



Kea Street Specialist School

and Resource Centre

CHARTER 2017

36 Kea Street
Selwyn Heights
ROTORUA
3015



Vision

COLLABORATING WITH OUR FAMILIES, WHANAU, AIGA, COMMUNITY, IN DEVELOPING OUR
AKONGA TO THEIR FULL POTENTIAL IN A CARING, SAFE AND SUPPORTIVE ENVIRONMENT

Kei te mahitahi tātou, te whānau rāua ko te hapori
Ki te tautoko ngā tamariki, rangatahi ranei, ki te whai
wawata rātou i roto i te taiao o te aroha, o te
manaakitanga hoki

OUR VALUES



INDEPENDENCE



em Power ment

School Mission Statement

“Together we learn, care and achieve”

“Kia tātou ka ako,ka awhi,ka piki ake”



Type of School

Kea Street Specialist School is a State co-educational school designed and programmed to cater for the needs of students with a wide range of intellectual and/or physical disabilities from age 5 to 21 years old.

This school is governed by an elected Board of Trustees.

For the beginning of 2016 a Commissioner was in place of the Board of Trustees. Elections for a new Board occurred in December 2016. The new board took office on December 21st 2016.

This school is delegated to manage students' ORS funding.

General Description of the School

Kea Street Specialist School was officially opened by the Hon. H R Lapwood M.P. on 20th November 1964. We are the leading provider of education for students with Learning Support needs in the Lakes area of Rotorua and Taupo.

Kea Street Specialist School is made up of the base school, with five classes comprising of students ranging from Primary entry 5 years old up to age 21. All of our students have Intellectual and disabilities and or Physical.

Ethnicities

Maori	62.00%
NZ European	24.00%
Tongan	1.40%
Tokelauan	1.40%
Fijian	1.40
Vietnamese	1.40%
Chinese	1.40%
Samoan	1.40%
African	1.40%
Indian	2.82%
Middle East	1.40%

We have six satellite classes in Rotorua and one in Taupo.

Rotorua

Sunset Primary
Kaitao Middle School
Malfroy Primary (2 classes)
Owhata Primary
Western Heights Primary School

Taupo

Mountview Primary School



The satellite classes at both Kaitao and Mountview have undergone property upgrades as approved by the Ministry. Three of our satellites are purpose built units, all have toilet and washing facilities. The base school is made up of a main block, 3 relocatable buildings joined by decking, toilet washroom, an activity centre, a double garage and a single garage. The relocatable consist of classrooms with attached kitchen/dining room, storage and toilet facilities. We have recently upgraded playgrounds at Malfroy and Owhata units.

Our current student roll is 71, with a teaching entitlement of 19.20, working in 5 classes at the base school in Rotorua, and seven satellite classes.

Leadership Team

The Leadership team is comprised of:

Principal

Deputy Principal

2 Assistant Principals



Cameron McKenzie
AP

Gillian Hughes
DP

Sherie Collins
Principal

Ashley Stubbing
AP

**Staff**

Kea Street staff enjoy and celebrate our students.

The staff are knowledgeable in their field and are committed to searching out the latest teaching techniques, strategies and resources to provide our students with the best possible opportunity to succeed.

Staff are empathetic, kind and supportive.

We develop individual education programmes, (IEPs), and curricular that are relevant to the individual's development and learning.

Our dedicated, committed staff has regular Professional Development to ensure they are up-to-date with current and best practice. They are knowledgeable, skilled practitioners in many learning support areas, school curriculum and the Key Competencies.

The Principal and Leadership Team are always open and welcoming to any enquiries. Visits are encouraged.

The teaching staff is appointed to the school as per Government staffing schedules.

The teaching staff is supported by ancillary staff including one teacher assistant, Therapists (Speech/Language, Physiotherapist, Occupational Therapist, Orientation & Mobility), plus teacher aides, employed and contracted on a needs basis. Kea Street

School is well provided in staffing for the students. A Psychologist will be contracted on a needs basis when required.



Therapists

All of our therapists provide regular training to Staff.

