

# SIR KEITH PARK SCHOOL BOARD OF TRUSTEES

# ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2020**



## SCHOOL DETAILS

School ID Number:	1483
School Type:	Special Education
Designation:	Year 1 to Year 13+ (5 – 21 years)
Decile Rating:	1b
Postal Address:	33 Robertson Road Favona Auckland City, 2024
Telephone:	09 - 275 4455
Facsimile:	09 - 256 1502
Email:	<a href="mailto:admin@skp.school.nz">admin@skp.school.nz</a>
Satellite Classes:	Waterlea Primary (2) Robertson Road Primary (2) Sir Douglas Bader Intermediate (2) Southern Cross Secondary Campus (3)
Principal:	Kathleen Davidson
Chairperson:	Deepak Kumar
Treasurer:	Trish Martin
Secretary:	Alepina Mahe
Board Members:	Joseph Finau Rebecca Wood Sara Tupe-Tuala
Teacher Representative:	Vani Pillay
Accounting Support:	EdTech
2019 Auditors:	UHY Haines Norton 22 Catherine Street, Henderson, Auckland 0612
Auditor Reference Number:	SIR930

## CHAIRPERSON'S AND PRINCIPAL'S INTRODUCTION 2020

Who would have predicted that the 2020 year could have brought with it such change and anxiety! In reflection, it almost could be the plot of a block buster science fiction movie - a world-wide pandemic that has impacted so many lives so much. Words such as COVID-19; clusters; bubbles; Alert Levels; contact tracing; handwashing, coughing and sneezing etiquette; and physical distancing became new additions to our core vocabulary.

We faced, and will continue to encounter many different challenges. We want to thank everyone in our community for your continued goodwill and support of each other through this really difficult time. 2020 imposed continued change upon our lives, and that state of being appears to have taken residence for the foreseeable future - It is our new normal, which can be very confusing, frightening and challenging for many of our students. We learnt this year something we have always aspired to at Sir Keith Park School – that **together, we can do it**. Together we are doing it. We have found new ways to adapt and connect, and work together. From the first period of learning from home, our school community connected positively and creatively.

All staff continued to be employed throughout the lockdowns, and those who were able to continued to work from home. Distance learning was a new concept for us and therefore took us through a considerable learning curve. Access to digital learning opportunities reinforced to us that learning, communicating, and relationship building is possible wherever you are. It was a challenge to know when support became a burden or an intrusion for families. Many staff had to balance this work with supporting their own children who were learning from home as well. We totally commend them for their efforts, commitment and positivity during difficult times.

The importance of *kanohi ki te kanohi*, of being together and learning together, was highlighted this year. Although many of us kept contact through digital means, the joy when we were able to reconnect in person was evident – for us all. We were reminded that our wellbeing is fundamentally important. We know that routine is a great reassuring factor, and we have experienced what the lack of it felt like. And we were reminded that kindness is universally important – being kind to ourselves and others.

He waka eke noa. We were all in this journey together. And together, we all learned and adapted. Our entire planet has an obvious and immediate need to keep on learning and adapting, and the benefits of being open to this and continuing to work together in the future, are clear.

Thank you, to all whanau, teachers, friends, and community supporters. Your support of, and care for our students, matters. We value our partnership with you, and are very grateful to you.

Importantly, thank you to our students for your wonderful efforts. You have worked hard to maintain, develop and extend your unique talents even through such unpredictable times.

Ehara taku toa i te toa takitahi, engari he toa takitini

The result's of one's work and achievement is the product of many hands.

We commend this annual report to you and hope it is of interest.

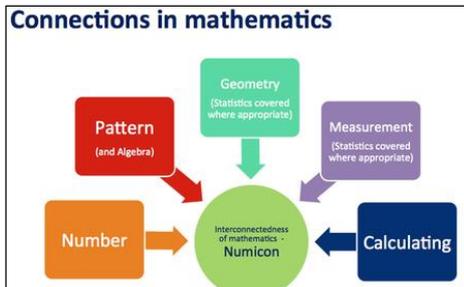
Deepak Kumar  
Chairperson

Kathleen Davidson  
Principal

## PRINCIPAL'S ANNUAL REPORT - 2020

### NAG 1: CURRICULUM

Mathematics: The focus for Math throughout 2020 was to introduce Numicon to our kete of Math Programmes.



Covid related delays meant that teacher training for Numicon did not happen until October, which was much later than originally planned.

Numicon is a distinctive approach to student's mathematical learning that emphasizes three key aspects of doing mathematics: communicating mathematically, exploring relationships, and generalizing.

Numicon teaches children about numbers and what they mean, before and alongside counting and patterning activities through hands-on activities, games, songs, in a structured approach. This way of teaching

is supportive to all students, but particularly those requiring a visual, hands-on and explicit style. It utilises Bruner's theory of learning in stages: concrete and pictorial, then abstract.

The Numicon programme gives students the opportunity to learn numeracy through: Words Shapes; Numerals; Number lines; Counting; Patterning; Sequencing; Everyday life experiences; Cuisenaire Rods; Songs; Craft; Play activities. The BOT made an investment to the value of \$12,140.00 for staff training and \$20,279.03 for new resource sets and manuals to support Math learning in every class and outreach service.

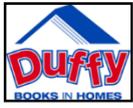
The functional use of Number in our school day was also a focus. Incidental opportunities to promote learning of Math language (in, on, over, under beside, etc), calendars (monthly, annual, advent); charts & graphs; weights and measures; time (clocks, schedules etc) were optimised and planned for.



English: The focus on writing, as per our COL goal, continued throughout 2020, to increase students' ability to express themselves through writing. Developing writing is a tremendous aid to communication. The value lies not only in the writing itself, but in the process of creating it – having a voice. It encourages the students to think clearly, to learn to express ideas in sequence, to talk in sentences rather than fragmented phrases and to talk about opinions and experiences. High and low tech 'alternate pencils' were utilised to enable writing opportunities for all students. We re-enrolled all students onto the Sunshine classics portal as the Pye foundation again provided our school with free access for the year along with a free set of reading books to distribute within school.

Library visits to the Mangere Library occurred sparsely throughout the year – whenever we managed to be at Alert Level 1. The staff at the Mangere Library are very accommodating. Books were handled with caution – hands being sanitised before and after holding each book. We believed that it was important that we continued to promote curiosity and interest in reading and listening to stories, and managed the risk accordingly. The same level of hygiene was used in our school library. Judy ensured that books were allocated to classes for a set period of time, then cleaned carefully before being reinstated in the library. Judy accessioned new library books into the school library. She met with staff to show the new resources and to go over library procedures to ensure effective use of

our library. MUSAC licence and barcodes etc cost \$1162.50. We sourced less books than usual from the National Library and BLENNZ in 2020.



**Duffy Books in Homes:** This was our 10<sup>th</sup> year with the Duffy Books in Homes Programme. The cost to the school was \$1875.37. We are grateful to **Auckland Fork Truck Hire** for their continued sponsorship of our Duffy programme. Our students receive five books per year – four paid for by our sponsors and the school, and one by the NZ Government. Due to Covid we were unable to hold our Duffy Role Model Assembly in the usual manner. Instead, this year they sent us a link to a video to share with our students. Our role model was Stacey Waaka. Sevens Superstar, World Cup Champion, Olympic Silver Medallist and Commonwealth Gold Medallist Stacey is originally from Whakatane, and grew up in a little town called Ruatoki but moved to Hamilton in 2014 to study a Bachelor of Sport and Leisure at Waikato University. Although she studies, Stacey is also a full time athlete with the Black Ferns Seven's Squad, which allows her to travel the world playing the sport she loves the most. Stacey loves being a Role Model to young people.

<https://vimeo.com/451736578/d9aa936455>

We organised to share the video via Zoom with every class. We have been finding it increasingly difficult to get books which are age, content and reading level appropriate in the selections that are available. It is hoped that the books are also shared with other whanau at home.

