



SCHOOL CHARTER  
STRATEGIC AND ANNUAL PLAN FOR  
PARKSIDE SPECIALIST SCHOOL  
**2022 – 2024**  
**2023 Update**

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	29/03/2023

**Parkside Specialist School**

**Vision**

Excellent educational experience for ākonga with the right people in the right seat at the right time.  
Tautoko tonu, i te haerenga ako o ngā ākonga me ng taangata tika ki te waahi tika i te waa e tiki ana.

**Core Values**

**QUALITY LEARNING / WELLBEING FOR ALL / KORERO PAI / MAHI TAHI / INTEGRITY WHAKAUTE**

**Māori Dimensions and Cultural Diversity**

- Maori Students and their Whanau as tangata whenua hold a special place in the heart of our School.
- All Students at Parkside School are respected and valued for their unique and individual contribution which is reflected in our School policy and procedures.

	<ul style="list-style-type: none"> <li>All Students at Parkside School are ORS funded. The School exists to meet the unique learning needs of students with highly individualised learning needs and to work in their best interests at all times.</li> </ul> <p style="text-align: center;"><b>School Context</b></p>
	<p>Parkside Specialist School proudly places student wellbeing and positive outlook towards learning at the forefront of our planning and delivery of our curriculum.</p> <p>Currently 161 students aged from 5-21 attend Parkside School and are taught in small groups by skilled teachers with the essential support of a team of therapists. Teacher Aides support students in class.</p> <p>We seek out and enjoy positive relationships with our school community and have a keen and interested BOT.</p>
<b>Review of Plan and Consultation</b>	<p>Progress has tracked well against the 2022 annual curriculum plan. Following surveys to community, parent consultation and staff discussion along with input from Ministry curriculum advisor our curriculum is now in effect with Term 1 topic being trialled across the school.</p>

**STRATEGIC GOALS 2022-2024**  
**(REFINED 2023)**

- 1. DEVELOP UNIQUE PARKSIDE CURRICULUM TO SUPPORT OPTIMUM LEARNING AND ENGAGEMENT AND DEVELOP INDIVIDUAL PASSIONS.**
- 2. DEVELOP RESILIENCE AND WELLBEING FOR WHOLE SCHOOL COMMUNITY THROUGH POSITIVE BEHAVIOUR APPROACH WITH TRAUMA LENS**
- 3. ENSURE ALL RELEVANT ENVIRONMENTS MEET THE NEEDS OF PARKSIDE STUDENTS AND ARE FIT FOR 21<sup>ST</sup> CENTURY LEARNING**

## Strategic Section

<p style="text-align: center;">Strategic Goals 2022 -24</p> <p style="text-align: center;"><b>Develop unique Parkside curriculum to support optimum learning and engagement and develop individual passions.</b></p>	<p style="text-align: center;">Core Strategies for Achieving Goals 2022 - 2024</p>	<p style="text-align: center;">Professional(s) Responsible</p>	<p style="text-align: center;">Completion Date/Outcomes end 2022</p>	<p style="text-align: center;">\$\$\$ (DRAFT)</p>	
<p>2xAP CS&amp;JVDM</p>		<ul style="list-style-type: none"> <li>• Survey to parents and whanau to investigate parental views on relevance of current goals and suggestions for future goal setting.</li> <li>• Revision and update of all IEP and ITP goals for 2023</li> <li>• Increase student voice within IEP/ITP</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/ Curriculum leader, therapy lead (in progress)</li>   <li>• Principal/ Lead TAs</li>   <li>• Georgia to lead ?(PATH training?)</li> </ul>	<ul style="list-style-type: none"> <li>• End Term 1 2022 <b>ACHIEVED</b></li>   <li>• End Term 3 2022 <b>ACHIEVED</b></li>   <li>Ongoing</li>   <li>• End Term 3- 2022</li> </ul>	

