What is the impact for learners?	How will we know?

• To improve independence in completing TEACCH learning task with no or minimal assistance.
• Foster engagement and reduce anxiety through structured activities.
• To increase the use of this in all classes and encourage educators to work this into their daily routine and planning.
	• Do survey and see how many classes are making use of the boxes and how they are using it.
	• Touch base with Manulele and Māori classes and see if we can provide individualised boxes for them.
	• Ask educators if they think it will be useful if we can make boxes for the teaching of the Māoriri language in class.
	• Provide staff training during the Thursday PD times.
	• Provide individual assistance for educators if needed.
	• Encourage educators/therapists to make use of this resource.
	• Timeline to track progress
	  - 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 continues support
	  - Review year and give feedback.
		• Increase independence/promotes autonomy/gaining confidence.
		• Developing skills/ 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 BSquared.
			• Photos/videos of learners engaging with TEACCH boxes.
			• Case studies for individual learners.
			• See that educators build this into their planning.
			• Progress in their engagement levels and BSquared.

Resources Resources is in TEACCH library. Can be made individually for specific learners	How will this look in our Samoan Bilingual Context? As these boxes are nonverbal activities, if any explanation is needed educators can do so in the language chosen	Te ao Māori Recongnition of Maori as tangata whenua

2025 Curriculum Plan – Mini Woolies

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 2025	Actions / Strategies	What is the impact for learners?	How will we know?
• Encourage classes/teacher to incorporate mini-Woolworth into their programming. • Make the shop accessible to classes by decreasing the prep for the classroom teacher. Creating resources that support teaching in preparing students for their mini-Woolworths visit • To build skills and knowledge of specific student around work skills in mini woollies	• Continued communication with classes around items in the store. (Pitau students sending out flyer.) • Pitau students creating resources for classes, such as reusable shopping list. • Pitau Students can make social stories about going to the store. • Specific students to be trained in a range of Mini Woolies skills e.g. operating the till, stocking shelves etc	• Students will have the right support to assist in their mini-Woolworths visit being successful. • Pitau students can be more involved in the running of the shop. Teaching them responsibility. • If it is easier for teacher to send students to mini-Woolworth students will have more opportunities to practice practical life skills such as shopping, handling money and using their maths and literacy skill in practical settings. • Specific students will be able to carry out a range of roles in the Mini Woolies. • Students can us mini woolworths a stepping stone in training for a job after school.	• Track the number of classes who are accessing mini-Woolworths. • Students to complete training and roles checklist

