

# SIR KEITH PARK SCHOOL BOARD OF TRUSTEES

## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2018**



## 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 (2)
Principal:	Kathleen Davidson
Chairperson:	Deepak Kumar
Treasurer:	Trish Martin
Secretary:	Alepina Mahe
Board Members:	Joseph Finau Anna Rangi Sara Tupe-Tuala
Teacher Representative:	Vani Pillay
Accounting Support:	EdTech
2018 Auditors:	UHY Haines Norton 22 Catherine Street, Henderson, Auckland 0612
Auditor Reference Number:	SIR930

## CHAIRPERSON'S AND PRINCIPAL'S INTRODUCTION 2018

It is our privilege to work with the students, staff, and families of this very special school community. The Board had some changes to the team during 2018, however the smooth transition of roles meant there was no disturbance to our governance.

2018 had high points such as the extremely positive feedback received from both the MOVE International model site review in March, and the Service Standards review in November. It is reassuring that other professionals are able to identify and acknowledge the learning outcomes and systems that support these to happen within the school.

The Board and the Ministry of Education were able to work together to address some of the urgent priorities for the school property to improve the student's learning and the staff's working environment. There is still much that needs to be done, including a rebuild of both base school and satellite classes, however we have made a break through and a start.

We were deeply saddened by the passing of Marlene Sutherland in June. Marlene had been a very hard working loyal employee of Sir Keith Park School for 30 years, giving a lot of herself and her time to the benefit of our students. Tireless in her fundraising, family support and, of course, driving the school van to assist with transport of students to, from and during school she will be missed in so many ways.



Our students continue to impress us with their tenacity and positivity. They work hard for their achievements, which are so much more than the obvious ones such as passing SPEC modules, being accepted for MIT courses, competing and being placed in sporting events. As parents and Board members we are very heartened by our children's successes.

We would like to take this opportunity to thank the staff for their support and dedication throughout the year.

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 - 2018

### NAG 1: CURRICULUM

Mathematics: The focus for Math throughout 2018 was on maintaining effective functional mathematics programmes and ensuring each class had appropriate equipment for teaching their programmes. Number knowledge and use underpins all math, and was taught in context throughout our daily practices in addition to focused, planned Math sessions. 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: There was a special focus for 2018 on planning for multiple opportunities for students to write. Developing writing is a tremendous aid to communication. The value lies not only in the writing itself, but in the process of creating it. 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.



Each term students were supported to attend Kiwi Chat Days run by Talklink, which encouraged students to navigate and locate new vocabulary on their devices and core boards to communicate with peers. 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 weekly throughout the year. The staff at the Mangere Library are very accommodating and they welcomed our students with great enthusiasm every week. The visits helped our students to discover enjoyment in reading and listening to stories. Judy accessioned new library books into the school library (\$1289.67). She met with staff to show the new resources and to go over library procedures to ensure effective use of our library. We sourced books from the National Library to supplement school resources for unit study topics, and borrowed Auditory DVDs from BLENNZ.



Duffy Books in Homes: This was our 8<sup>th</sup> year with the Duffy Books in Homes Programme. The cost to the school was \$2031.03. 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. The visiting role model for 2018 was Bernice Mene - a member of the Silver Ferns from 1992 to 2002 and captained the side in 1997, 2000 and 2001. Bernice has a Bachelor of Arts, a Diploma of Teaching and a Diploma of Creative Writing. She has worked as a teacher and recently worked as a Coachcorp Manager for Sport Auckland. Bernice has also dabbled in TV as a presenter on the Knowledge Breakfast show. She was very respectful and engaging. In November families again had the opportunity to purchase surplus books from Duffy for \$5.

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 \$10,718.55 for ICT in our annual operations budget – a small contribution to our actual spending which totalled \$38,629.41! ISI continued to provide computer support throughout 2018 at a cost of \$11,950.22. Printing costs (ink, toner, & photocopier) were \$18,297.54, with paper costing \$197.50. \$1,429.30 was spent on internet costs. The lease of Teacher Laptops cost \$3,315.65. Replacement computers, interactive screens & associated cabling etc cost \$1,654.31. We have a strategic plan to replace ageing computers over the coming years. We purchased a licence for 'HelpKidsLearn software' again in 2018, which has been used by students attending our base school. In total, we spent \$928.06 on computer software to support learning goals. 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. Batteries for ICT related equipment cost \$856.83

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 2018 which included integrating Samoan, Cook Island, and Tongan Language Weeks concluding in a whole school "Friday Focus". The theme for Samoa Language Week [Wk4, Tm2] was: "Alofa atu nei, alofa mai taeao - Kindness given, kindness gained". Cook Island Maori Language Week's [Wk2, Tm3] theme was "Te 'Epetoma o Te Reo Kūki 'Āirani: Kia ngākau parau, kia rangarangatu to tatou reo Māori kūki 'Āirani - Be proud of our reo Māori kūki 'Airani and protect its future"! The theme for the Tongan Language Week in Wk 6 Tm 3, 2018 was 'Ofa Fonua, which refers to the love ('ofa) Tongans have for their country (Tonga). Niuean & Fijian languages were celebrated to a lesser extent during their weeks. The success of these language weeks was due to Maria organising planning and resources for every class with the support of our wonderful Teacher Aides, and involving our community in our students' learning. Pasifika and other cultural resources continue to be reviewed, and classroom resource information created to support teaching and learning. A Fono was planned for term three, but did not occur due to staff shortages & bereavement. Cultural activities took place throughout the year on 3 out of every 4 Friday afternoons at the base school.

Te Ao Maori: Te Oho Mauri McClutchie was given 1 MU and release per week when staffing allowed (Thursdays) to promote and support Te Ao Maori. Whaea Jean Kaa, (our Kuia) was employed to teach Te Reo & tikanga to some students, translate readers and assist with Tainui protocols. Powhiri were held each term to welcome new staff and students to our school, and supported by whaea Jean / Maria Huia and our Kaumatua from Te Puia Marae.

Paratene Edwards & Matthew Pio shared responsibility for delivering the tauparapara and mihi o te kura. Their whaikorero was delivered with increasing confidence. They were supported by John-Michael Braconov, who performed many karakia for the school. Victoria Mulipola continued to welcome the visitors with her karanga, often supported by our Kuia Jean Kaa / Maria Huia. Vanessa Tuhura begun to also learn the karanga. Selected students and staff from Southern Cross, Room 8 and Sir Douglas Bader satellite classes learnt the haka pohiwi 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 week 8 of term 3. The theme was "kia kaha te reo Maori" was chosen by the commission who believe that the term encourages us to work hard to strengthen te reo Māori. September 14, Māori Language Day, was a reminder of the day 1972 when the petition for te reo Māori was suspended in the parliament.

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.