Our therapists meet with whanau for an informal hui and morning tea once a term. The therapists are all dedicated professionals with a passion for supporting learning support students. Therapists hold regular team meetings and are supportive of each other's field of expertise.

All therapists have regular professional development and supervision/appraisal.

Our therapists provide a wide range of programmes based on the students 'needs in consultation with families and staff. They work with staff and students, which allows them to have direct hands on contact.

Therapists formulate their own timetables and staff are aware that they have priority when visiting.

Not all students require therapy. The team identifies the needs of students and also who will be the child's key worker. Therapists determine programmes and skills that that will support each student in their learning and use the IEP/ITP to monitor progress and effectiveness.

Each therapist brings their own individual skills and expert knowledge to help our student's development.

Our Deputy Principal is the Principal's representative on the therapy team. They meet regularly both informally and formally.

Parents/caregivers are welcome to meet with our therapists before and after school or through an appointment. Our term morning teas have proved an excellent way to form relationships.



Speech and Language Therapy

The SLT supports students throughout the school who have communication or swallowing needs. Communication is very complex and is supported throughout the day by various total communication approaches including:

- Intensive interaction
- Sensory approaches to communication
- Keyboard signing
- Visual language strategies
- Technology (assistive technology)
- Language groups
- 1-1
- Social skills

The SLT also works collaboratively with staff to support literacy, writing, understanding words, listening to sounds, shared reading and much more.

The students programmes are centred around them and use engaging activities throughout the day. Our SLT is happy to support families and provide training and support for both staff and whanau.

Physiotherapy

Therapy is integrated throughout the day with class programmes. This enables the student to acquire increased independence in sitting, standing and walking. To assist us, we use standing frames, walking frames and other specialized equipment. With our more mobile students we implement programmes to improve their strength, balance, co-ordination and fitness.

To assist therapy our students enjoy swimming, trike riding, gymnastics, walks, cycling, gym membership, skating, scootering, flip out, dance and Riding for the Disabled.

We also may accompany students with their family on visits to specialists, clinics or agencies to discuss medical needs and intervention, advocate for changes or alterations to equipment, provide a link between educational and medical needs and discuss equipment for independence.

Orientation and Mobility

An Orientation and Mobility Therapist works with students who have a visual impairment and/or visual perception difficulties. Many children in a Learning Support School who have nothing physically wrong with their eyes, may have difficulties with interpreting what they are seeing. She is also able to work with students accessing public transport and the local community who do not have a visual impairment.

Areas covered by an Orientation and Mobility Therapist may include:

- Road crossing safety
- Independent travel
- Problem solving
- Long cane training
- Optimizing residual vision
- Body protection techniques
- Body awareness
- Spatial awareness
- Vestibular programmes
- Proprioceptive programmes
- Sensory programmes
- Improving visual efficiency skills
- Staff Training

Orientation and Mobility therapists work closely with the staff and other professionals to ensure that the vision impaired child can achieve their potential. Many of the programmes are integrated as part of the students daily class activities. Our therapist works closely with the families to ensure any relevant training is kept consistent in the home setting.

Occupational Therapy

The Occupational Therapist assists students to develop in their school/home needs.

This may include:

- Work and educational occupations
- Support Transition
- Reading-eye movements, visual perception
- Hand function-pencil skills, using scissors, using a switch/mouse for the computer
- Following class routines-using visual timetables, task analysis, sequence strips

- Sensory processing-sensory programmes, sensory diets
- Play and leisure occupations
- Social skills
- Play skills
- Life skills and personal care such as:
 - Feeding/drinking
 - Going to the toilet
 - Dressing and undressing
 - Food preparation
 - Shopping
- Accessing recreational activities and the environment
- Mobility-walking, running, swimming, using a wheelchair
- Seating and Assistive equipment

The Occupational Therapist may work 1-1 or with a group of students, or in an advisory capacity with the teacher, to set up and monitor activities that are part of the student's regular daily/weekly programme.

Wherever possible, therapy programmes are integrated into classroom routines, so that best practice happens throughout the day.