**Information & Communication Technology:** ICT, an integral component of modern, innovative learning environments, continues to be a *considerable, on-going expense* - it includes repairs and maintenance, upgrading equipment & systems, programmes, internet use and printing. The MOE allocated \$11,349.67 for ICT in our annual operations budget – a small contribution to our actual spending which totalled \$50,433.83! ISI continued to provide computer support throughout 2020 at a cost of \$7224.49. Printing costs (ink, toner, & photocopier) were \$22,383.47, with paper costing \$1365.00. \$1,868.24 was spent on internet costs. 18 Leased Laptops were returned (end of contract) and new laptops and leases were issued. Costs to the school arose from ISI having to uninstall operating systems on the returning laptops and imaging the new ones. The lease of Teacher Laptops cost \$3,483.00. The lease of 41 iPads cost \$6126.24. Replacement computers, projector, interactive screens & associated cabling etc cost \$6610.06. Batteries for ICT related equipment cost \$575.18. COVID related challenges arose in this domain. We applied for iPads, and internet connections, for all students when the MOE rollout for home support was offered. For reasons unknown, some students had pre-imaged laptops delivered haphazardly – others received nothing. The laptops were loaded to satellite servers and therefore the students were unable to use them. After lockdown 31 laptops were returned to SKP – most in working order. At least 9 were not returned to school. Most required reimaging before we can utilise them to support student learning.

We have a strategic plan to replace ageing computers over the coming years. We purchased a licence for 'HelpKidsLearn' software' again in 2020, which has been used by students attending our base school. We purchased licences for Boardmaker, Smartnote, and Twinkle software to enable teachers to prepare suitable resources to support learning. In total, we spent \$3648.46 on computer software to support learning goals. We acknowledge the generosity of the Pye Foundation in providing our school free access to both Sunshine Classics and Sunshine Online. The Sunshine online is a library with over a 1000 books that our students had access to both at school and at home. Videoing for assessment was used by a number of teachers and therapists as it gave a pictorial form of narrative assessment that could be shared with student, other staff and parents. This will continue to be encouraged as a valid component of overall assessment of student achievement.

Cultural: Maria Lee was re-appointed as the cultural co-ordinator, a role which attracts the equivalent of 1MU, and 1 day per week release when staffing allows. Maria was released from class some Tuesdays to fulfil this role. An annual plan was formulated for 2020 which included integrating Samoan, Cook Island, and Tongan Language Weeks concluding in a whole school “Friday Focus”. This was seriously compromised by COVID Alert level 2-4 restrictions. We gathered together only at Alert Level 1, so most of our cultural activities took place in the classrooms this year. For our Language Week celebrations, each class prepared something to show what they had done for the week and shared it with everyone via Zoom on the Friday afternoon. Whilst it is not as good as meeting in person, Zoom provided us some ability to connect despite Covid restrictions. It was especially good for maintaining contact with satellite classes.

The theme for Samoa Language Week [Wk5, Tm2] was: “*Tapena sou ʻōso mo lau malaga/Prepare yourself a gift for your travels*”. The theme provided an opportunity to reflect on preparations for different journeys. Aptly, Covid-19 brought about a new way of journeying online. The ʻōso/gift of not only resources but ongoing relationships, collaborations and wellbeing was so important, especially so during these challenging times. Cook Island Maori Language Week’s [Wk3, Tm 3] theme was “Kia pūāvai tō tātou Reo Māori Kūki ‘Āirani i Aotearoa”, which means “That the Cook Islands Māori language may blossom throughout New Zealand.” The theme for the Tongan Language Week in Wk 7 Tm 3, was “Fakakoloa ‘o Aotearoa aki ‘a e Lotu Mo’oni, - Enriching Aotearoa New Zealand through prayer and faith”. This was the 10<sup>th</sup> year of Tongan Language, and the theme was very much in response to the COVID pandemic, reinforcing that faith and work go hand in hand. Niuean & Fijian languages were celebrated to a lesser extent during their weeks.

Te Ao Maori: Te Oho Mauri McClutchie was given 1 MU however was seldom able to have any release time to promote and support Te Ao Maori due to the impact of COVID and staff shortages.

Powhiri were able to be held on only 2 terms (Tm1 & Tm 4) this year to welcome new staff and students, and visiting personnel to our school. Our Haka Powhiri group maintained their confidence across the year, ably supported by Matua Wii whenever possible. Whaea Maria Huia delivered the Kaikaranga and continued to train Lavinia Tuakalau whenever possible. Matua James Peita (Parent) was great support and a role model for our students. Teeshan Padayatchi (Deputy Principal) and Susau Emosi (teacher) shared responsibility for delivering the tauparapara and mihi o te kura. They were supported by D’Andre Matagi, who competently performed karakia for the school. Selected students and staff from Southern Cross, Room 8 and Sir Douglas Bader satellite classes learnt the haka pohiwiri and performed the initial welcome into the hall. Powhiri enables new staff to learn along with our students: learning the tikanga through listening, learning waiata and following / understanding the Tainui protocols. We celebrated Te Reo Week in September. This year it commemorated the presentation of the 1972 Maori Language petition to parliament. The theme was again “kia kaha te reo Maori”- Let’s make the Maori Language strong. Te reo Māori is a taonga of Māori, guaranteed under the Treaty of Waitangi. But the Māori Language Act 2016 also makes clear it is for every New Zealander, and a valued part of our national identity.

An overview for learning Te Ao Maori was developed, and weekly lessons included in all class timetables / planning. Te reo and tikanga have been included in daily practice more often as staff confidence has grown. Acknowledgement to Te Oho Mauri McClutchie for the resourcing support she has given despite our staff shortages.

M.O.V.E. Judy Brown has responsibility for MOVE programmes as a component of her Assistant Principal role. Physiotherapists and classroom teachers completed the students’ annual MOVE goal assessment collaboratively. Board of Trustees chose to remain a MOVE model site, at a cost of \$974.00. 27 Staff were booked for the 3 MOVE

training sessions in 2020. Due to COVID-19 closure and Alert Level restrictions, only 18 of the 27 staff were trained. The 9 staff who missed out will be re-scheduled in 2021 along with newly appointed staff. New classroom staff were supported with their first MOVE assessments. A special emphasis was placed on prompt reductions during the year. As a result, staff are now more familiar with prompt support / reduction, and are utilizing those forms more regularly. Feedback from the parents after the COVID-19 lock down was mostly positive as the parents were familiar with their child's goal and some practiced their goal during the lock down period.

20 students were on the MOVE programme this year. 92.5% our MOVE goals were achieved in the 2020 year. One student with 2 MOVE goals partially achieved his second goal. 2 Students maintained their current skills, which should be recognised as progress. 2 Students would have graduated during 2020 but due to COVID-19 we had to cancel the graduation ceremony. This will re-scheduled in 2021. Graduation means they are able to sit, stand, and walk independently, and are now simply developing and maintaining strength and speed. Not all students will graduate due to their physical deformities, however all will be increasingly able to participate in their daily lives, and be healthier as an outcome of the programme. Equipment that was purchased to support some of the students with their MOVE programme were: Large Rifton Walker with chest, saddle and pelvic prompts: Medium Easystand Bantam Supine Stander: this will help with category C - the ability to extend hips and knees with prompting; and 2 x Forearm prompts (Funded by MOH).

#### Health & Physical Education:

*Health Promoting School (HPS):* We continued with this project in 2020. Fruit was provided each week for all students and staff – when at Alert Level 1 - with one class taking responsibility for the storage and distribution of the fruit. Full-Circle paper recycling gave us two large bins free of cost for the paper/cardboard. The cost to the school for collections was \$350.00. The vegetable garden was the responsibility of the Room 8 team. The products grown were to be used in cooking programmes. COVID-19 health and hygiene measures became a strong focus added to our health promotion, as well as being mindful of others.