Room 1 all goals achieved; Room 10A, one student partially achieved her goal and all the others achieved their goals; Room 10B, all goals achieved; Room 5, all goals achieved; Room 8 all goals achieved. The Board of Trustees chose to remain a MOVE model site, at a cost of \$750.00us. Being a model site means others can visit the school and see the programme in action. We are linked to the MOVE international website, we can have skype support for any programme queries, and a 15% discount on all materials and trainings. This also means that the school must have 2 MOVE International Trainers on site. In 2018, with sustainability of the programme in mind, Kathy Davidson and Judy Brown were recertified as trainers, and Girlye Chaytor (PT) and Shirley Fernandes (Teacher) were certified as additional trainers at the International training in Adelaide, Australia, in February. The cost for this was \$8399.33. Jorg and Mary Barth (Rifton representatives from the USA) visited our school to see how we are using their products. They were impressed with the way we use the new Rifton Pacers and the Rifton Activity chairs to support students access to learning and participation in everyday activities. Julie Sues-Delany (programme manager of MOVE International) inspected our school on 09 March. Julie was very impressed with the student's progress with their MOVE programmes and the staff's attempts to give each student the best chance to succeed. Her report also mentioned our range of resources available for support.

#### Health & Physical Education:

*Health Promoting School (HPS):* We continued with this project in 2018. Fruit was provided each week for all students and staff, 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. This cost the school \$340.00. The vegetable garden was the responsibility of the Room 8 team. The products grown were to be used in cooking programmes, however as in previous years, much of the produce was stolen during the weekends and overnight, which was so disappointing for the students who had worked hard to cultivate them.

*Kiwisport:* is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$3,017.02 (\$1,109.34 for Yrs 1 – 8; & \$1,907.68 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; and additional PE equipment / activities (\$140.68). A set of Soccer balls and rugby balls were donated by Counties Manukau Sport.



*Moana Nui Akiwa Leisure Centre:* Nine classes attended the centre for physical education programmes. Five classes used the swimming pool. We were exempted from the swimming pool charges, however the PE programmes cost \$2,235.00.

*Annual Adapted Sports Day:* was held on 6<sup>th</sup> of April at Mt Roskill School. 19 of our students participated in a variety of events e.g. the maze race, table cricket, tunnel race, bean bag toss, foam javelin, ball over the bar, sticky bag, 25 and 50 metre races. 5 wheelchair users participated in specially adapted events, and 3 students participated using their walking frames. The other mobile students participated in various items as mentioned above. 4 students completed most of their events independently. We achieved 14 first places; 18 second places, and 9 third places. Students all received an "I participated" ribbon. 12 Staff joined and support out Athletes. We used the school vans and a taxi van for transportation.

*Special Olympics:* The students from Room 10 and both Southern Cross satellite classes took part in three disciplines of sport organised by Special Olympics - athletics in term one, football in term 2, and basketball in term 3. Unfortunately, in term four the Swimming Ribbon Day was moved to Silverdale which was too far away for us, and other south Auckland schools to attend. Transportation to these events was mostly through school vans. Our results were:

- Athletics: was cancelled due to inclement weather.
- We fielded three teams (35 students) at the Soccer ribbon day. The teams were split across two divisions (Div 3 and Div 4). The team in Div three came 1<sup>st</sup>, whilst the teams in Div 4 came 1<sup>st</sup> and fourth.
- Basketball: 37 (including 3 outreach) students, in three teams, participated in the Basketball ribbon day at Bruce Pullman Park in September. One team was placed in Div 2 and two in Div 4. They achieved 1<sup>st</sup> place in Div 2, and 3<sup>rd</sup> and 4<sup>th</sup> place in Div 4. The students displayed both good basketball skills and team spirit.
- Swimming: 30 students participated in this ribbon day. Students achieved varied success across the events. As a school, we received the following: 1 x 7<sup>th</sup> place certificate; 2 x 5<sup>th</sup> place certificates; 4 x 4<sup>th</sup> place certificates; 5 x 3<sup>rd</sup> Place certificates; 4 x 2<sup>nd</sup> place certificates; and 5 x 1<sup>st</sup> place certificates. Everyone received a participation certificate for the day.



*Health Programmes:* Rabin Chattergoon took responsibility for Health programmes in 2018. 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. Feedback was positive, and all families were happy for the children to be part of the programme.

Individual Education / Transition Plans: We carried out one hundred and forty three IEP meetings during weeks 4 to 10 of term 1, which was a longer timeframe than originally planned due to the difficulty of getting some whanau to commit to a meeting time. Several meetings were rescheduled when parents gave us prior information that they were unable to attend. Five meetings were conducted without the family because they simply did not show up despite being reminded via the home school notebook and by text on the morning of the meeting. These families were contacted post-meeting to discuss the proposed goals. Students at checkpoints on the Pathway to Successful Learning had their 'More about .....' meeting during their IEP. There was transdisciplinary input into goal setting as appropriate. Teachers contacted parents / family by phone to gain their input into midyear reviews. 'Thoughts Meetings' and IEPs were held for new students during the year. Summative reviews were written in December, (again with parent / caregiver input); the analysis of achievement was conducted, and shared with staff and Board of Trustees. When analysed, no specific ethnic group showed as under-achieving. 78% of students achieved of their literacy goals; 75% achieved their numeracy goals; 85% achieved their H&PE related goals; and 79% achieved cross curricula goals. Of these who did not achieve, 40% achieved more than half of the steps to achievement, so should master them by early next year. There was no gender bias in the data on goals not achieved.

SPEC: 32 Senior students from 3 classes (Base School – Rooms 2 and 8; Satellite Class – Southern Cross Senior) studied SPEC modules each – namely: Headway Vocational: Relating to Others (12 students), Headway Vocational: Everyday Measurement (7 students), Headway Sensory: Music (5 students), and Headway: Life Skills: Household Jobs (8 students). 31 passed. 1 did not complete the module so it was not submitted. Moderation

meetings took place in term 4. The external verification meeting was held on 6th November 2018 at Sommerville Special School, and was attended by Mohan Rai. All files submitted met the criteria, and achieved success with their modules. This will be the last year we use SPEC cost \$954.00 (registration, training, resources & consumables).

Equals: Moving on: This curriculum was trialled for 3 terms in 2018 with a review to replacing the SPEC modules. Unit topics within the 'Traveller' module and topics from the Literacy, Numeracy and ICT modules were done by Rooms 2, 8 and Southern Cross. Certificates were awarded for completion of these unit topics. Cost \$578.00.

Engagement For Learning Initiative: Shirley Fernandes was Lead Teacher for EFL, which accrued an MU.

Transition Programmes / Work Experience: Six 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. The school provided teacher aide support, negotiated on an individual basis. Students participated in work experience programmes at several places in the community for the year:

- ALTUS, (7 students) - Monday and Wednesday from 9.30am to 2.00pm and supported by 1 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 aide. 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 (9 students) - Mondays and Wednesdays from 9.30am to 12.30pm and supported by 2 teacher aides. Work included planting seeds and seedlings, weeding gardens, watering plants, raking leaves, digging with spades and hand tools and harvesting crops.
- ATTAINABLE, (6 students) - Thursdays from 10.00am to 12.30pm and supported by two teacher aides. 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) – Wednesdays from 1.00pm to 2.30pm and Fridays from 9.30am to 12.30pm and supported by 2 teacher aides on each day. Work focus was folding sheets and towels; clearing bins; sorting donated items.