Psychologist

In 2017 a Psychologist will be contacted if and when required.

Sensology

Lisa Hayns is our lead teacher for sensory.

Sensology, an educational approach, devised by Flo Longhorn, a Learning Support expert (UK), emphasizes sensory stimulation for students who need to learn to control movements and relate to themselves and others. It covers the five basic senses (see,hear,touch,smell and taste).

It also focuses on the movement-related sensory systems:

- The vestibular (balance, head movements and gravity)

- The proprioceptive (body positions, body mapping and planning movements)

In a sensology workout, these senses are literally given a warm up.

Sessions can be in groups or one to one, and can be brief or done at a slower pace dependent on the needs of the student/s.

Intensive Interaction

Intensive interaction is a teaching approach to develop the ability and desire of the students to participate in social interactions.

Staff use imitation of students behavior to develop a language the student will understand to engage them in fun or play activities. To show progress or improve interactions, sessions may be videoed (with parental consent)

The aims include developing:

- Cognitive abilities including social cause and effect and predicting and exploring behavior of students.
- Fundamental communication abilities including eye contact, facial expression, turn taking and engagement.
- Sociability, including the desire and ability to be with others, taking part in an activity or exploring the world around them.



Community Involvement

This is a big part of our programme and include such things as:

Riding for the Disabled (NZRDA)
Aquatics
Ten Pin Bowling
Gym Sessions
Learning experiences outside the classroom
Camps
Shopping mall visits



Redwood walks
Special Olympics
Inter school soccer
Museum visits
Library
Meals on wheels
Flip Out
Team Sports Events

Music Tutor and Te Reo/ Kapa Haka

We are fortunate in having the service of both a Music Tutor and Te Reo/Kapa Haka tutor who have proved a great success in our school for our students and staff. Staff strengths are utilized in physical education exchanges and art.



In house Professional Development is ongoing and has provided for Smartboard Interactive training and upskilling, iPad and Te Reo, and therapy programmes.

We will be utilizing the dance talents of one of our teachers in 2017 to provide for our children and young people in the discipline of dance.

Our focus will be on our school production.



Health

As a Health Promoting school, we will continue to build partnerships between HPS facilitators, community nurses, the school and whanau to promote the health and well-being of our students.

School Programmes will include:

- Sunsmart
- Healthy Eating
- Fruit in schools
- Milk and water in schools
- PE programmes/ daily fitness for all classes
- Smoke Free
- We currently are Bronze accredited and aiming for the Silver Award



Description of the School Community

The school's catchment area covers all urban Rotorua and surrounding districts and the Taupo district. Students are drawn from a very wide cross section of this greater community. 79% of our students are non- European.



Kea Street Specialist School provides parents/caregivers with an authentic education choice within the Rotorua/Taupo area. Choice is very important to us and we are one option that may best fit the needs of the child. As students grow and their needs may change; they may flow seamlessly through the differing levels at Kea Street or move to their local mainstream school or other educational entity if that is the best for the young person.

As prospective families visit us, the Principal always asks if they have visited/considered other mainstream schools as an option. (Section 9)

Satellite Classes

Satellite classes give our students the best opportunities of both schools. Host schools support inclusion of our students with access to facilities such as the playground, assemblies, library and some classroom programmes.

As a whole staff, we encourage satellite staff to join in with the host school when practicable, at (staff Meetings, social events), to ensure goodwill is ongoing.

Satellite classes can utilize the Activity Centre at base and other resources available. The playground facilities are also available as are the PMP activities.

All satellite classes attend whole school assemblies three times a term with involvement in term by term activities.

School performances by visiting culture groups are participated in by all, when practicable.

Classroom programmes have a balance of academic learning to best suit our students with a focus on Literacy and Numeracy, as well as an emphasis on social and life skills to enable our students to function more easily within their families and their community.

Whakawhanaungatanga

Shared experiences and working together which provides people with a sense of belonging

Manaakitanga

Hospitality, kindness, respect, generosity and care for others

Who are Kea Street learners?