*Kiwisport:* is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$3,255.71 (\$1,326.48 for Yrs 1– 8; & \$1,929.23 for Yrs 9 - 13). We used the funding for contracts with Manukau Leisure Services Ltd for sessions for satellite and senior classes (see below); travel to and from Special Olympics events and practices (\$240.00); and additional PE equipment / activities (\$1744.52).

*Moana Nui Akiwa Leisure Centre:* COVID Alert Levels made this an 'on and off' activity throughout the year. Whenever possible, ten classes attended the centre for physical education programmes and six classes used the swimming pool. We were exempted from the swimming pool charges, however the PE programmes cost \$1197.00. Students were transported there in school vans.

*Annual Adapted Sports Day:* For the first time in many years this event was cancelled due to COVID. 28 students had prepared to go, and were very disappointed.

*Special Olympics:* Sadly, this was another casualty of COVID. In February and March teams began training for the Swimming and Athletics ribbon days, however this was not to be and all events were cancelled in 2020. The Special Olympic Coordinator came to SKP and delivered a skills development programme to our Intermediate and Secondary satellite students. The sessions were of value, with student feedback being very positive. Everyone missed the contact and interactions that participation in Special Olympics affords.

*Health Programmes:* Rabin Chattergoon took responsibility for Health programmes in 2020. Sexuality Education community consultation took place via the IEP meetings. The school plan (with differentiation for junior and senior students) was presented and explained to whanau. All families agreed for the children to be part of the programme.

Individual Education / Transition Plans: The total roll as at December 2020 was 161 students. Nine students did not have an IEP document because they were new enrolments, however they had had their checkpoint 1 meetings. Additional relieving teachers were employed to enable release to attend meetings with whanau. The analysis of data is based on the achievement / non achievement of goals of 152 students. In total, 458 IEP goals were set - 321 (70%) were achieved. Achievement of the total English goals was 117 / 177 (66%). The achievement across Maori, Pasifika and Other Ethnic groups ranged from 69% to 83%. 55 / 71 Math goals (77%) achieved. The Math achievement was the highest in comparison to the achievement in English, Health and PE and Cross Curricula across all ethnic groups. Maori achievement (92%), Pasifika achievement (77%) and Other ethnic groups (43%). 102 / 144 (71%) Health and PE goals were achieved. 48 / 66 (73%) IEP goals was achieved from cross curricula areas. Considering the amount of changed / reduced teaching and learning opportunities across the year due to COVID we were pleased with this level of progress, even though it fell short of our 80+% aim. In December, PATH (Planning Alternate Tomorrows with Hope) plans were held for 3 students and their whanau in preparation for their final year at SKP in 2021. We had intended to hold all PATH meeting for 2021 leavers in Nov / Dec 2020, but 2 had to be carried over into the new year.

Senior Curriculum: Julie King and Cathy Herries were contracted to assist with the further development of a senior curriculum syllabus, which in 2020 was used by the four senior transition classes. They worked together with Rabin and the Kakapo syndicate predominantly through online sessions due to COVID Level restrictions. Staff attended a 2-day workshop at the start of the year and were inducted into the new curriculum by Julie King. The transition curriculum comprises a three-year annual cycle. Each annual cycle has 5 Learning Contexts (English and Maths; Daily Living Skills; Work Experience and Vocational; Independence and Community; Health and Wellbeing). Within each Learning Context are Topics of learning. Each topic has a termly focus which are the Units of Work. To ensure that students in Rooms 7 and 8 covered all aspects of the curriculum, they were initially placed into fluid groups and followed individual timetables. Midyear we separated back into two class groups, and teachers focussed on establishing routines and developing independence. This will be an ongoing project of development in 2021. Cost \$2622.88 plus teacher salary. Physical visits were reduced to two days a week, twice a term, during Alert Level 1 with the rest of their support being delivered online.

Engagement For Learning Initiative: Shirley Fernandes was Lead Teacher for EFL, which accrued an MU. Across the school, there are students who are challenging to engage in their learning. Engagement is a bridge between student and their learning/achievement outcome. EFL used personalised pedagogical approaches that can facilitate and measure evidence of both lateral and linear progress. Engagement Scales were used to monitor and evaluate the impact of the strategies implemented. EFL does not stand alone - it is used making use of other programmes to support student engagement e.g. - "Attention Autism", Sensory based programmes- Sensory MOVE, Sensory Volume to bring about meaningful engagement and effective teaching- learning practice. Engagement levels varied across the year in response to the new challenges of COVID. Maintaining relationships through zoom / Google meetings was key during the periods learners were away from school. Staff had to find new ways of engagement!

Transition Programmes / Work Experience: 7 students turned 21 this year. Rabin Chattergoon discussed transition options with families at individual IEP meetings. Several families chose to work with a transition co-ordinator from either Hohepa Trust or Spectrum Care. The transition co-ordinators worked together with the school to plan a pathway for the school leavers – often utilising an online option. The school provided teacher aide support, negotiated on an individual basis. Students participated in work experience programmes at several places in the community for term one, until COVID Alert Level 4 was announced. Thereafter, some options were still available at Alert Level one, however Altus and attainable were no longer an option. We started well, with the following organisation:

- ALTUS, (4 students) - Monday and Wednesday from 9.30am to 2.00pm and supported by 1 Grade C teacher aide. Work focus = sorting and counting items, packing, sticking labels on packages and sealing or unsealing packages
- Habitat, (4 students) - Tuesdays from 9.30am to 12.00 and supported by 1 teacher assistant. Work focus was general tidying duties (vacuuming, dusting, mopping, sweeping, wiping); sorting goods that arrive at the shop; washing and drying of donated crockery.
- Mangere Education Centre (5 students) - Mondays and Wednesdays from 9.30am to 12.30pm and supported by 1 teacher assistant. Work included planting seeds and seedlings, weeding gardens, watering plants, raking leaves, digging with spades and hand tools and harvesting crops.
- ATTAINABLE, (9 students) - Thursdays from 9.30am to 12.30pm and supported by 1 Teacher assistant and 1 Grade C TA. Fridays (4 students) 1 Teacher A Grade C. Work focus was attaching washers and nuts to bolts, sorting items in different groups, counting out items, packed items in little bags and sealed them; applying labels to packages.
- SPCA, Mangere (4 students) – Fridays from 9.30am to 12.30pm and supported by 1 Grade C teacher aide. Work focus was folding sheets and towels; clearing bins; sorting donated items.
- Papatuanuku Marae Gardens (8 students) – Tuesdays 9.30 – 12.30 and supported by 1 teacher and 1 Grade C teacher aide, as well as Marae workers. Work included planting seeds and seedlings, weeding gardens, watering plants, raking leaves, digging with spades and hand tools and harvesting crops.

Costs to the school were transportation to and from work experience and 4 support staff for three ½ days each week. There are still extremely few options available for students who have very high needs. Transition programmes & resources, work experiences and courses, transportation, consumables, and staffing support were partially funded using our STAR (Secondary Tertiary Alignment Resource) funding grant - \$31,821.49.

Horticulture / Garden to Table: We planned to extend our gardening programme in 2020, and met with leaders at



the Papatuanuku Marae on Robertson Road to organise for our students to use some of their community garden space. Students and staff attended a powhiri there on March 5<sup>th</sup> which was such a positive and inclusive start. Then COVID shattered our plans again and again across 2020. Our Greenhouse was in full use again this year as the students learned how to raise seeds to transplant out to the gardens. The vegetable garden flourished. When cooking programmes were suspended due to COVID Level restrictions we harvested the produce, safely held a stall and sold the vegetables to staff. A different learning activity for the students! They used monies raised to purchase more seeds / plants and gardening sundries. Due to the lack of garden and kitchen facilities at Southern Cross, the students

were transported to base school on Tuesdays, and engaged in a gardening and cooking programme. This programme cost the school \$531.46 in 2020.