Costs to the school were transportation to and from work experience and 3 support staff for three ½ days each week.

Three students attended and successfully completed an MIT course – Friendships & Relationships for one day a week in Term 3. They were transported to MIT by the school van, and supported by a teacher aide. The course fees were \$1,012.00.

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 - \$29,420.65.

Garden to Table: We registered and began this programme in term 3. Garden to Table is a practical and engaging food education programme that connects the land, its care and potential, the food we harvest, its variety and



versatility and the positive cultural and community connections associated with gardening, cooking and eating food. The joining fee and 1 year training/ support was \$2,875.00. We purchased a second hand container and had it installed on the back field. This holds the gardening equipment securely, and also provides a space for working when the weather is inclement. A rotary hoe was hired to dig over the lawn in preparation of a garden. The greenhouse was replaced. Implements and tools were purchased. This programme cost the school \$12,986.00 in 2018.

Life Skills: The 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 and using a washing machine.



Education Outside the Classroom (EOTC): The school ran 5 vans to enable the students to enrich their learning programmes through direct community experiences and activities. 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 included: Te Whare o Matariki Marae (social sciences); Mangere Arts Centre (The Arts); Animates Manukau (science: Living world); Manukau Central Post Office (social sciences); Visy recycling plant (science) Local shopping centres (social skills and units); local supermarkets (math); Manukau & Mangere libraries (English); Cornwall Park (social sciences / H & PE); Sporting venues; Ambury Farm; SPCA; Pakuranga Athletics stadium; Cornwall Park; Manukau Polyfest.

End of year Concert: Was held on 26<sup>th</sup> September. Theme was “Birds from Around the World”. The stage was hired for 4 days (\$601.45). The staff and students had worked really hard, and families who attended commented that this was the best concert for many years.

Therapy Delivery: We continued to employ a specialist team, led by Karen White, consisting of Occupational Therapists, Physiotherapists, and Speech-Language Therapists. 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 Personal Hygiene Group for senior students; PMP sessions; Sensorymove sessions. Therapists also shared knowledge and information with classroom staff such as manual handling guidelines; communication systems training; individual programmes expectations. Sir Keith Park School had a 3 day Specialist Services Review in November. The diligence and hard work of the therapy team led by Karen White needs to be acknowledged. The Review Team were impressed by our therapy team and the comprehensive, intergrated service delivered to students. One minor recommendation relating to ongoing consent monitoring was made.

Combined School Ball: The combined special schools ball was hosted by Rosehill Special School, and was held at their transition centre in Papakura on the night of 21 September 2018. 17 students and 6 staff attended. 8 students were transported from school to the hall and back with the school van. Costs incurred were \$295.65.

Specialist Teacher Outreach Service (STOS): We started our year with 18 students, and finished the year with 22. It took advertising for several months to get a suitable third, part time teacher (.6) to join the team, so we commend the two teachers – Tessa and Nanji - who carried the additional workload and maintained their high standard of teaching. Schools that enlisted our services this year were Nga Iwi (1); Papatoetoe North (4); Roscommon (3); Waterlea (1); Sutton Park (4); Kingsford (1); Randwick Park (2); Papatoetoe West (1); Papatoetoe North (1); Kingsford (1); Mangere Bridge (1), Southern Cross (1); Kedgley Intermediate (1); and Jean Batten (1). Whilst we lost some students during the year we gained others and we ended the year with 16 students. The outreach service was supported by the Ministry of Education Special education advisors who are now actively supporting our service.

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

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

Board of Trustees: We had some changes to our trustees this year. Anna Rangi resigned in April as she was moving to Christchurch. Trish Martin was seconded to the board in June, and became the treasurer. Loretta Hunt resigned in September for personal reasons. Alepina Mahe was again co-opted onto the board to be secretary for the year.

Social Worker in Schools (SWIS): We continued to share our SWIS - Miranda Toefu - with Mangere Bridge School. She was allocated to SKP some Monday mornings, and all day Tuesday and Wednesday. Whanau have begun to take up her services and have been appreciative of her support. In February Miranda organised a Drumtime group youth mentoring programme for students at our Southern Cross satellite classes. The aim was to assist students to reduce stress, boost brain power, improve communication, increase team work, and develop confidence, get fit and have fun. The 10 1 hour weekly sessions were very popular and successful.

Community of Learning (COL): We continue 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 holds the role of co-ordinator for COL, which accrued 1 MU. Vani Pillay holds the 'Within School' Teaching Position, which involved 0.8 release and 2 MUs. The lead Principal changed to Robin Staples (Southern Cross Campus Director) when Anthony Noble-Campbell moved on from Mangere East Primary.

Family Network Meetings: We organised a meeting each term on Thursday from 11 – 12pm in the meeting room. A small number of whanau attended each meeting. The SWIS also attended some. Thursday 5th April. Trisha Glover from Hohepa Services spoke about Funding changes post school for students with High Needs and Very High needs'; funding accessed through MOH (Taikura Trust) for Carer Support days, Personal Care, home management, In home support and respite; and funding accessed through WINZ - disability allowances, accommodation supplement, temporary accommodation support. Marguerite Dalton (Kidz First Paediatrician) was the guest speaker on June 5<sup>th</sup>, and the therapists ran a 'meet and greet' session for families.

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 make initial phone calls to families within their own culture, using the language of the family – Samoan, Tongan, Cook Island.

The Cook Island, Tongan, and Samoan Community have supported our cultural programmes throughout the year. We hope to continue to build upon our community support in this way in 2019.

Student Portfolios: Portfolios were collated and went home at the end of each term. Feedback from parents / caregivers was predominantly positive and constructive. We regularly received comments about tamariki's learning being generalised to the home environment, which is strong evidence of learning. All portfolios were spiral bound and sent home at the end of the year, along with their school report.

Service Standards Review: We were selected for a Specialists Service Standards Review in 2018. Three reviewers conducted this review 6 – 8 November. We were very pleased with the positive approach to the review, and their findings were very affirming for us that the way we are combining therapy and education is effective for our students' learning to be enhanced. The reviewers found that "Sir Keith Park School management and specialists are effective in all aspects of the implementation step of the service pathway. For example: • Specialists build strong relationships with family/whānau, teachers and teacher aides through sharing knowledge, skills and team work. • Specialists recognise and value the role of parents and teachers; their input is actively encouraged, and their knowledge is respected. • Family/whānau priorities are reflected and given precedence in the learning programmes collaboratively developed by specialists. • Most parents and teachers commented very positively on the accessibility and responsiveness of specialists to requests and concerns, and how well they problem solved together. • Specialists are increasingly using transdisciplinary approaches to collaborate, and to create and implement programmes with a holistic focus. • Programmes developed by specialists are age appropriate and reflective of learner interests, making them relevant, meaningful and motivating. • The ongoing analysis of monitoring data informs both initial goal setting and the adjustment of goals and strategies when required. • The comprehensive reporting framework developed by management and specialists provides a structure that supports regular and consistent review of student learning outcomes." There were two recommendations: one that we continue with our current inquiry (review of systems) and the other was related to monitoring the acquisition of ongoing consent from parents / caregivers.