		<ul style="list-style-type: none"> <li>• Increase Student voice within Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Johan/ Susan/ Alex to lead</li> </ul> <p>(Student/students to video work experience placements---discussion in class or groups when watching video. What did they learn? What can be set up better? Which other students will benefit from this placement?</p> <p>Conversation with students re. What do they think off doing for a job? Find related work experience placement</p>	ACHIEVED	
	Set up Student Council (student voice)	<ul style="list-style-type: none"> <li>• Information to student groups across school, set up election process and elect representatives</li> </ul>	<ul style="list-style-type: none"> <li>• Lead TAs (Information and direction has been shared with Lead TAs who are in the research and</li> </ul>	End 2022/ in place for 2023 - ACHIEVED	

	<p>Increase student voice within IEP/ITP</p> <p>Use of Covid Response Fund to support current engagement and increase engagement of our most vulnerable students</p>	<ul style="list-style-type: none"> <li>• Student PATH training and use of talking mats</li> <li>• Use Covid response fund guidelines to ascertain available funds and plan interventions</li> <li>• Informal and ongoing surveys of parents and whanau to identify priorities for support</li> <li>• Ensure continued close and positive relationships with families and whanau through communication network at Parkside School.</li> </ul>	<p>planning stage for T1)CW Georgia, Therapists</p> <ul style="list-style-type: none"> <li>• Principal/SL/ Admin staff/ Education Services</li> </ul> <p>All staff/ Principal/Lead Teacher networking – Jill De Kock (DP)</p> <ul style="list-style-type: none"> <li>• All staff</li> <li>• Georgia/Gina e.g. coffee mornings</li> </ul> <p>Catherine Sherrard/Francois Boshoff/FUSION</p>	<p>Throughout 22-22-2024</p> <p>Covid response funds have been effectively used throughout 2022 to support all students across school to access education during school closures in term time.</p> <p>Surveys showed priorities for families were to have basic needs catered for and access to education either at school or from home. These have been provided throughout 2022.</p> <p>Fusion engaged to support technology for staff communication</p>	
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		<ul style="list-style-type: none"> <li>• Ensure technology is available for all students to access according to their individual needs</li> <li>• Refresh curriculum to address requirements of students in Covid times and for 21<sup>st</sup> Century skills</li> </ul>	<ul style="list-style-type: none"> <li>• CS to lead. All staff with support from external Curriculum development providers</li> </ul>	<p>across all sites – Teams messaging and call in place and used by all to reduce unnecessary meetings</p> <p>New Parkside Curriculum currently being trialled across school (survey to take place end 2023 and to include staff, students and community)</p>	
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<p><b>DEVELOP RESILIENCE AND WELLBEING FOR WHOLE SCHOOL COMMUNITY THROUGH POSITIVE BEHAVIOUR APPROACH WITH TRAUMA LENS</b> P,DP</p>	<p>Ensure the right person is in the right seat at the right time.</p>	<ul style="list-style-type: none"> <li>Ongoing discussion with Teacher Aides, Teachers and Leadership regarding professional growth and ability to set and reach goals to continuously improve student progress</li> <li>Internal and external partnerships to support all working together to ensure the best outcomes for all students</li> </ul>	<ul style="list-style-type: none"> <li>Principal/ SL/Lead Syndicate Teachers</li> <li>Principal/ external providers (list for 2022 to be added by Jill (JdK)</li> </ul>	<p>Ongoing from beginning 2022- 2024</p> <p>New Growth conversation templates have been constructed with input from each of the groups within school. These are in use for 2023:</p> <ul style="list-style-type: none"> <li>Teacher Aide template</li> <li>Teacher template</li> <li>Senior Leader additional template to support research for innovation in individual portfolio areas.</li> <li>Positive partnerships continuing with external agencies</li> </ul>	