Our students are learners and dreamers who are accepted, valued and celebrated. They have an intellectual/and or physical disability, which impacts on the way they are able to process and retain information and problem solve. Many of our students are on the autistic spectrum, have physical and sensory impairments or associated health problems. They are aged 5-21 years and receive ORS (Ongoing Resourcing Funding).

Our students are supported as they develop in their confidence and independence. They are individuals who are encouraged to be the very best they can be.

Guiding Principles

The Board of Trustees will ensure that all students in any school or schools under its auspices are given an education which enhances their learning, builds on their needs, and respects their dignity, rights and individuality. This education shall challenge them to achieve personal standards of excellence and to reach their full potential. All school activities will be designed to advance these principles.

Board Statement

The Board of Trustees and staff of Kea Street Specialist School, will ensure that the core values enshrined within the Charter and the NZ Curriculum, are adapted and embedded in all areas of the school's philosophy, structures, curriculum and relationships to best meet the needs of all the students who attend school.

The Board acknowledges the NZ Curriculum, Central Regions Specialist Schools' Curriculum, National Standards and reports on students' achievements through both the IEP/ITP process and the Students' Records of Learning. Portfolios of work will be sent home to families at the conclusion of each term.

Kea Street Specialist School is committed to ensuring their young people reach their potential. They are encouraged, supported and challenged, through Individual Learning Programmes. Kea Street students set forth on a journey of learning being taught, supported and guided along the way. We value each student and strive to have a safe, nurturing environment. We celebrate their successes as often as we can.

New Zealand Curriculum

The Board of Trustees accepts that every child in this school shall have the best possible learning opportunity to develop their potential.

This involves the provision of a balanced curriculum, which enables all learners to develop existing knowledge and skills, while at the same time developing capabilities to create knowledge and practice new skills.

As many of our students are Pre Level 1, the Central Region Special Schools Curriculum Exemplars for teachers of students with diverse learning needs, will also be used. Those students that can attest and work from the NZC will do so, and be attested against the National Standards if applicable.

Teachers will analyse the success of the targets as part of our on-going cycle of continuous improvement for teaching and learning. Our in depth IEP/ITP are crucial for us in regard to reporting to our families. IEP data is analysed and presented to the BOT. Comparative data is shared.



School Curriculum

Kea Street Specialist School follows the NZ Curriculum as well as the Central Regions Special Schools' Cluster Curriculum (CRSSC) and the Key Competency Pathway. The CRSSC framework has stemmed from the NZ Curriculum providing access to the curriculum pre level 1 and is widely used throughout special schools in NZ.

It provides steps for learners to move toward level 1 of the NZ Curriculum. The CRSSC curriculum provides age appropriate goals especially for students with special needs.

It provides flexibility to cater for the varying and unique needs of our students who may have a combination of intellectual, sensory and physical impairments. At Secondary age our students work towards a more functional focus to support their transition from school to a range of adult settings.

The NZ Curriculum identifies the Key Competencies as capabilities for living and lifelong learning.

Key Competencies are:

- Thinking
- Relating to others
- Using Language, Symbols and Text
- Managing Self
- Participating and Contributing



Individual Education Plan (IEP)

The IEP is a collaborative process that brings together a team of people who are closely involved with the student to plan a programme which best meets the child's needs. Liaison and collaboration between Whanau and School staff is vital. Each student enrolled at Kea Street Specialist School will have an individualized Education Plan developed and reviewed twice yearly. From age 14 we include Individual Transition Plans (ITP).

The small meetings are well facilitated with key people who are involved in the life and learning of the student. The IEP process for students provides the strongest direction for determining the student's academic learning and achievement.

The goals set out in the IEP are based on the NZ Curriculum and the Central Regions' Special Schools Curriculum Framework.

The goals are **SMART**

Specific

Measurable

Achievable

Realistic

And Time appropriate

The Teacher facilitates the IEP meeting. Therapists will be at the meeting or provide a report prior to the meeting. Whanau and Caregivers are strongly encouraged to attend IEP meetings to give input for the goals, to be a collaboration between home and school. We will visit homes if that is more appropriate for our families.