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

Appointing new staff in 2018 was again costly to the school in both time and money. The national shortage of teachers affected our school, and recruitment was very difficult. We paid \$2,140.00 in advertising fees, and \$9,047.00 in recruitment fees. At the beginning of the year we were entitled to 35.9 teachers, which increased to 36.5 by the end of the year. We were at least two teachers short all year.

Staffing: Teachers: All teaching staff returned to work as expected, and we started the year with 7 new teachers: Chandra Datt (rm 4); Tracy Lupton (Rm 6); Julie Nicolaai (Bader Jnr); Romela Rungan (SX Junior); Michelle Arendse & Judith Robinson (Itinerant positions); and Petro Venter (Bader Snr), which left us with 2 vacancies. Nanji Lauten (Outreach Teacher) increased her employment to full time. Unfortunately, Michelle left in March to take up a position at the school her child was attending. Julie also left in March (study full time). Judith Robinson was employed as an itinerant creative arts teacher in March, but finished the year teaching room 2. Jane Santos resigned at the end of term 1 to take up an itinerant position. She was replaced by Helen Bowden, who taught for a term then moved to Australia. Tracy Lupton left in June (Health reasons). Carole Willard left in July (promotion to AP). Her replacement Helanie Willemse started in term 3. Rajesh Prakash was employed in July (rm 8). Jack Watson was employed in September. Romela Rungan retired (again) at the end of 2018. Judith Robinson resigned in Dec to take up a teaching position in Australia.

We ceded two .1 positions to BLENNZ to enable us to have Deborah Green (itinerant teacher of blind) throughout 2018, and the itinerant teacher for vision to work with a student at our intermediate satellite class.

Pat Chamley was employed 2 days per week to assist management with property and vans.

Staffing: Support Staff: In March, Charlotte Lucas, (a New Graduate SLT), Tutana Rio-Cummings & Silaumua Ropati (TAs) joined the team. Lemasani Toleafoa left in June for personal reasons, and MaryAnne Ward took her place. Tuteru Nikoro (TA rm 6) resigned in May to care for her mokopuna. She was replaced by Potiki Cooper-Roa. Chris Bowden worked for term then two, then moved to Australia. Linda Lauifata has knee surgery in May requiring 6 weeks off work. Kim Leuluaialii (Rm 4) and Joslin Moala (rm 6) were employed as TAs in July. Vaka Lauifata (TA rm 4); Becky Aiono (TA rm 10); Shevina Katu (TA Rm 9) left in September to take up full time employment. Hina Tarata (TA Bader) also left in September to return to Tahiti. Antonina Fonoia and Corne Venter were employed. Eden Lusitini (Itinerant TA) was employed in November. Sarah Derrick returned from Maternity Leave in May, which meant Beth Robertson finished her contract with SKP. She was an asset to the team, working hard and contributing well.

We continued to contract Konnie Howat (Physiotherapist) for two days a week throughout 2018. In November we learnt that, after 10 years, this contract would not be available for 2019 as Konnie was going to take up employment with the MOE. Patty Clouth continued to provide specialist music programmes three days a week.

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, and to relieve staff for appraisal / professional development. 107 days were used from the contracts taken out, which cost \$4500.00. Teachers were paid through Teacher Salaries. Travel costs - \$264.00 – 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 all current throughout 2018. The principal had to apply for extensions for 2 teachers, while their registrations were being processed. Occupational Therapists and Physiotherapists obtained their Annual practicing certificates.

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 10 teachers (3 of whom left in the first semester), 1 SLT, and 9 teacher aides were organised and monitored by Diane Parry, and supported by Karen White and Judy Brown. At times it was very difficult to staff the school adequately and release people for essential training.

Provisionally Registered Teacher Training: We began the year with 4 overseas teachers who required PRT supervision: Carol Willard (completing her second year); and Tracy Lupton, Petro Venter, and Michelle Ardense (who required a 2 year programme). 3 left during the year (Carol, Tracey, Michelle) and Helanie joined the programme:

Professional Development: The Board of Trustees has continued to encourage all staff members to upgrade and maintain their expertise, and to share new learning with colleagues. This included internal and external professional development. PD cost \$49249.97. Appraisal connector training accounted for \$5685.00. Some examples of 2018 professional development were:

- Attention Autism (all staff)
- Universal Design for Learning (UDL) – (all staff)
- TETRAmap – Effective Team Membership (all staff)
- Team Charters (all staff)
- Move International Trainer Recertification (2 staff)
- MOVE International Trainer Certification (2 staff)
- Adult perspective of living with Cerebral Palsy –Amy Hogan – (all staff)
- Carrying the Tapa (2 staff)
- AUSACPD Conference (PT)
- 5 day MAPA training (AP)
- Appraisal Connector (all teachers)
- SCIS webinar
- Sensory Classrooms: Richard Hirstwood (3 x teachers, 1 x SLT)
- Sensory Stories: Richard Hirstwood (1 x teacher, 2 x DP, 2 x SLT)
- Goal Setting: Richard Hirstwood (2 x AP; 2 x DP)
- Sensory Learning : Richard Hirstwood in school 2 days: All staff
- Upper Limb Performance Assessment – 2 days - (1 x OT)
- Challenging Behaviour (2 x OT)
- “Show Your Ability” Fair (2 x OT & PT)
- Know your Products (PT)
- ACC systems (2 x SLT)
- Digital Passport Webinar (All teachers and therapists)
- 2 Day Comprehensive First Aid Course (11 Staff)
- SEPANZ Moot (Principal)
- Revised Engagement for Learning modules(all teachers)
- Lifting & Handling students
- IEP process – all teachers, support staff, therapists
- 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 had external supervision at a cost of \$390.00 Sarah Derrick had external peer supervision. Paul Mawhinney, an external appraiser, conducted the principal appraisal. This cost \$2,646.00. Teaching staff and senior leaders used Appraisal connector platform this year.

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

NovoPay: At the end of the 2018 4 ex- employees owed \$2,327.26 and their debts were placed with a debt collection company by Novopay. 1 ex- employee owed \$423.96 and is paying this via Novopay. 1 current employed person owes \$154.25 and this has been passed to a debt collection agency by Novopay.



Ongoing and Reviewable Resourcing Scheme (ORS): This year there was a *small* annual increment in the ORS budget in term 3, however it was not sufficient to cover pay rises for TA and therapy staff. 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 barely enough to enable us to employ enough staff to meet the needs of our students.