EnviroSchool: Marisa, the Regional co-ordinator for Enviroschools Auckland and Amber the Sustainable Schools' advisor discussed the Enviroschools Support agreement and signed it on the 5th February 2020. We are now formally an Enviroschool and will receive support through workshops and advisory visits to our school to guide us through the programme. Our starting point was to ensure that all classes at base school had a paper recycling bin, a glass and plastic recycling bin and a waste bin. An audit of the bins being used was completed, and additional bins purchased as necessary. A unit study was planned to support this endeavour – 'We're waste wise'. COVID interruptions meant our journey has not yet made full traction, so will be a focus in 2020.

Independent Living Skills: Te Whare Oranga (SKP House) is used regularly for teaching activities of daily living in an authentic context to our senior students. Examples are: bed making, cooking, cleaning, vacuuming, sweeping, laundry, storage and food preparation. Costs associated directly with Te Whare Oranga were \$606.00 (purchase of a new dryer).



Education Outside the Classroom (EOTC): The school operated 5 vans to enable the students to enrich their learning programmes through direct community experiences and activities whenever we were at Alert Level 1. EOTC excursions were planned to support learning related to unit studies, social skills, physical education, transition programmes. The school has a procedure requiring teachers to submit a RAMS (Risk management assessment system) 3 working days prior to the planned event. This is not negotiable – no Rams = no outing. Student safety is paramount. Places visited were very limited this year. They included: Moana Akiwa Recreation Centre; Local shopping centres (social skills and units); local supermarkets (math / life skills); Manukau & Mangere libraries (English); Milford Beach (science / social science / H&PE); Mangere Bridge Township and local area.

In hindsight we were SO fortunate to have had a very successful whole school outing to Milford Beach in February. Everything went smoothly. Everyone interacted well and the students had a wonderful day. Several families joined us at the beach. Staff were well prepared and the actual event was well organised. Congratulations to everyone for their part in that. EOTC cost \$2,308.72 in 2020. One Toyota van was due to be replaced in 2020, however this was postponed to 2021.

Annual Concert: There was no concert in 2020 due to COVID Level restrictions.

Therapy Delivery: We continued to employ a specialist team, led by Karen White, consisting of 3 Occupational Therapists, 2 Physiotherapists, and 2 Speech-Language Therapists. A Therapy Teacher aide was employed for 5 days a week to support programmes in classes. When possible, therapy was delivered within the classroom and in naturally occurring settings. Both individual and small group sessions were a focus of the delivery – for example Social Skills Group for senior students; PMP sessions; Sensorymove sessions, personal communication programmes. Therapists also shared knowledge and information with classroom staff such as manual handling guidelines; communication systems training; individual programmes expectations. During COVID closures it was decided that the best way for therapists to support our students and their families was to provide resources and information via the teacher. The rationale for this was to minimise the number of people contacting families - this ensured families were not bombarded by the number of school staff trying to contact them; that they had a key

contact person during lock down to streamline communication; teaching and learning plans were inclusive, ensuring that families were not overwhelmed by the work. Support was delivered via 3 main channels: 1. Specialist's provided programme / learning activities / resources to the class teacher. 2. Teachers would contact specific therapists for support with a particular student. 3. If it was easier for the therapist to share the information directly with families due to the issue / request being complex, then consent was gained and the therapist either contacted the family or the family made direct contact with the therapist. Karen White began a year's refreshment leave at the end of August which left the team short of OT hours, however with lower student attendance due to COVID this was manageable. The Deputy Principal took over leadership duties.

Combined School Ball: The Combined South Auckland Special Schools Senior ball was hosted by Mt Richmond School this year. After consultation it was decided that SKP students would not attend due to COVID risks.

## **NAG 2: Documentation, Community, and Self Review**

School Charter: Our strategic planning and our annual reports were submitted to the Ministry on time.

Board of Trustees: We have maintained a full Board of Trustees throughout 2020, although Joseph Finau missed several meetings during the year due to personal reasons. We managed 8 meetings, utilising the hall so that we could spread out and interact safely. Alepina Mahe was co-opted onto the board to be secretary.

Specialist Teacher Outreach Service (STOS): This team is led by Tessa Cairns. We started and finished our year with 27 students. We began a waitlist of 1 in February, which grew to 9 by December. We advertised throughout 2020 to get a fourth teacher to join the team, but were unsuccessful. We commend the three teachers – Tessa, Nanji and Eva - who carried the additional workload and maintained their high standard of teaching. Schools that enlisted our services this year were Nga Iwi (2); Robertson Road (4); Papatoetoe North (4); Roscommon (3); Waterlea (1); Sutton Park (5); Kingsford (1); Randwick Park (3); Papatoetoe West (1); Papatoetoe North (1); Kingsford (1); Mangere Bridge (1), Southern Cross (1); Kedgley Intermediate (1); and Jean Batten (2). The outreach service was supported by the Ministry of Education Special education advisors who actively support our service. During Covid closures the service began each week with an online meeting to discuss planning and resources for students for the following week. Teachers kept in weekly touch with SENCOS and mainstream teachers and sent weekly planning to mainstream teachers to provide to their students for online learning. If whanau agreed, they also delivered online teaching. PD was conducted with mainstream staff, including teacher aides. Very positive feedback was received from schools, with all of them reporting that nominated students were very well supported by the Outreach team. Relationships were strengthened. Schools commented that the knowledge and skills Outreach Teachers bring to their schools is so valuable.

Social Worker in Schools (SWIS): Our SWIS – Manuelle Lui – continued to support many families across the year (including during COVID closures) both through school referrals and self-referrals. He is a valued asset to our school community. We share Manuelle with Favona Primary School.

Community of Learning (COL): We continued to be part of the Whakatipu Akoranga Kahu Ako COL, which comprises Southern Cross Campus, Sutton Park Primary, Mangere East Primary, Robertson Road Primary, Koru Primary and SKP. Teeshan Padayatchi held the role of co-ordinator for COL, which accrued 1 MU. Vani Pillay held the 'Within School' Teaching Position, which involved 0.8 release and 2 MUs. The lead Principal was Stan Whata (Koru School). The foci for the COL was increasing student agency; teaching as inquiry; and culturally responsive

teaching, utilising collaborative inquiry. Our meetings were impacted by COVID and COVID related attendance across the area.

Family Network Meetings: COVID Alert levels changed our plans ... We did, however, hold a successful evening meeting on 11 November about Internet Safety. Priscilla Tauleva (our school community officer) was the presenter. This was in response to discovering that some of our senior students were using the internet inappropriately at home, which strongly implied that other students would be as well. This meeting supplemented teaching we began in class. It was very informative and empowering for parents, and we shall definitely repeat it in 2021.

Communication / Consultation with community: Rabin Chattergoon holds the role of 'Family Liaison Co-ordinator'. Two teacher aides (Antonina Toleafoa; Louisa Nganu) and our office administrator – Alepina Mahe - continued as key staff to interpret at meetings, or make phone calls to families within their own culture, using the language of the family – Samoan, Tongan, Cook Island. Jayanti Singh interpreted for speakers of Hindi. The services of an interpreting service were required for Cantonese speakers. In 2021 we hope to rebuild upon our community support that was reduced by COVID in 2020. We were unable to make consistent / any contact with 43 families during the Alert Level 4 lockdown in April-May, and 6 families all year. Connecting with families / whanau will continue to be a priority in 2021.

SKP Website / Facebook: We put a concerted effort into maintaining a website and Facebook to further assist with getting out information to our community throughout all COVID Alert levels. Facebook is a closed membership, and not all whanau are members. Promotion of this will be a priority for 2021.

Student Portfolios: Portfolios were collated and went home for students who attended school, and this year we included work completed at home that was shared with us. Feedback from parents / care-givers was predominantly positive and constructive. Understanding the focus of their child's learning stood many families in good stead to do activities at home when the opportunities were right. All portfolios were spiral bound and sent home at the end of the year, along with their school report.