Outside agencies may attend at the invitation of the school or family.

- Each student will have an Individual Education Plan and/or Individual Transition Plan, in consultation with parent/caregiver and other relevant support services. The Key Specialist that supports the student will be in attendance as often as practicable for the IEP conferences. Home settings may be more acceptable

with some families. These conferences form the focus of reporting to our whanau. These conferences will be held twice a year.

- The physical needs of each pupil will be assessed and programmes of therapy will be implemented, when required.
- Self- care skills will be assessed and individual programmes will be implemented.
- Programmes which will encourage independence in living skills will be implemented.
- Social skills programmes will be implemented and full use will be made of the community to develop appropriate behaviours.
- In 2017 Kea Street Specialist School will continue to be part of a Learning Support Schools' Cluster within the Waikato/Thames Valley/Bay of Plenty to ensure best practice is current and Professional Development is ongoing in a collegial professional setting.
- The Principal is the leader of the Central Regions' Cluster of 11 Learning Support schools from Wellington to Paeroa.

Schools involved in the Bay of Plenty/Waikato Cluster which the Principal and Deputy Principal belong to, at respective meetings are:

- Patricia Avenue Specialist School, Hamilton
- Hamilton North Specialist School, Hamilton
- Goldfields Specialist School, Paeroa
- Tauranga Specialist School, Tauranga
- Kea Street Specialist School, Rotorua
- The Principal is the Chair of the Central Cluster of Principals, and is also part of the Rotorua Principals' Group plus a splinter group of different schools through Rotorua for collaboration and professional development.
- The DP is part of the Central Cluster of Deputy Principals
- We are in the West Cluster of Community of Learning. (Te Maru o Ngongotaha)
- We are also involved in the Pilot Scheme of Learning Support 2017, with Whakatane, Taupo and Otumoetai/ Tauranga.

Much professional interaction and support is shared collegially between our network of Learning Support schools.

Equity

The Board of Trustees accepts that equity objectives underpin all activities in this school.

The Board of Trustees will ensure that the school's policies and practices seek to achieve equitable outcomes for all students, irrespective of their religious, ethnic, cultural, social, family and class backgrounds, and irrespective of their ability or disability.

Two aspects of equity are equal educational opportunity and the Treaty of Waitangi.



Student Progress and Achievement

Aim: The Board of Trustees will ensure that clear learning objectives are established, monitoring students against those objectives and programmes to meet individual needs.

Objectives:

- The Board of Trustees will ensure systems are in place to monitor students' progress and to report to parents.
- Monitoring individual achievement in National Curriculum may not be appropriate for all students. Individual Education/Transition Programme goals anecdotal recordings and pupil profile files will be more reflective of students' personalized needs.
- An evaluation statement at the conclusion of a learning unit may be appropriate for a class or individual, and this will become a record of broad curriculum outcomes.
- Families have student "End of Term Profiles" sent home; plus some class Blogs, and therapists provide assessments prior to the IEP's.



Personnel

The Board of Trustees will:

- Be a good employer, abide by employment contracts, and endeavor to maintain harmonious industrial relations.
- Endeavor to staff the school with registered teachers and ancillary support staff to meet curriculum objectives appropriate to the special character of our school.
- Develop sound personnel policies, which treat staff fairly, protect students and promote staff performance and the effective use of resources.
- Ensure a workplace committed to Equal Employment Opportunities for all staff.
- Provide a safe environment for both students and staff.



Finance**The Board of Trustees will:**

- Link financial expenditure to Charter objectives by allocating funds to reflect school priorities.
- Will convene a financial committee.
- Ensure annual accounts are prepared in accordance with general acceptable auditing standards and to monitor and control the school's resources.

Property

The Board of Trustees will maintain the school's buildings and facilities in order to offer students a safe and effective learning environment.

A Property committee will be set up for 2017.

Any other Trustee may attend these committee meetings in an observatory manner.