The school continued as an accredited fund-holder for both the funds for our students and 5 local mainstream schools that preferred to use our services instead of MOE. 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. 5 of the schools had ORS funded students enrolled this year – Robertson Road (1 student); Nga Iwi (1 student), Sutton Park (4 students) Jean Batten (2 students) and Northern Hospitals (1 student). Tessa Cairns, (The Outreach coordinator) has facilitated the IEP process and supported programmes of learning at these schools.

Other Significant Resources Purchased included: 5 x chairs, a desk, Low cabinet, tall lockable cupboard, mops and brooms for SX; teachers desks for rms 2 & 10; filing cabinets for Rob Rd, Rm 3 & Peter's equipment; work station for Rob Rd; library display for rm 3; 3 x harness for students to use in taxi (reimbursed from MOE); 1 x laptop, adobe Professional software and Gopro; new washing machine and dryer; new furniture in foyer (\$5650.00 plus freight & GST); new furniture in staffroom (\$18276.98 plus freight & GST); Wall fans (\$563.50); 12 x Mats (\$1279.80); Microwave ovens for Rob Rd & Waterlea satellites (\$383.98); Redevelopment & ongoing costs of website (\$9287.36).

Stationery: The school spent \$10,770.77 on stationery to support students' learning.

Donations: We donated \$1,200.00 which enabled 10 students to attend 4 different shows / events.

Commission: We received \$100.00 commission.

KidsCan Trust: We continued to be affiliated with KidsCan Trust this year. The students received free shoes in August. 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 throughout 2018 for students attending base school. Students



are eligible to receive a milk drink every school day. Fonterra provide the milk and a refrigerator for storage, recycling bins for the cartons, and educational resources. Senior students have been rostered to deliver milk. Students look forward to delivering milk to the different classes - they count out the number of milk boxes needed for each class providing them with a real context for their numeracy and communication skills. We appreciate Fonterra's ongoing support.

Hall Lease: The hall was hired regularly throughout the year, with both long term contracts and 'one off' hire. Long term contracts are: Friday 7- 9pm; Saturday 9.30am – 12.30pm; Sunday 10.30am – 2.00pm, 2.00pm – 5.00pm, and 6.00 – 9.30pm. We earned \$29,173.84 through renting the hall.

Audit: The school was audited on Thursday 5<sup>th</sup> April, 2018. Our auditor was Dimple Vaid, from UHY Haynes Norton (Auckland Ltd). Special thanks to Lai Har Lim (EdTech), Loretta Hunt, our BOT Treasurer, and Chris Howlett,

our executive officer for their good work in this area. We spent \$5,479.88 on audit fees in 2018. Accounting Service from EdTech for 2018 cost \$6,380.00.

Maintenance and Upgrading: We contracted Crest Cleaning Services throughout 2018. Their cost was \$33,480.53.

Significant spending related to property was: rubbish disposal \$8,558.51; sanitation \$7,807.74; Health & Hygiene \$24,097.55; Heat, Light & Water \$22,695.57; and Gas \$3,661.99.

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

- Installation of heat pumps in Rooms 1 and 5 (\$8,390.00)
- Installation replacement glasshouse (\$7,485.00)
- A fale has been erected near the gate and flooring installed (\$12,341.00)
- Replacement of Autex wall covering in hall (\$10,078.00)
- Painting exterior of school (\$82,193.00)
- Painting of staffroom (\$3,338.00)
- 'Cage' on Gas Meter (860.00)



Buildings Upgrade: There has been **no satisfactory progress** on this property issue throughout 2018. This will continue to be a **high priority for the Board** in 2019. Some rebuilding was allocated to the 5ya to keep the school operating. MOE contracted Steve Waters of Yellowstone Holdings to work with the school with some 'interim' work to ensure the school remains functional.

5ya and 10yr Property Plans: This was again an area of contention between the Board and the MOE. We received sign-off and funding approval for using 5YA funds to create

- Fencing on western front boundary and internal gates
- New men's toilet.
- Renovation of the R1 toilet block - three high dependency toilets, a medical room, and a storage area for storage of archives and stationery.
- Reline main corridor by the computer room and most of the student corridor in Autex.
- Replace roofing above the covered playground. This included replacing the windows in that area and the guttering. The flat part of the roof was replaced with butanol and the covered area with a mixture of grey clearlight and iron in an ironstone colour.

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.

Security: We have continued to employ the services of Matrix Security for the twice nightly walk round and response / call out; and, Edge Security for alarm monitoring and maintenance. We continue to have multiple callouts. \$4,685.98 security callouts / Alarm Monitoring \$660.00 / Security contract \$7,145.45 / security R & M was \$4,438.83 – a total of \$16,930.26.

School Vehicles: The school fleet of 5 vans continued to give us good service throughout the year. 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. Kathy Davidson continued to maintain a taxi licence. We continued to use the Chery J1 car to support the Outreach Service.

All vans have been well maintained, insured, and hold current Warrant of Fitness / Certificate of Fitness. The Toyota 12 seater van (T12) was replaced in June for \$34,612.80 (Trade in \$23,000.00).

We made three insurance claims in 2018. The Toyota Hiace van was involved in a minor car park accident in May, resulting in damage to the rear right side. In August the Chery car was hit by another car door opening, damaging the left hand mirror and mechanism. In September the T12 van was 'side swiped' by a truck whilst waiting to enter the motorway, damaging the left front mirror, bumper, door. None of these accidents were the fault of our staff. The vans cost \$21,870.53 for the 2018 year. The Chery car cost \$4,345.00.

School Pool: The pool continued to be well used every week by most classes at base school and our primary satellites. We have the pool water tested monthly by two external agencies – Watercare and Pool People.

## **NAG 5: Health & Safety**

Axis Electrical completed the annual check of our electrical appliances. 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.

Visitor Management: In November we signed up for VisTab – an online visitor / contractor management system – a sign in procedure. It cost (925.00 for initial setup) and ongoing costs are \$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 again led the transdisciplinary Behaviour Management Team - consisting of herself (DP), Teeshan Padayatchi (AP), Iliyana Kanchovska or Charlotte Lucas (SLTs), and relevant class staff - to ensure consistent behaviour management across the school. Staff received the basic MAPA two day training, or refresher training as required. Support plans were required for several students from satellite classes, 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 29 vaccinations in May at a cost of (\$1,140.57).

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.

Turuki Health: Over 2018 nurses from Turuki Health (Kathryn, O'Charlet & Veronica) were involved in delivering a wide range of health and wellbeing interventions to our students. 43 interventions were identified: the 3 main ones being Head lice, Ear health and oral health. Hygiene and general health promotion composed a significant portion of work carried out by our allocated nurses. Skin infection management was addressed in a timely fashion by the team who provided skin reviews (101) and skin condition assessments and interventions (37). Special recognition to Kathryn for their empathy, compassion and drive to support the hauora of our tamariki.