### **NAG 3: Employer Responsibilities**

Seeking and appointing new teaching staff in 2020 was a challenge, and costly to the school more in time than money this year. Despite reports that teachers were returning to NZ, recruitment was very difficult – particularly as the ability to appoint from overseas was no longer an option due to restrictions on immigration. We paid \$391.93 in advertising fees, and \$8,724.00 in recruitment fees. At the beginning of the year we were entitled 41.11 teachers, which increased to 41.2 by the end of the year. We were at least three teachers short all year.

Staffing: Teachers: All teaching staff returned to work as expected, and we started the year with 0 new teachers: which left us with one vacancy. Marcie Kundasamy resigned in March, however did not end up leaving due to COVID affecting her future plans! Ian and Sarah Goodfellow resigned in March after only 5 months service to take up positions closer to home. Fay Arbon, a valued, long standing teacher (45 years) retired in May. Diane Parry, one of our two DPs, retired in November after 37 years of loyal service. Fay and Diane will be greatly missed by the whole school community. We wish them health and happiness in their retirement years.

We ceded a .1 position to BLENNZ to enable us to have Deborah Green (itinerant teacher of blind) throughout 2020.

Pat Chamley was employed 1 day per week to assist management with property and vans. Julie King and Cathy Herries were contracted for 8 weeks to provide Professional development and curriculum support to the senior classes.

Patty Clouth continued to provide specialist music programmes three days a week. Genevieve Naldor was employed one day per week to teach creative arts.

Staffing: Support Staff:

Keran Jagpal (a new graduate SLT) was employed fulltime and Suzanne Croad (PT) was employed one day per week. Girlie Chaytor (PT) increased her work to 4 days per week. Maria Huia was employed as a teacher aide, mainly to support classes with EOTC and Te Ao Maori. Toakase Loto'aniu replaced Ula Simi (TA) re-retired in May. Jordan-Lee McDermott-Ranapa (TA Bader Junior) was employed in July, and moved on, out of Auckland, in December. Malama Tumanuvao (TA) Joined the staff in October. Valencia Faafuata re-joined the team in November as an itinerant TA.

Two Psychology Intern students (Paul Naveen and Jocelyn Davis) were employed as TAs 3 days per week whilst completing their studies. When at the school they worked in rooms 9 and 1.

Mbe Strickland has continued as our groundsman / assistant care-taker. Brian Gould continued to be our care-taker.

Relief Teachers: were employed through Oasis Education to cover CRT, IEP meetings, to relieve staff for appraisal / professional development and to cover teacher vacancy. 86 teachers were used from the contract. which cost \$4540.00. Teachers were paid through Teacher Salaries. Travel costs - \$82.14 – were met by the school.

Police Vets: All new non-teaching staff had clean slate police vetting. Evidence of Identity was collected for all staff as required by the Vulnerable Children's Act.

Registration: Teachers' registration were all current throughout 2020. 8 teachers renewed their registration online for the first time, using Hapori Matatau – another learning curve for 2020! Occupational Therapists and Physiotherapists obtained their Annual practicing certificates, which the school paid for pro rata.

Staff Induction: New staff require a considerable amount of time on induction training and teaching and learning support. This was delivered in class, one to one, and in groups by senior teaching staff and the therapy team. Induction programmes for 1 SLT, 1 PT, and 4 teacher aides were organised and monitored by Diane Parry, and supported by Karen White and Judy Brown. COVID Alert levels meant some was completed on line and others in carefully spaced small group situations.

Provisionally Registered Teacher Training: We began the year with 5 overseas trained teachers who required PRT supervision: (the 2nd year programme). Year 2: John, Danielle, Karen L; Carmi, Eva. Two teachers who were in the Year 1 programme - Ian and Sarah – left in term one. Diane Parry was responsible for this. COVID closures impacted significantly, with most staff needing to carry their learning through to 2021.

Professional Development: Whilst the Board of Trustees has continued to encourage and support all staff members to upgrade and maintain their expertise, and to share new learning with colleagues this was severely disrupted throughout 2020 due to COVID Alert Levels and the introduction of social distancing. PD was held in person and online - this included internal and external professional development. PD cost \$26,928.17. Appraisal Connector ongoing support accounted for \$18,023.30. Some examples of 2020 professional development were:

- Treaty of Waitangi (all staff) - Blackie Tohiariki

- Numicon (all Teachers)
- MAPA instructor renewal ( 1 AP)
- 2-day MAPA training (7 staff)
- MAPA Refreshers (all staff, 2 sessions)
- MOVE 2 day (27 staff-OT, PT, SLT, teachers, TAs) by Judy Brown, Shirley Fernandes, Girlie Chaytor
- Leadership (Senior Leadership Team) – Tony Burkin
- Appraisal Connector (All teachers) – Tony Burkin
- BLENNZ “Intensive Interaction: theory to practice”. (1 x SLT, 3 x TAs)
- Senior curriculum (5 teachers)
- Middle School Leaders (2x AP, 2 x DP) – Deanna Johnston (COL)
- First Aid 2-day comprehensive course (xx staff).
- Autism – Sue Larkey and Tony Attwood free online seminars (Various staff)
- EFL (teachers & therapists) online by Shirley Fernandes
- Using visuals in the classroom (All TAs) by SLTs
- Attention Autism (3 staff)
- Universal Design for Learning (UDL) – (all staff)
- IEP process – all teachers, support staff, therapists
- Primitive Reflexes (All therapists)
- Various free webinars – therapy / health related
- SIGs

Appraisal Process: All teaching staff, support staff, therapy team and management were appraised. Therapists had a peer appraisal in addition to the school appraisal. Karen White, Girlie Chaytor and Nicole Bam had external supervision at a cost of \$623.92. Sarah Derrick had external peer supervision. Paul Mawhinney, an external appraiser, conducted the principal appraisal. This cost \$3176.00. Teaching staff and senior leaders used Appraisal connector platform.

#### **NAG 4: Financial & Property Management**

NovoPay: At the end of 2020 we had an outstanding debt of \$1841.13 owed by ex-employees. These have been outstanding for over a year. They were passed to a debt collection agency by Novopay.

Ongoing and Reviewable Resourcing Scheme (ORS): We were able to employ a team of 7 therapists (three Occupational Therapists; two Speech-Language Therapists; and two part-time physiotherapists), and a specialist music teacher. The funding for support staff – Teacher Aides, and Teacher Assistants – was very challenging due to the *Teacher Aide Pay Equity Claim* (TAPEC): On 27 May 2020, the Ministry of Education (the Ministry) and NZEI Te Riu Roa settled the teacher aide pay equity claim (the claim). The teacher aide pay equity settlement acknowledged the value of the skills, responsibilities and demands of teacher aide work, and ensures that value is being remunerated fairly. The settlement was made up of new pay equity pay rates and increases in the Tiaki allowance (formally known as the dirty work allowance) to correct the sex-based undervaluation of remuneration identified during the investigation process. An unexpected body of work arose from this settlement in the form of new job descriptions to match the new skill expected of a teacher aide. Special school principals across NZ worked collaboratively to formulate expectations for the new Grades A,B,C, & D. Schools were fiscally disadvantaged by the roll out – The MOE automatically translated every teacher aide from their previous CA pay scale to the new pay equity pay scale. They funded the point to point translation from the current CA pay step rate to the new pay equity

rate for each teacher aide. The additional pay equity funding, calculated using estimated data, cover the new pay equity rates and Tiaki allowances was backdated to 12 February 2020. Schools received this in August & October 2020. We then needed to carry any unaddressed costs until 1 April 2021.

The school continued as an accredited fund-holder for both the funds for our students and 5 local mainstream schools that historically signed for SKP to be their fundholder. The schools are: Robertson Road Primary; Sutton Park Primary; Nga Iwi Primary; Jean Batten Primary; and Sir Douglas Bader Intermediate. Additionally, we managed funds for the Northern Hospitals school ORS. The 6 schools had 20 ORS funded students enrolled this year – Robertson Road (4 students); Sir Douglas Bader Intermediate (2 students), Sutton Park (5 students) Jean Batten (2 student) and Northern Hospitals (5 students). Tessa Cairns, (The Outreach coordinator) has facilitated the IEP process and supported programmes of learning at these schools.