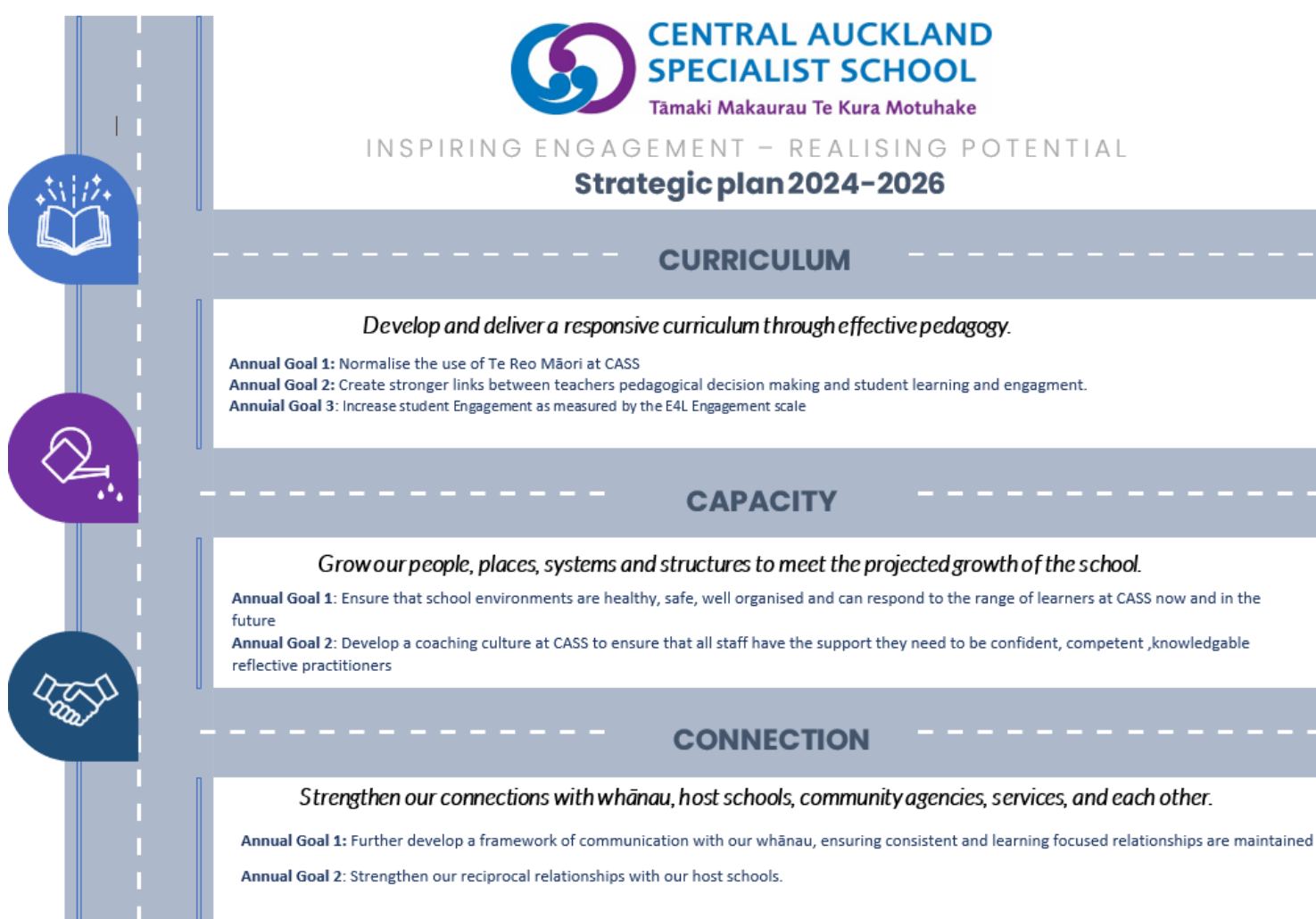| Resources	How will this look in our Samoan Bilingual Context? Planning for Samoan language week by specially ordering items Consult with our Samoan Bilingual unit on visual we can make that will support their students.	Te ao Māori Planning for Maori Language week by specially ordering items.

Attendance Management Plan

There is a clear connection between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health and more participation in communities. This all makes society stronger and more connected.

At CASS, Students aged 5 to 21 years old are required to attend school every day that they are well. It's everyone's responsibility to make sure children attend and engage in learning from when they first start school.

It's important for schools and kura, parents and whānau, iwi, hapū, communities, and government agencies to work together to support and make sure students are attending school regularly. Regular attendance means the student is present for more than 90% of the term.

At CASS we know that our students may have health and mental health issues which can contribute to a non-attendance pattern, or having significant time away from school. However, we remain aspirational about improving attendance.

To increase regular attendance rates, the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.

CENTRAL AUCKLAND SPECIALIST SCHOOL
Tāmaki Makaurau Te Kura Motuhake

INSPIRING ENGAGEMENT – REALISING POTENTIAL

Strategic plan 2024–2026

CURRICULUM

Develop and deliver a responsive curriculum through effective pedagogy.

Annual Goal 1: Normalise the use of Te Reo Māori at CASS
Annual Goal 2: Create stronger links between teachers pedagogical decision making and student learning and engagment.
Annuial Goal 3: Increase student Engagement as measured by the E4L Engagement scale

CAPACITY

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

Annual Goal 1: Ensure that school environments are healthy, safe, well organised and can respond to the range of learners at CASS now and in the future
Annual Goal 2: Develop a coaching culture at CASS to ensure that all staff have the support they need to be confident, competent ,knowledgable reflective practitioners

CONNECTION

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

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

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

Because of the close link between attendance and achievement, there is a clear link with our annual and strategic goals

Annual Goals
1a: Create stronger links between teachers pedagogical decision making and student learning and engagement
Creating a well balanced curriculum that meets the needs of all our learners .
When our professional staff feel confident in discussing learning and progress with whanau , which will support student achievement.
To ensure we are implimenting the NZ Refresh curriculum in a timely manner.

If our students feel as though the curriculum is relevant and irresistable they will be more likely to want to come to school

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

Central Auckland Specialist School is committed to their place as a treaty honouring school.
Our curriculum and professional standards require us to further develop our knowledge, learning opportunities and personal capabilities to ensure we uphold the important place of bilculturalism in Aotearoa New Zealand.
Students who see themselves reflected in their school are better placed in relation to engagement, learning and attendance.