Work-Related Accidents (ACC): 5 staff had 5 work related accidents during 2018. Our ACC levy for 2018 was \$11,161.06. They were predominantly unavoidable accidents. 1 x ankle sprain; 1 x toe injury, 1 x sprained knee; 2 x back sprains. General safety discussions occurred regularly throughout the year. All accidents were investigated by the principal and follow up organised as appropriate. We organised a health & safety audit by Crombie Lockwood in November (\$600.00). Recommendations were actioned.

Orthotics and Dietician clinics were held at the school each term. These have been very successful with acceptable levels of parental attendance. This is a good way for the school to liaise with the dietician and support families with their appointments.

Optometrist - Donald Klassen: Vision testing was available over 4 Mondays. Students were seen - of those 9 students received glasses via MoH funding; 3 students were advised they needed glasses but still waiting approval from families; 3 students' families were informed they needed glasses but fall outside MoH funding so families have to fund this themselves; 5 students were referred to superclinic.. 12 families did not give permission for their child to be seen; 14 families did not reply to our request for vision testing

## **NAG 6: Administration**

Roll: We began the year with 167 students, (which was 9 more than anticipated) having enrolled 11 new students within the first week (8 new and 3 returning to SKP)! The roll fluctuated slightly as students moved in (33) and out (10) of our catchment zone. In term one, 13 new students started, and 2 others left. In term 2, we had 6 enrolments, and 5 students move away (1 to Australia, 2 to Rosehill area; 1 to Palmerston North; 1 to central Auckland). 12 students enrolled in term 3 and 2 students moved out (1 to Arohanui area, 1 to Dargeville). In term 4, 2 enrolled and 1 moved to Hamilton, giving us a total roll of 165. All classrooms were full to overflowing! At the end of the year we bade farewell to 6 students who transitioned out of school. We expect to start the 2018 year with 159 students.

School Grading: The school has a rating of Decile 1b, Grade 6. We were allowed to employ 36.30 teachers in January, but by December the allocation had risen to 38.49. We employed 33 for the majority of the year, plus several relievers through Oasis Education. We had a teacher vacancy all year. We actually employed a total staff of 86.

Attendance: Student attendance was monitored by Fay Arbon. Reducing the incidence of absent students was a focus this year. Student absences have been for tangi, medical appointments, family holidays and ill health. Most 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. Turuki Healthcare staff and social worker were enlisted to assist. There was some improvement.

Holiday Programme: Spectrum Care ran South Auckland Holiday Programmes using our school facilities – hall, pool, variety van - and several of our staff were also employed. The school earned \$,1739.00 through hiring out the hall, pool and a van for the programme.



**Mangere Educational Community:** Throughout 2017 the school continued to be fully involved in the local education community. Kathy continued to be Treasurer of the Mangere Principals Association, supported by Chris Howlett, our executive officer.

**Community Involvement:** We have continued to involve the community in the corporate life of the school as much as possible. Fitness classes at the Mangere Moana Akiwa Leisure Centre have continued every Monday and Tuesday throughout the year. Counties Manukau Sport, and the NZ Institute of Sport have been involved with classes and training of teachers. All classes have fortnightly visits into the community for education outside of the classroom (see EOTC in NAG1). These local visits are to support the learning related to units of study, social education and / or IEP or ITP goals. Local iwi have supported us with Te Ao Maori. The community constable has been in constant contact with the school.

**Visitors to the school** included Les Staves, Custom Tech, Staff from other special schools; Ohomairangi Trust, Niagara Healthcare, AUT staff, Kids First, St Peters College, Liston College, DME, CYFS, MAPPS, CTL, Rehab Servicing, Explore, BLENZ, NESSC, Phoenix, CCSDA, Talklink, NZ Police, JK Consulting, CMDHB, Mobility Solutions, MoE, Spectrum Care, HPS. Groups of Year 11 students from Baradene College of the Sacred Heart spent 8 hours over 4 weeks, working in the classrooms with our students. The Social Awareness programme ran from February until September. Groups of 6 students from Year 11 at Auckland Diocesan School for Girls visited our school for two days and worked with our students as part of their leadership programme.

**In Memoriam:** Sadly, one of our staff – Marlene Sutherland – passed away quickly and peacefully in June. We remember Marlene with love – she was a valued member staff, having worked at Sir Keith Park School for thirty years. She gave much of her time willingly for the benefit of our students – doing many additional tasks outside of her working hours – for most of that time.



**2018 Graduates:** A graduation assembly was held on December 19th. We bade farewell to six students – Tracey Pita, Taiba Sahib, Rodney Brown, Paeanoa Kingi, Paratene Edwards, and Victoria Mulipola. Three students were accepted to MIT for the 2019 year. Spectrum Care Transition Services supported these students and their families throughout the year. All leavers received a carved plaque and a certificate (\$906.95).





End of Year Awards: The Duffy Student of the Year Award went to Jessica Biddle. 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 Victoria Mulipola. The Leadership Award - for a senior student whose leadership has been the most positive and significant during the year – was awarded to Paratene Edwards. The award remains at school and Paratene received a greenstone toanga. 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 Rodney Brown. The award remains at school and Rodney 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 Taiba Sahib. Again, the award remains at school and Taiba received a smaller award to keep. The awards and engraving cost \$635.89. This year we purchased a display cabinet for our awards to enable students to see them all year and know what they can be working for. 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.

K. M. Davidson  
Principal



# ANALYSIS OF VARIANCE 2018



## Target Information Evaluation 2018

### English: Written Language: Writing (COL target)

Target	What did we do?
<p>To promote student voice and agency:</p> <ul style="list-style-type: none"> <li>all students using a preferred alternate pencil will increase their engagement with writing activities</li> <li>all other students will learn to create text which includes an opinion and / or idea (persuasive writing).</li> </ul>	<ol style="list-style-type: none"> <li>1. Baseline Assessments</li> <li>2. In-house PD - whole school and syndicate level</li> <li>3. Used a variety of equipment to teach skills including digital technologies and low tech options</li> <li>4. Actively promoted writing opportunities across the day</li> <li>5. Maintained data on writing opportunities provided as well as student achievement</li> <li>6. Data analysed and intervention reviewed for next steps</li> </ol>

### Evaluation

### Actual Outcomes / Analysis of Variance

- We provided professional development about the practice of writing and teaching strategies. PD recapped the importance of modelling the writing process, oral language and student voice. Many teachers believed that writing meant the craft of correctly forming letters i.e. handwriting, and noted that they were 'already doing that'. They could not see past teaching handwriting as a precursor to the practice of writing to express thoughts and ideas. This required a major shift in thinking, which has not been completely achieved, but has started.
- Syndicate leaders modelled teaching writing to teachers, supported their planning, and made observations and provided feedback. Helen from Vision Education (supplied through COL contract) worked with identified staff to co-plan / co-teach writing sessions.
- Teachers were encouraged to have timetabled writing sessions, with a clear start and finish to each session, using AFL practices (learning intentions, modelling, relevance. Teachers developed visuals to support success criteria, which were also used for feedback. Teaching practices were refined to enable students to progress.
- Student voice was sought. Students created their own writing, then 'read' it with staff, who then added their text. For students who are nonverbal, core boards were used to determine what they would talk / write about, then the students would 'write' using the Neo Panel or TapIt. SLTs ensured staff knew how to use core-boards and supported the process.
- The Attention Autism 'Bucket' was used to build curiosity and anticipation and it was evident across the school using high preferred toys in the bucket greatly increased some of the engagement indicators. Stage 2 and 3 of Attention Autism included strategies from EFL to lift –Initiation, persistence, investigation, responsiveness and even discovery-there were

several “Wow” moments worth recording. It was evident that using materials, environments and people that “hook” the students in, contributed to better engagement, sustained attention and effective learning.