Other Significant Resources Purchased included:

Washing machine for Robertson Road satellite (\$540.00); Replacement light scanner for sensory studio (\$2389.00); Balance board for PE (\$167); 2 x Office chairs (600.00); Girls Pari Balance (\$1575.00); replacement umbrellas (\$562.00); health & hygiene equipment (\$9100.00 – of which \$2381.00 was additional costs related to COVID); Lease 30 Laptops (\$15,937.34); Web maintenance and hosting (\$1350.00); 16 Slope boards (\$1203.00); Therapy Roller (\$1739.00); Projector for Hall (\$9586.00); Desk for outreach office (\$965.00); Heat pump in meeting room (\$3925.00).

Stationery: The school spent \$4902.00 on stationery to support students' learning.

Donations: We donated \$1795.00 which enabled 10 students to attend 4 different shows / events.

Commission: We received no commission in 2020.

Donations: We received \$13000.00: \$500.00 Samaga-Mua family's Church, \$2500.00 from the McCrystal family, and \$1000.00 from Ryman Healthcare, organised by the Park family.

KidsCan Trust: We continued to be affiliated with KidsCan Trust this year. Food parcels were sent each term, containing fruit, bars, baked beans, yoghurt, spreads etc. TipTop bread was donated weekly.

The Fonterra milk for schools programme continued for most of 2020 for students attending base school. Students are eligible to receive a milk drink every school day. Fonterra provided the milk and a refrigerator for storage, recycling bins for the cartons, and educational resources. Senior students looked forward to delivering milk to the different classes - they counted out the number of milk boxes needed for each class providing them with a real context for their numeracy and communication skills. Sadly, Fonterra decided to stop this programme and focus on providing milk for the breakfast in schools programme – a great loss for us. They donated the refrigerator to the school on a 'as is, where is', no culpability basis.

Hall Lease: The hall was not hired regularly throughout the 2020 year due to COVID Alert Level restrictions. This resulted in a considerable loss of income for the school. It was rented when possible, however we lost one regular client. We earned \$11,658.00 through renting the hall to three holiday programmes / four standing contracts / 1 private hire. Maintenance on the hall cost \$1469.32.

Audit: The school was audited was affected by COVID Alert level closures. It was carried out with mostly online and one visit, and was not finalised until 11 November! Our auditor was Sanjana Govind, from UHY Haynes Norton (Auckland Ltd). Special thanks to Lai Har Lim (EdTech), Patricia Martin (our BOT Treasurer), and Chris Howlett, our

executive officer for their good work in this area. We spent \$5499.96 on audit fees in 2020. Accounting Service from EdTech for 2020 cost \$5,688.00.

Maintenance and Upgrading: We contracted Crest Cleaning Services throughout 2020. Their cost was \$33,793.08.

Significant spending related to property was: rubbish disposal \$7209.37; sanitation \$6779.51; Health & Hygiene \$33,059.28; Heat, Light & Water \$18,497.31; Gas \$1698.77; and general property maintenance expenses \$11,317.00.

In addition to ongoing general maintenance, a number of tasks were completed during the year. They included:

- Replaced floor in Staff toilet / shower changing area of pool
- Heating component for pool replaced (four weeks to arrive)
- Relined walls of room 2 storage area
- Completed upgrade of base school classrooms (started in December 2019)
- Removal of wasp nest in admin roof
- Removal of tree in back field
- Additional display boards in covered playground
- New spouting and flashing above rooms 5& 6, and walkway by room 3
- Electrical tagging
- Upgrade of therapists' office – carpet, wall coverings
- Replacement pool heater (\$2947.00)

Buildings Upgrade: There has been **minimal progress** on our property issues throughout 2020. This will continue to be a **high priority for the Board** in 2021.

SKP Rebuild: MOE announced in 2019 that 3 special schools were being rebuilt, so it made sense to share project managers and architects. Several sets of plans have been drawn up – all trying to accommodate our narrow section. In December 2019 the MOE considered the BOT's multiple requests for them to purchase the property next door. Although negotiations to purchase the land were ongoing throughout all of 2020 no agreement was made by the end of 2020. Because of this there was no further involvement by our school with MOE property planners.

5ya and 10yr Property Plans: The next 5year allocation of property funding comes due in July 2021. In Nov 2020 two architects from DLM Architects (MOE appointed to develop our next 10ypp) viewed the school and talked with us about future needs. They began obtaining specialist assessments of the condition of various parts of the school as needed (eg plumbing, electrical, roof etc) and will complete the 10ypp early 2021.

#### Satellite Classes:

*Robertson Road Satellite:* An old prefab was delivered to site and physically added to existing classroom through a walkway being established where a built in storeroom was, and increased decking. A high dependency unit bathroom was attached at the rear for both classes to use. The Ministry did the bare minimum here. One class used the meeting room at SKP until July, when they were able to move back to Robertson Road unit.

*Waterlea Satellite:* Discussions were held with Waterlea BOT & MOE concerning upgrading and maintaining the existing facilities as they fall under Waterlea's 5ya. Sadly, nothing was completed in 2020. This now has become a top priority for the BOT in 2021.

*Sir Douglas Bader Intermediate Satellite:* Some consultation took place regarding the redevelopment of these satellite classes. We need larger, improved facilities. The Ministry agreed to a basic overhaul and new high

dependency toilet are and these will be built early 2021. They will not be enough to meet actual need, so this also will be a priority for the board in 2021.

*Southern Cross Satellite:* Discussions were held with MOE to re-site and increase the secondary satellite to a 3 classroom unit. The existing unit will become a primary satellite. Despite notifying the MOE of our urgent need this did not get underway in 2020. With the advent of COVID it became unsafe to have such large class numbers so a class was brought back to SKP to use the meeting room once it became available. This too will be a high priority for the BOT in 2020.

Special thanks go to Mbe Strickland – assistant care-taker / groundsman - for continuing to maintain the grounds to a park-like standard, and assisting to keep the school presentable, and Pat Chamley for his management assistance with property and Health and Safety.

Security: Recon Ltd continued to provide security for the school throughout 2020. They provide the twice nightly walk round and response / call outs. Edge Security continue to be our provider for alarm monitoring and maintenance. We continue to have multiple callouts. \$4,200.00 security callouts / Alarm Monitoring \$715.00 / Security contract \$13,332.00 / security R & M was \$5537.28 – a total of \$23,784.28 for Security.

School Vehicles: The school fleet of 5 vans had less consistent use due to COVID Alert level restrictions. The vans are not involved with Ministry contracts, but have been used occasionally to transport students (who have S9 agreements) to and from school to avoid lengthy delays for families awaiting Ministry financed transportation, or to assist with issues related to behaviour in taxis. We continued to use the Chery J1 car to support the Outreach Service. We need to consider the future of this vehicle in 2021.

All vans have been well maintained, insured, and hold current Warrant of Fitness / Certificate of Fitness. We made one insurance claim in 2020. The driver came too close to construction materials when backing into a parking space. No students were in the van at the time. The vans cost \$25,763.13 for the 2020 year. The Chery car cost \$2,118.11.

School Pool: The pool was not used much in 2020 – initially due to COVID Alert level restrictions, and then due to leakage. When used we continued to have the pool water tested monthly by two external agencies – Watercare and Pool People (\$3072.76). Ryman Healthcare have decided to name their newest village after Keith Park. In discussions about naming rights the Park family nominated Sir Keith Park School to be a beneficiary and we will receive \$10,000.00 per year in perpetuity. The Board have decided to use it to kickstart a 'Pool fund'. Our small therapy pool onsite which we built in 1993 - it was opened by the honourable David Lange - has met our needs well, but is now requiring a lot of work. When the school is rebuilt, the old pool will be demolished, and as the Ministry does not fund pools, we shall have to fundraise for the new one. At Sir Keith Park School our pool is / will be used to teach all students, particularly those with physical and/or learning difficulties, to participate in water activities, to move independently in water, and to swim. The benefits derived from activities in water are holistic - they include physical, personal, recreational, social and therapeutic aspects - and therefore can have an important impact on our students' lives. Research acknowledges that opportunities to practise movement in the aquatic environment can facilitate new patterns that increase the recognition and understanding of different concepts of motor learning, sensory processing and cognitive learning, and develops the ability to organise movement patterns and control activities required in daily living. Swimming / aqua-therapy is an important aspect of our education, and coincidentally sailing was a passion of Keith Park's along with flying. We are extremely grateful to the extended Park family who have organised this ongoing donation for us.