The Treaty of Waitangi

Our school acknowledges the significance of the Treaty of Waitangi as the founding document of New Zealand. We embrace our Maori community and strive to be sensitive to cultural beliefs and needs through knowledge and understanding. We value and respect Te Reo Maori and Tikanga Maori.

We will incorporate Te Reo and Tikanga Maori as follows:

- Bilingual signage around the school
- Incorporating traditional Maori designs into our art and environment
- Consider Maori culture and customs when meeting , welcoming, farewelling visitors and newcomers to our school. (Powhiri, karanga, waiata, food customs), or to special events.
- Consider the place of Karakia and blessing of food
- Karakia at meetings
- Ensuring local legends and stories or local "heroes"/personalities are remembered and become part of our school and local heritage
- Employment of a Te Reo /Kapa Haka tutor
- Noho Marae visit 2017
- Maori hui
- Kaumatua visits
- Involvement in Matatini Cultural festival.

We are fortunate to have a Te Reo/Kapa Haka tutor who works with all classes.

Kea Street Specialist school entered its Kapa Haka group into the Rotorua annual Kapa Haka event receiving a standing ovation in 2015. This was the first time a Learning Support School had ever participated.

We will endeavor to continue in this annual event.

Cultural Diversity

Our school community and our teaching and learning programmes respect, value and embrace the cultural diversity of our students and wider community.

We work closely with families to understand their cultural needs and to incorporate these requests into the students daily programmes and care.

We will ensure our students ethnicities are celebrated and incorporated in our focus on the school wide theme of "OUR PLACE/ OUR STORIES".

**How do we report to Parents and the Ministry of Education with regard to National Standards?**

We report to families twice a year through our IEP/ITP meetings. These meetings are face to face interviews/conferences with our families. Prior to the IEP/ITP meeting; the class teacher sends home a draft plan for parent approval, addition or suggestions. Student levels are based on the CRRSC level from Fuel 1 to Launch iii or the NZ Curriculum. This is generally up to level one.

Teachers also keep comprehensive assessment records on our school server under Individual Student Information. What is appropriate for Kea Street may not always line up with mainstream forms of assessment, but it will be relevant to the learning needs of the student.

Reporting to the Ministry is done once a year through the Analysis of Variance. This accompanies the Charter at the end of February.

The Principal, or her delegate will give an annual report on IEP goals to the BOT on IEP analysis and share comparative data.



School Self Review

The school curriculum will reflect the dual heritage of the Tangata Whenua and Taiuiwi and each year approve policies and programmes that achieve the aims of dual heritage.

Term surveys which involved all stakeholders were conducted, analysed and used to improve practice.

Indepth review of Policies and Procedures were completed with the Leadership Team and the Commissioner.

Staff will be encouraged to familiarize themselves with resources within the school and community to enhance the learning situations that the school provides.

Opportunity to learn more will be shared to/with staff by our Kapa Haka tutor and our Ministry Senior Advisor.



Treaty of Waitangi

The Board of Trustees recognizes the unique character of New Zealand society and the equal partnership created by the signing of the Treaty of Waitangi.

The Board of Trustees recognizes the rights of the Tangata Whenua to be consulted and informed of decisions and development plans that effect the school community.

The school is committed to using local personal and local resources to develop an appreciation and understanding of Maori values and heritage.

The school curriculum will reflect the dual heritage of the Tangata Whenua and Taiwi and each year approve policies and programmes that achieve the aims of dual heritage.


Staff will be encouraged to familiarize themselves with resources within the school and community to enhance the learning situations that the school provides.

Opportunity to learn more will be shared to/ with Staff by our Kapa Haka tutor. Our Ministry Senior Advisor, will also support our school.