- An SKP progressions document was planned and partially developed. It will outline surface and deeper features of writing; context and processes; teaching strategies; and next steps; and will include writing samples at various levels to show progressions which staff have identified as being at a particular level through the moderation process. Complete & use in 2019.
- Students’ writing was displayed prominently in classrooms and along student entrance hallway. Class books were created using students’ writing. Students’ shared their writing with buddies and other classes. Students were proudly looking at their displayed work and were keen to show it to others coming into the room. Nonverbal students clearly showed their pride through their facial expressions. Samples of writing were included in student portfolios to share with families and friends.
- Teachers began to use Appraisal Connector this year, supported by PD from Tony Burkin of Interlead. Teaching writing and students’ progress was part of their reflections. We had initially hoped it would be the focus of an inquiry, however we did not start inquiry – it will be in 2019 onwards.
- Baseline writing samples were collected for all students in term two, and again term 4. Analysis of writing samples showed improvement for some students (36%), while the majority remained working at the same level. It was observed, however, that the levels of engagement had increased for those students, and given the short time frame (2 terms) that was significant progress. Across the school: 44 students moved up one level; 9 moved up 2 levels, 3 moved up 3 levels and 1 student moved up 4 levels.
- Although we intended students to be taught persuasive writing, most teachers defaulted to personal and / or story recount. We still need to work with teachers to extend students’ writing experiences and their expectations.
- We did not explore software to support learning due to time constraints caused through staff shortages. We still consider this to be the way forward in writing for most students and will need to include this in 2019. Being able to manipulate a writing implement
- An issue for staff was relevance. It was generally agreed that whilst increasing student voice through writing was a useful skill, it was not deemed to be a priority learning need for many students at SKP. We were largely trying to fit in with the COL learning objectives. We believe we need to take a step back and develop students’ expressive communication skills, which are a foundation for writing and also vital to their quality of life.

### **Where to next?**

- Continue to promote active, independent construction of print for all students – encouraging their efforts first, then modelling – and displaying and sharing their work.
- Complete SKP writing progressions document
- Continue with PD for teachers and supporting their understanding of the relevance of writing and student voice
- Explore use of writing software such as Clicker / Writing with symbols etc to get students writing without having to physically labour with letter formation
- Focus on increasing skills in expressive communication for all students, and by default receptive language, with a transdisciplinary approach.



## Target Information Evaluation 2018

### Health & Physical Education / Participation & Contribution

Target	What did we do?
All students who cannot sit, stand, or walk independently will make progress against their current skills baseline in the MOVE programme (n= 25) by the end of 2018.	<ol style="list-style-type: none"> <li>1. 2 MIT trainers re-certified / 2 additional new trainers certified at International training in Adelaide</li> <li>2. Staff conducted baseline assessments &amp; team goals set</li> <li>3. Teacher assigned as Lead Teacher and give 1MU; AP, Principal, PT formed lead team</li> <li>4. MOVE International visited and formally reviewed school re Model Site</li> <li>5. Actively promoted MOVE within the syndicate</li> <li>6. Maintained data on student progress</li> <li>7. Data analysed and intervention reviewed for next steps</li> <li>8. 2019 Action Plan developed</li> </ol>

### Evaluation

### Actual Outcomes

#### Data

- Principal and AP attended re-certification at Adelaide Special School in Australia – run by MOVE International programme director Julie Sues-Delaney. Teacher and PT attended the International Trainer certification course run at the same time. In the same place.
- Julie Sues-Delaney visited SKP for the day on 9<sup>th</sup> March, and reviewed all aspects of MOVE at Sir Keith Park School. She reported that our site was Excellent. Strengths included staff who knew the students, had high expectations for their progress, and who were positive and motivating; age appropriate lessons; staff understand the MOVE programme well; parent involvement welcomed and sought; good amount of equipment available to support student learning; good support from Principal. Improvement suggested was a focus on recording steps 4 & 5 (Prompt reduction) in students' assessment books.
- Rooms 1, 2,3, 5,8 & 10B all goals achieved. N = 18 Room 10A, one student partially achieved set goal and all the others achieved their goal N= 4. 3 other students at satellite classes did not set MOVE goals.
- Ability to release class teams for refresher training proved impossible due to staff shortages across the year. This was very frustrating for the lead team who were fresh and revitalised from their training. Whilst information was shared in class and in syndicate meetings we did not go as far as we planned.
- We did not hold parent mornings as planned due to the point above.



## Analysis of Variance

- Significant teacher shortage, and some turnover of TAs impacted upon our plan across the year
- Some staff appeared to be struggling with their work, especially with the overweight students. Staff need to be physically able to support the programme. Staff physical fitness and agility will influence staff placements going forward.
- Ongoing training and monitoring is necessary to ensure staff use transfers and not revert to lifting students, which is not allowed.
- We actively worked on Julie's recommendation throughout 2018, noting down prompt reductions.

## Where to next?

- 2 day training planned for call back days at beginning of 2019 for class teams – rooms 10,2,5 & new therapists
- 2 day training course for all other staff as able across the school
- Raise profile and understanding of programme with whanau thru IEP meetings and open MOVE mornings in 2015
- Investigate a lead TA to support / mentor other TAs



## Target Information Evaluation 2018

### Student Engagement

Target	What did we do?
Students at base school and 2 satellite primary classes, (n=95) will demonstrate increased and extended levels of engagement.	<ol style="list-style-type: none"> <li>1. External Providers and in house Professional development for all staff</li> <li>2. 10 days consultancy throughout year</li> <li>3. Appointed itinerant creative arts teacher with 1MU</li> <li>4. Staff supported to implement Attention Autism Programme; the Engagement for learning Framework (EFL); and Universal Design for Learning (UDL)</li> <li>5. Students involved in own IEP meetings</li> <li>6. Monitored engagement levels</li> </ol>