## NAG 5: Health & Safety

Licence to Wire Ltd completed the annual wiring check of all electrical appliances for 2020. Wormald checked the fire hoses and extinguishers. Brian carried out regular health and safety checks throughout the year. Harrison-Tew again managed our emergency planning and lock down practices. Crombie-Lockwood Hazard register was maintained.

Visitor Management: VisTab is our online visitor / contractor management system – a sign in procedure. It costs \$55.00 per month. Information is stored in the cloud with a backup on the tablet for use in emergencies. Visitors get a paper name badge to identify them.

Karen White (OT) and Teeshan Padayatchi (AP) were responsible for monitoring the safety of students in taxis and school vans, in line with the Land Transport Association Guidelines. Where appropriate, transport care plans were created for students in consultation with their parents. Parents provide their own car seats.

Behaviour Management: Diane Parry, Teeshan Padayatchi, Rabin Chattergoon, and Kathleen Davidson are the school MAPA trainers. Teeshan Padayatchi led the transdisciplinary Behaviour Management Team - consisting of himself (DP), Diane Parry (DP), Iliyana Kanchovska (SLT), and relevant class staff - to ensure consistent behaviour management across the school. This year new staff were trained in the 2-day MAPA course, in their class groups. And other staff had revision training when possible across the year. COVID related behaviour issues were slow to arise, and really only surfaced in late November / December. Support plans were required for several students, and the team spent time at the satellites whenever required. Parents were involved as much as possible.

Immunisations: HPV inoculations were given at school for identified students, with parental consent, over a 6-month period. Boostrix inoculations were also given to selected students. The BOT paid for staff to have 'flu injections at the school. Maxwell Healthcare provided 36 vaccinations in May at a cost of (\$1,242.00).

RAMS (Risk Assessment and Management Systems) were completed by each class teacher prior to any class outings (as detailed above in EOTC), and discussed with Diane Parry or myself. Outings into the community were considerably reduced throughout 2020.

Turuki Health: Over 2020 a nurse from Turuki Health (Desma Temara) was involved in delivering a wide range of health and wellbeing interventions to our students whenever possible. Members of the Tuariki Health Team were deployed to manage the COVID outbreak, and also to manage the Jet Park quarantine, so the service to schools was understandably not a priority. All staff who were working in COVID-19 facilities had to stand-down for a minimum period of 48 hours, and test negative for COVID-19, before being allowed back into schools. Staff were also required to work at a single site (Mana Kidz schools) and could not work at both a COVID-19 facility (testing or isolation etc) as well as schools. They were available for advice, however, by telephone and digital means.

Work-Related Accidents (ACC): Our ACC levy for 2020 was \$4,958.77. 6 staff had 7 work related accidents during 2020. They were predominantly unavoidable accidents. 4 x falls causing strains and one cracked ribs; 1 x toe injury, 1 x sprained shoulder 1 x student bite; and 1 x student punch. General safety discussions occurred regularly throughout the year. All accidents were investigated by the principal and follow up was organised as appropriate.

Paediatric, Orthotics and Dietician clinics were not held as regularly at the school in 2020. These too were victims of COVID Alert levels.

## NAG 6: Administration

Roll: We began the year with 170 students, having enrolled 3 new entrants, 2 returning and 2 new students who have moved into our area from other special schools. The roll fluctuated slightly as students moved in (22) and out (9) of our catchment zone. In term one, 6 new students started, and 4 others left. In term 2, we had 2 enrolments and 3 students moved house. 1 student enrolled in term 3 and 2 left. In term 4, 5 moved out of area, 9 graduated from school, giving us a total roll of 167. All classrooms were full to overflowing and we had a waitlist! At the end of the year we bade farewell to 7 students who transitioned out of school. We expect to start the 2021 year with 161 students.

School Grading: The school has a rating of Decile 1b, Grade 6. Including our Outreach Teachers, we were allowed to employ 40.78 teachers in January, and finished at 41.11 by December. We employed 34 for the majority of the year, plus 86 day relievers through Oasis Education. We had 4 teacher vacancies all year. We actually employed a total staff of 97.

Attendance: Student attendance was monitored by Fay Arbon and Pina Mahe. Reducing the incidence of absent students was a focus at the beginning of this year. Then COVID arrived, and we were concerned with students staying home if they were sick, and / or persuading whanau that their children could attend school safely. Many would only come to school when Auckland was at Alert level 1. Student absences have been mostly for medical appointments and ill health / COVID. Some families have been good at notifying the school when their children have been away. Unexplained absences were followed up with telephone calls as much as possible.

Holiday Programme: Spectrum Care ran South Auckland Holiday Programmes using our school facilities (when at Alert Level 1) – hall, variety van - and several of our staff were also employed. The school earned \$,1304.40 through hiring out the hall, pool and a van for the programme.

Mangere Educational Community: Throughout 2020 the school continued to be fully involved in the local education community, although much was through digital means. Kathy continued to be Treasurer of the Mangere Principals Association, supported by Chris Howlett, our executive officer.

Visitors to the school: Visitors were given access to the school during Alert Level 1 only. The school was closed during Alert Levels 3 and 4. At Alert Levels 2 and 2.5 parents / whanau dropped their children at the front entrance but did not come into the school. Other visitors were restricted to emergency access. Some visitors during Level 1 were: The Baradene students started their social awareness programmes in week 2, but did not continue. Watercare, Orthotic Clinic, Counties Manukau DHB, Debrah Green from BLENNZ (Wednesdays), Jade Stevens Manukau Urban Maori Authority for a presentation at a staff meeting, Accessible wheelchair repairs, Comfy Homes, John Jarvis, Property matters, Parents having been in for IEPs & enrolments, MOE and families for a school visit, Ohomairangi Trust handover meetings, Customtech wheelchair maintenance, Also Fresh n Clean, Cathy Herries and Julie King (CLICK) - Senior School Curriculum, Iversen publishing visit with Outreach, Kahui Ako, Whakatipu akoranga, EnviroSchools, Treetops, Numicon, NZ Police, Beststart handover meeting, Live environments, TalkLink, Mereana Epi NZEI Rep for TA meeting, Oranga Tamariki new students, Niall Thompson Special Olympics basketball training with senior students, Edtech, Warwick Smith Paediatric Clinic, Amber Pierce - Enviro Schools, Mobility Solutions, Wormald check fire extinguishers, Ecomist, Poolgas and Plumbing, Absolute autex display boards, Andrew ISI IT, Dormakaba check student door.

In Memoriam: 8 staff took bereavement leave this year. It was a difficult year for tangi and whanau grieving.

2020 Graduates: A graduation assembly was held on Monday December 14th. We bade farewell to seven students – Darian Toleafoa, Elizabeth Joseph, Frances Nepa, Gloria Tioa, Melvina Etimanu, Miracle-Chae Saitu, MOUNGAPA Sevita. Spectrum Care Transition Services supported these students and their families throughout the year. All leavers received a carved plaque and a certificate. We wish all our graduates well in the future – we are proud of their successes that reflect not only their hard work and resilience, but also the motivation and support from staff teams and whanau.