Charter Undertaking

- 1 This Charter has effect as an undertaking by the Board of Trustees of Kea Street Specialist School to the Minister of Education.
- 2 The operation of the school and its progress in meeting its Charter objectives will be reviewed regularly by the Education Review Office.
- 3 The Charter contains:
 - The School's Mission Statement
 - A description of the school and its community
 - Other Guiding Principles
 - Goals and Objectives
- 4 This Charter will remain in force until such time as it is amended in accordance with the specified procedure, or is withdrawn by the Minister of Education.
- 5 The Kea Street Specialist School Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the national guidelines and reflect both the content and the spirit of this charter.
- 6 The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, employment contracts and agreements and regulations as they relate to the school.
- 7 The Minister of Education, upon approving this Charter, undertakes to provide services and funding to a formula to be determined by the Minister from time to time, to enable the Board of Trustees to meet the requirements of the Charter.
- 8 This Charter was completed in collaboration with School and the wider community.
- 9 This Charter as a living document, will be reviewed by the new Board as from 2017.

Signed: 
(Chairperson – Board of Trustees)

Date: 27/02/2017

Signed: _____
(for Minister of Education)

Date: _____

Curriculum Requirements and Student Achievement

- NAG 1

- Living Skills, Toward Independence programmes developed for all students.
- Functional Communication programmes in practice for all students.
- Communication IEP goal for all.
- Key Competencies ⇔ IEP inclusive
- Planning is linked to IEP targets/goals
- Communication through “Our place our legends” thematic focus school wide
- School Production
- Celebrating School Community’s cultural diversity.
- Maoritanga strengthened
- Pasifika
- Integrated Technology

-Hui groups

Documentation and Self Review

- NAG 2

- Annual School Reviews take place.
- Utilisation of staff strengths
- Strategic plan reviewed.
- Implement student Individual Transition Plan format and content.
- Develop School Management System.
- Reporting to Families
- Community of Learning
- Website

Kea Street Specialist School Strategic Plan – 2017 - 2020

Health and Safety

- NAG 5

- Daily and Annual property safety checks take place.
- Health and Safety Officer and Committee.
- Weekly H & S meetings
- Update all student medical information
- Staff training for safe working practices.
- Review of existing practice.
- Sun Smart School.
- Ensure at least 1 member of each class has a current First Aid certificate as our policy states.
- Named F A co-ordinator.
- Health Promoting Schools silver accreditation started.
- School procedure re unwell students followed stringently.
- Water and milk only school.

Financial and Property Management

- NAG 4

- Investigate future resource and workspace
- Activity Centre maintained
- Sunshade (possibilities)
- Sensory area
- Base School playground
- Regular liaison with Ed. Services
- Finance Committee set up
- Property Committee
- College age off site suitable classroom sought with Ministry support

Employer Responsibilities

- NAG 3

- Ensure conditions of relevant Collective Agreements are met.
- Performance Management System reviewed and practiced.
- Staff policies are reviewed.
- Staff Professional Development provided.
- Ensure the school is a safe environment for both students and staff health and safety
- Staff have signed Job Descriptions and written goals for the year. Appraisal is in place
- Contracted Therapists have an appraisal system in place
- PTC incorporated in Appraisal
- Support the Principal and SLT

Administration

- NAG 6

- Maintain all upgrades IT - school computers and intranet system.
- Investigate usage of Google Docs
- Administer Student Management System.
- Provision of lap top computers for all teachers.
- Attend Payroll training as required
- PD for Secretary.
- New Broadband/MOE
- Electronic Roll investigated and develop.
- Novopay
- Admin staffing.
- 2017 P.D for Board and Leadership

Curriculum Requirements and Student Achievement - NAG 1

- Living Skills – Toward Independence
- Functional Communication programmes in practice for all students.
- Senior Experience in workplace.
- Continue professional development of Smartboards & iPad usage
- Senior Camps
- Music / Te Reo
- PE to be planned for daily involvement
- Continue Term x Term sports events
- Transition focus Cluster Group
- School Production
- Aquatic Lake Safety Programme
- School wide focus on Literacy
- Kapa Haka – Matatini

Documentation and Self-Review - NAG 2

- Community Consultation
- Reporting to stakeholders strengthened. Term by Term Student folders/Blog
- Review Annual Strategic Plan.
- Development of Student Management System.
- Classroom Roll (Electronic) investigated
- Appraisal System/Staff/Therapists
- PTC
- Prize giving
- Term by term Surveys
- Maori and Pasifika hui