1c: Increase student Engagement as measured by the E4L Engagement scale

Student engagement is the greatest predictor of learning and achievement.
It is essential that our staff have the pedagogical knowledge, understanding and confidence to best engage all students.
Students first need to learn to engage, so they can engage to learn.
Engaged student are keen to come to school, they have made or are making rewarding relationships with staff

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

CASS has had significant growth over the last 6 years and our projected roll growth means we will nearly double again in size by 2030 (and beyond)
CASS is currently building a new base school and has a number of satellite developments and improvement works in various stages of planning design and construction.
Carefully constructed environments and resources in our classes support our students engagement and attendance.

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

Effective coaching helps teachers reflect on their practices, identify areas for improvement, and implement targeted strategies for growth. The result is a more resilient, adaptable, and skilled staff, ultimately impacting on the quality of student learning outcomes, which in turn would impact attendance.

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

Having our Whānau connected and aware of their young person's learning and progress with positively impact what progress and engagement. It will encourage involvement of Whānau in their child's learning and support them to understand the importance of attending school regularly.
Whānau will have the opportunity to learn ways to support their young person with their skills and development.

3b: Strengthen our reciprocal relationships with our host schools

An increase in belonging and participation will improve the educational and wellbeing outcomes of all students and staff. If parents see their students included in the host school they may be more likely to support thier attendance

What are the attendance targets for 2025?

Student attendance targets for regular attendance, moderate absence and chronic absence.			
Measure Ministry targets	**2024 Target**	**2026 Target**	**Today**
Percentage of ākonga **attending** school regularly (attending more than 90%, an average of 9 days a fortnight)	70 % 6∇	75 % 11∇	64%
Percentage of ākonga who are moderately **absent** (attending more than 70% up to 80%, missing two to three days a fortnight)	6 % 2∇	4 % 0∇	4%
Percentage of ākonga who are chronically **absent** (attending 70% or less, missing three or more days a fortnight)	5 % 11Δ	3 % 13Δ	16%
∇ is the % BELOW the target Δ is the % ABOVE the target (*For this year so far*)			
SWITCH TO MY TARGETS			

These targets remain aspirational – In 2024 according to E tap our attendance across the year was 43% (students attending school for 90% or more) - we have the option to set our own targets. EDM reports for term 1 – 49%, T2 48% T3 53%

Apart from COVID attendance (94%) our highest has been 69% in T 3 2020, lowest 43% T 2 2023