End of Year Awards: The *Duffy Student of the Year Award* went to Colleen Silifai. The *Ed Davidson Award* - For a school leaver - for All-Round Achievement for the student who has demonstrated the overall high level of development across a range of contexts e.g personal, social, physical, academic, cultural etc during their time at SKP - was awarded to Miracle-Chae Saitu. The *Leadership Award* - for a senior student whose leadership has been the most positive and significant during the year – was awarded to Francis Nepa. The award remains at school and Francis received a greenstone taonga. The *TRI Values Award* - for a senior student whose general contribution to the life of the school has been the most worthwhile and significant; whose behaviour consistently reflected our SKP core values - was awarded to Matthew Pio. The award remains at school and Matthew received a smaller award to take home and keep. The *Aroha Award* – for a senior student who has consistently demonstrated: generosity of spirit, genuine kindness in helping other students to understand and learn, treating peers and adults with kindness and respect, and demonstrating concern for those in need of help - was awarded to Rose-Amanda Hafoka for the second year running. Again, the award remains at school and Rose-Amanda received a smaller award to keep. This year we added two new awards. *'MOVER' of the Year Award* – for rarara was awarded to Ana Huatahi. The award remains at school and Ana received a smaller award to take home and keep. *Taiohi Kairahi Award* – given to a young person who is a role model for all learners – was awarded to Fenumiai Kiripati. The award remains at school and Fenumiani received a smaller award to take home and keep. *Awesome Attitude Award* – for a student who has demonstrated tenacity, resilience, and positivity – was awarded to Gloria Tioa. The award remains at school and Gloria received a smaller award to take home and keep. The awards and engraving cost \$2295.00.

K. M. Davidson  
Principal

**2020 Winners of Awards:**



*Taiohi Kaiarahi Award*



*Duffy Books Award*



*TRI Values Award*



*Aroha Award*



*Awesome Attitude Award*



*Leadership Award*



*MOVER of the Year Award*

Differentiated Class Teaching / Learning - Mathematics : Geometry



Match shapes



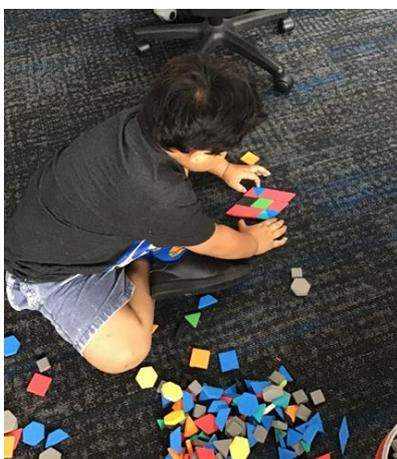
Form the three basic shapes using playdough



Draw shapes, with support



Name & describe shapes with up to 6 sides



Discovering / exploring a variety of shapes

# ANALYSIS OF VARIANCE 2020

APPENDIX 1



## Target Information Evaluation 2020

### I.E.P.s : Cross Curricula / Key Competencies

Target	What did we do?
<ul style="list-style-type: none"> <li>All students will achieve a minimum of 80% of their IEP goals across all domains.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed focus on whanau voice in IEP planning &amp; monitoring</li> <li>PD provided on inquiry C-SMART goals; steps to achievement, &amp; task analysis</li> <li>Mentored teachers for writing, implementing and monitoring IEP goals</li> <li>CRT &amp; additional staffing prioritised for IEP related work</li> <li>Family input sought for progress and evaluation reviews</li> <li>Teacher planning monitored for inclusion of IEP goals integration</li> </ul>

### Evaluation

### Actual Outcomes / Analysis of Variance

#### OUTCOMES:

- All students will achieve a minimum of 80% of their IEP goals across all domains. Students achieved 70% of all IEP goals set this year (321 / 458 goals).
- Achievement of the total English goals was 117 (66%) out of 177 goals. The achievement across Maori, Pasifika and Other Ethnic groups did not deviate too far from this with a range from 69% to 83%.
- A total of 71 Math goals was set with 55(77%) achieved. The Math achievement was the highest in comparison to the achievement in English, Health and PE and Cross Curricula across all ethnic groups. Maori achievement (92%), Pasifika achievement (77%) and Other ethnic groups (43%).
- 102(71%) of the 144 Health and PE goals was achieved.
- 48(73%) of the 66 IEP goals was achieved from cross curricula areas

**ANALYSIS OF VARIANCE:**

- The IEP meetings were scheduled over a three-week period. The meetings went beyond the scheduled time frame.
- In house PD was conducted for teachers on task analysis and steps to achievement. Staff showed more clarity in the task analysis.
- Relief teachers were hired to ensure CRT happened to support IEP. Additional CRT was given to large classes (10+) to alleviate stress.
- Writing and mentoring took place by Zoom meetings and Kanohi te kanohi
- The two COVID 19 Alert Level lockdowns disrupted the scheduled meetings.
- An executive decision was made to write Individual Learning Plans (ILP's) for those students who had not had meetings. These goals were discussed with families via telephone during the lockdown.
- Monitoring sheets were used by teachers and teacher aides to record progress made while the goals are taught.
- Syndicate leaders sought evidence of planned teaching in teachers planning.
- Parents/ whanau were contacted (phone, face to face and responses via notebook)
- Some whanau worked on the IEP goals during COVID lockdowns when appropriate / possible
- Review of IEP process found a disjoint between the cocreated Reference For Learning and the ensuing IEP goals. Whanau voice appeared to be lost / not acted upon.
- A revision of check point questions for relevance was undertaken, and new ones developed ready for use in 2021.
- A revised meeting agenda / procedure format was developed ready for use in 2021.

**Where To Next?**

- The revised IEP meeting agenda / process will be trialed to better facilitate student and whanau voice.
- In house PD will be done so that teachers will be equipped to facilitate meetings effectively.
- Review the IEP meeting booking system. Trial an online booking system through the SKP website.
- Syndicate leaders will make contact with families and book IEP meetings.
- Teachers will follow up with a written meeting reminder in the home/ school communication book a day before the meeting. The receptionist will phone/ text families on the day to remind them.
- Mentor Teacher, supported by Syndicate Leaders will mentor new teachers in facilitating IEP meetings.
- Syndicate leaders will give teachers ongoing support in writing IEP's during syndicate meetings.
- Syndicate leaders will ensure that timelines are adhered to avoid any delay in completing the IEP document, thus ensuring maximum teaching time
- In house PD in the revised IEP process will be undertaken in February 2021.



## Target Information Evaluation 2020

### Assessment For Learning: Learner Focuses Relationships

Target	What did we do?
Teachers will understand, actively engage and practice learner focussed relationships	<ol style="list-style-type: none"> <li>1. Formed an AFL Lead Team of 3 teachers, Led by Mentor Teacher &amp; COL staff</li> <li>2. Undertook teacher data analysis: "What do you know about AFL"</li> <li>3. Collected Teacher Voice: AFL survey – July 2020</li> <li>4. Observations and discussions between Leaders and Teachers</li> </ol>

### Evaluation

### Actual Outcomes

#### Data

- Target was closely aligned to COL goals of culturally responsive teaching and student agency
- Data findings:
- Teacher survey highlighted teachers' desire for further support to implement and use AFL in their teaching.
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### Analysis of Variance

- Significant disruption to original plans due to COVID-19
- Whole school community showed signs of stress as the year progressed, so it was decided to place this initiative on the 'back burner' and revisit afresh in 2021.
- Continued to model AFL language and practices but no emphasis placed on teachers after 2<sup>nd</sup> lockdown.

- Focus continued on 'knowing your learners', but with a post covid lens of wellbeing and readiness for learning, which was entirely appropriate, necessary and respectful of the uniqueness of the current pandemic.

### **Where to next?**

- Start afresh in 2021
- Learning Focused Relationships – re introduce in term 1 (mindful of IEP pressure)
- Class focused visual reminders created for and by each class early in term – involving teacher, teacher aides, students
- Collect evidence of LFR in classes and share at Quality Learning Circle (groups) meetings
- Fortnightly sharing of readings / progress / challenges in groups
- Introduce 2<sup>nd</sup> element in term three if no further COVID interruptions
- Continue to train new staff as a core module of Induction Training