Employer Responsibilities - NAG 3

- Provide a safe environment for all
- Seek a College aged appropriate off site classroom with Ministry support
- Effective staff appraisal process in place.
- Ensure conditions of employee Collective Agreements and Legislation is met.
- Professional Development a focus for Staff and Board of Trustees

Kea Street Specialist School Annual Plan – 2017 Accelerating Literacy Learning



Financial and Property Management - NAG 4

- Storage and Development of Activity Centre.
- Implementation of 5 year property plan.
- Development and review of School budget.
- Regular liaison with Education Services
- Satellite playgrounds maintained/upgraded - Base
- School playground equipment
- Sunshade Owata sandpit.

Health and Safety - NAG 5

- Regular checks of school property and environment to ensure a safe learning and working environment.
- Staff training for particular health issues of students.
- Staff 1st Aid certificates kept up to date as practicable to reflect the school's policy.
- Sun Safety policy imperative
- Health & Safety weekly meetings
- Term x Term Evacuation Drills.
- Lock Down Procedure.
- Natural Disaster Contingency Plan
- Health Priority Schools
- Update for new staff (Epilepsy / O & M)

Administration - NAG 6

- Maintain Intranet system.
- Provision of lap tops for teachers.
- Utilize in-house skills re ICT plus contracted technician.
- Broadband/MOE/SNUP
- Electronic Roll PD
- Secretarial / P.A. assistance continued
- Novopay

Strategic Goal 2017

Strategic Goal:

Accelerating Literacy Learning

Goal 2017	Outcome	Analysis (end of year)	Evaluation (end of year)
<ul style="list-style-type: none">• All students will have a literacy goal linked to CRSSC• Identified students will participate in the Early Words Programme with goals set to their ability.			

Analysis of Variance

For the Year ended 31 December 2016

Strategic Goal: Communication/ The Arts Mathematics

Target 2016	Outcome	Analysis (end of year)	Evaluation (end of year)
<ul style="list-style-type: none"> All IEPs will have a Mathematics goal linked to the CRSSC 	All students had a mathematics goal.	67% of students achieved their goal in March rising to 74% in September. Almost achieved rose from 20% in March to 22% in September. Yet to achieve dropped from 13% in March to 4% in September.	<p>Overall a pleasing set of results with a 7% increase in those achieving their goal and a 2% one in those almost achieving. Success in those two areas is reflected in the 9% drop in students yet to achieve meaning only 4% of the cohort had yet to achieve their goal.</p> <p>Our Maori results were also pleasing with 6% rise in achieved over the year and a 7% rise in yet to. Again this meant that those yet to achieve went from 16% in March to only 2% in September. Our results have steadily improved since 2014.</p>
<ul style="list-style-type: none"> All students will have a communication Goal through The Arts 	All students had a communication goal through the arts.	75% of students achieved their goal in March rising to 85% in September. Almost achieved over the year went from 16% to 7% and yet to achieve from 9% to 8%.	<p>A 10% increase to 85% in achieving their goal meant that almost achieved was now at 7%. Gains overall meant that only 8% of the cohort were yet to achieve. Maori results were very similar at 85% over the year up by 11%.</p>

Kea Street Specialist School

<ul style="list-style-type: none"> • Reading Goal TBC 	<p>The school targeted 15 nonreaders with the aim of each nonreader reading a minimum of 3 words</p>	<p>Below 3 words we had 13% of students which equated to 2 students. Learning between 3 – 6 words we had 40% and those mastering 7 -10 words 6.7%. The percentage learning 11 - 14 words was 20% with 15 -18 word learning rate coming in at 13%. One student rated at 6.7 for over 20 words.</p>	<p>Almost is now at 11% and yet to at 9%.</p> <p>We were pleased with these results. We used Developing Phonological Awareness and Advanced Phonics alongside the Early words reading programme which our students loved. We had 87% of the identified cohort reaching our minimum target and 40% of them well exceeding our aim and reading into double figures.</p>
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