What our data shows us
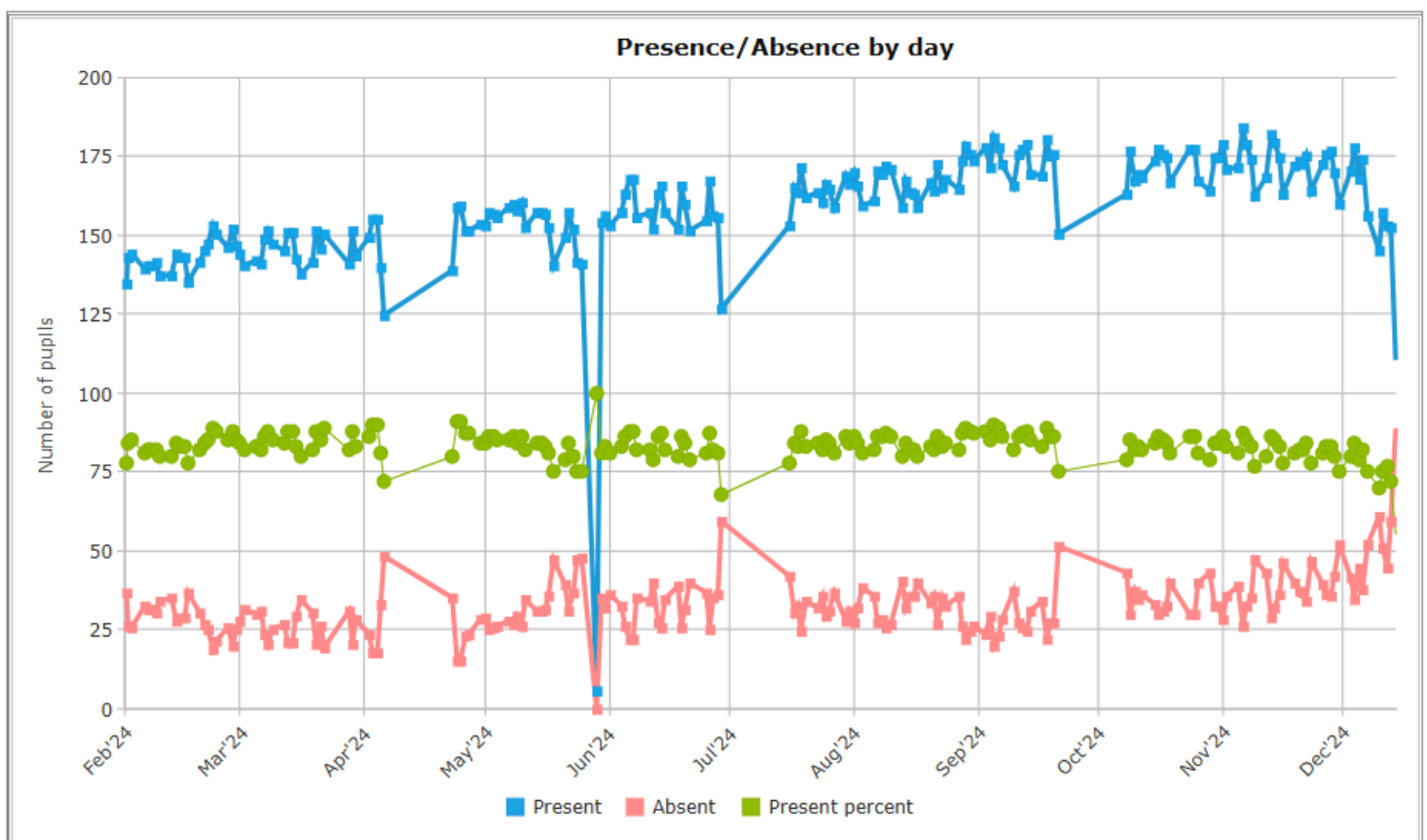
Some observations were that, in 2024;

- From last years data, the majority of absences fitted into the 10-14 day category. Mondays and Fridays were the days in the week with least attendance. Attendance tailed off that the end of a term.
- 43% of the whole school attended regularly
- Māori students had 4% more students who were moderately absent compared to the rest of the school, 42% attended regularly.

- 33% of pasifika students attend regularly – 10% below the school average
- Regular attendance is higher in the older year groups – 29% in year 2, 67% in year 6 9% in year 13
- Years 2,3 and pasifika students have the largest percentage of chronically absent students.

| Date Range | Mon 1st Jan 2024 TO Fri 20th Dec 2024 | | | | | | | |
| | Regularly attending | | Irregular absence | | Moderately absent | | Chronically absent | |
	Number	%	Number	%	Number	%	Number	%
All	91	43	54	25	32	15	37	17
Female	23	37	17	27	10	16	13	21
Male	68	45	37	25	22	15	24	16
Pacific	22	33	14	21	12	18	19	28
Māori	11	42	6	23	5	19	4	15
Y15	1	100						
Y16	3	60			1	20	1	20
Y2	7	29	8	33	4	17	5	21
Y3	6	27	5	23	5	23	6	27
Y4	4	57	1	14			2	29

What are we going to do this year?
   Procedure
- Work with SLT and deans on the additional indicators school guide – this will give us ideas on how we can improve attendance procedure in line with the STAR report
- Share procedure information with teachers and ensure it is being followed.
- Follow the process of teacher follow up / dean follow up / DP follow up for students not attending with no contact from home.
- Dean and DP to report to the SLT weekly and discuss strategies.

Reporting
- Report to the board at each meeting
- Add attendance section in school newsletter.
- Attendance flyers posted termly on seesaw
- Sharing with parents refreshed health guidance to support good decisions about school attendance.

Target Groups
- Identify Pasifika students and those in year 2 and 3 and track their attendance using the interventions on the STAR form and school procedures.
- Talk regularly with our Pasifika parents, at termly meetings, involve the Pasifika school community in looking at effective ways to support attendance for this group
- Investigate the chronically absent group further and see what interventions could improve attendance

Other

- Appoint a social worker to support families facing challenges with their child attending school
- For new enrolments – start recording medical issues on enrolment form
- Develop relationships with outside services who can support i.e. ASUS