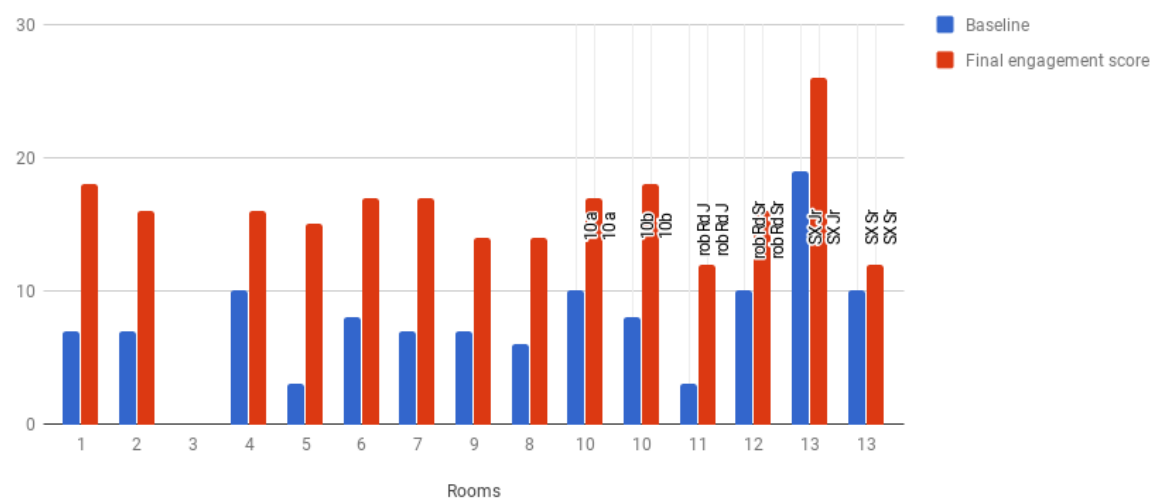
### Evaluation

### Actual Outcomes

- We started the year with Professional development for all staff – divided into two groups. Staff teams were grouped into senior school and junior school groupings, with syndicate leaders and therapists joining them. Each group attended a 2 day Attention Autism Course presented by Gina Davis (an SLT from the UK). The focus was on teaching students with autism and intellectual disabilities to focus, sustain and shift their attention; understanding how to teach, encourage and support communication; understanding how to foster group learning skills; understanding how to embed early social interaction skills into group work; and how to set up and run the intervention with groups of children. Feedback from staff mentioned how effective it was training together in class groups.
- Syndicate leaders and Julie King (external facilitator) supported the staff to implement AA during the day through modelling and observation / feedback; to produce resources; and to find motivating tasks / items. This continued throughout the year.
- New staff were provided with an overview of the training and supported as above
- Lead Teacher for EFL & AP supported staff to use the EFL process to identify and work with students demonstrating low engagement. Three new teachers were given training in term 1. In term 2 lead teacher conducted a refresher staff meeting about using EFL; other new staff received training. Each class team selected a student using the first tool – whole class Engagement ladder. A focus/target student was chosen and then an Individual ladder was completed in each class.

- The second tool which is the Engagement profile was then worked on and each week the class teams observed and gathered baseline data on each of the Engagement Profile bubbles. Staff recorded short 3 minute video clips of their student, on each of the 7 Profile circles, which are, Curiosity, Investigation, Discovery, Anticipation, Persistence, Initiation, and Responsiveness. Suggested way of gathering data on an A3 sheet accessible to all staff so they can write observations at any time.
- Teachers uploaded videos on the EFL folder on the SKP server and backed up was uploaded to individual teachers' drive.
- At the end of the term class teams/teachers completed the Baseline data for each of the 7 Engagement profile circles giving them a detailed snapshot of their focus student in terms what subject/curriculum areas, environment, material and people that they engage with.
- A low engagement video of identified student was taken. Team members viewed the video and completed the engagement scale ranking the students engagement across the 7 indicator areas. The lower scoring indicators became the teaching focus point for next steps. Staff continued to utilise the engagement scale, focussing on particular low scoring indicators and scoring them over the following weeks. Teachers used the information gained from the students' engagement profile and ladder to weave in preferred engagement environments, materials, people traits and functional activities. It is through this process that some staff were able lift each student's engagement across the 7 indicator areas. Teachers met up with their buddies to view the videos or did so with their own class teams to get a different perspective on the students' engagement. Teachers also had professional learning discussions with other teachers and therapists on how the engagement process was working for them and got more ideas and implemented them.
- Teachers continue to use this as a strategy and have submitted all the data that has been collated. .
- There has been a shift in the engagement of the target students in the rooms that worked on 'Engagement for Learning'

Whole School Engagement Data



## Analysis of Variance

- Teachers are encouraged to use the “Engagement for Learning” as a reflective practising tool when working with all their students and it was discussed as part of their appraisal. The same tools can be used to lift student engagement with other students who were not the target students for the year.
- Rooms 1, 2, 4, 5, 6,7, 8, 9, 10a,10B Robertson Road Primary Juniors and Seniors, Southern Cross Juniors and Seniors worked on gathering Baseline Data and worked using the 3 tools to lift engagement. Bader Intermediate Junior and Seniors, Waterlea Juniors and Seniors have to work on the process to gather data on student engagement.
- Baseline data indicated low engagement and 3 tools for Engagement were used to work on lifting the engagement of the target students.
- There was increase in the engagement indicators and total scores using the “Engagement for Learning” process.
- The 3 Tools- Engagement ladders, Engagement Profiles and engagement Scales contributed largely to lifting engagement of the target students. This process was also used as a strategy with other students in the classrooms across the school. This process also supported the teachers to make structured observation to get to know students in the class rooms and use the ‘Engagement Profile’ to give them a snapshot of the students.
- Room 3 which is the new entrant class uses the first tool-Engagement ladders with most of the new entrant students which is shared and ‘handed over’ to the room that the student moves to.
- Feedback on the EFL programme was sought to ascertain how it contributed to student IEP achievement. Teachers were asked to reflect upon how the EFL process supported their teaching practice. Some of the feedback included was that EFL tools were used when working with target students’ IEP goals and helped to achieve success e.g. “, as my student engaged and attended to the tasks for longer periods at a time when I used his high interest resources.”; “Yes, because my target student shows curiosity when I bring out the box of dinosaurs, he can’t stop himself and will come and sit by my side. So I used it to engage him doing counting (Math) and writing. He looked at the dinosaurs closely and could draw them as well.”
- This year the EFL programme was integrated with other programmes like Gina Davies “Attention Autism”, Sensory based programmes- Sensory MOVE, Sensory Volume to get teachers to work on supporting students to bring about meaningful engagement and effective teaching- learning practice.
- The Attention Autism ‘Bucket’ was used to build curiosity and anticipation and it was evident across the school using high preferred toys in the bucket greatly increased some of the engagement indicators.
- Stage 2 and 3 of the Attention Autism included strategies from EFL to lift –Initiation, persistence, investigation, responsiveness and even discovery-there were several “Wow” moments worth recording. It was evident that using materials, environments and people that “Hook” the students in, contributed to better engagement, sustained attention and effective learning.

## Where to next?

- Continue to use the strategies and tools to further develop this programme to meet the needs of all the students at SKP.
- PD for identified and new staff
- Refresher PD in Assessment for Learning (AFL) Framework
- PD / mentoring relating to UDL, EFL, AA
- Continue to monitor levels of engagement and increase student agency in their learning