				and community with DP supporting these links across school.	
	Develop staff to strengthen teaching, leadership and learner support capability across Parkside School	<ul style="list-style-type: none"> <li>• Widen parameters for engaging staff to support strategic learning goals and aims</li> <li>• Develop access to and enthusiasm for Professional Learning opportunities</li> <li>• Develop culture of sharing effective approaches,</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, all leadership teams</li> <li>• All priority &amp; responsibility areas to be allocated by end T1 and clear plans provided for progression of area for the year (CW)</li> <li>• Robust structured mentoring programme and ongoing PLD for mentors and mentees (JdK)</li> </ul>	<p>Strategic planning discussed at Senior Leader meetings and each SL drives conversation regarding their specific area of responsibility</p> <p>Plans for progression established and completed by each Senior leader following regular discussion with Principal and other stakeholders as required.</p> <p>In depth and highly structured Mentoring programme followed by all new teachers. Mentors follow Ministry PD and additional PD from external provider and internal mentor support from DP.</p>	

<p><b>ENSURE PREMISES MEET THE NEEDS OF PARKSIDE STUDENTS AND ARE FIT FOR 21<sup>ST</sup> CENTURY LEARNING</b></p> <p>Principal 2xAP(FB&amp;JVDM)</p>	<p>Complete refurbishment and update of Admin site at Base School</p> <p>Re-establish memorandums of Agreement with schools who host Parkside specialist hubs</p> <p>Finalise details and agreements leading to the opening of Ngakoroa @ Drury</p> <p>Regular, cyclical and specialist/technical property maintenance of BOT and MOE property assets.</p> <p>Recruit teaching staff and Teacher Aides for Parkside at Ngakoroa and build student numbers for this site</p>	<ul style="list-style-type: none"> <li>• Appoint Senior Leader to work with the Principal to bring optimum results to achieve the best interests for students</li> </ul>	<p>Principal/Francois Boshoff (AP)</p> <p>As above + Johan Van Der Merwe (to support with memorandums in particular)CW</p> <ul style="list-style-type: none"> <li>• Principal / Francois Boshoff(AP)</li> <li>• Principal/DP and Admin staff</li> </ul>	<p>New memorandums of Understanding have been discussed and are now developing into PODs with support from Ministry property advisors</p> <p>Ngakoroa has now opened and Parkside have two hubs within the school. Principal has been part of the EBot and this has assisted with providing a voice for students with additional needs to ensure their needs are met.</p> <p>Parkside has now engaged Maintain X to record and address property requirements within Parkside School</p> <p>Parkside has engaged further FUSION services to address technical requirements especially related to the rebuild of</p>	
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				the Wellington Street site	
	<p>Balance underspend over the last few years in order to create best learning environment for students and to support well being during Covid for students, staff and the wider school community</p> <p>Prioritise Spending for our Strategic Priority</p> <ol style="list-style-type: none"> <li>1. Positive approaches to Behaviour and development of whole school trauma based approach</li> <li>2. Develop a physical</li> </ol>	<ul style="list-style-type: none"> <li>• Principal, SL and admin staff to work with Education Services to establish budget that truly reflects Parkside funds and makes best use of these to support student progress and wellbeing for all</li> <li>• Allocate funding to support development and successful outcomes for each Priority area (following detailed annual plan andw termly update from leaders of each Priority Area)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/ Ed Services</li> </ul>	<p>Budget set for 2022. Budget is balanced and skewed for curriculum and behaviour support.</p> <p>Despite a balanced budget being set we ended the year with a profit. This has led to setting a deficit budget for 2023 with the aim end the year with nil balance. This also supports ensuring we obtain necessary equipment and resources for our ne building through use of 2023 budget and FF and E. Following a considerable underspend over a period of years throughout 2022 Parkside was able to build up resources in all classes across school and ensure all students had fit for purpose</p>	

	<p>school environment that is fit for purpose in 21<sup>st</sup> Century and Covid times and that supports well being for all and educational progress for students</p> <p>3. Develop curriculum across whole school fit for 21<sup>st</sup> Century and Covid times</p>			<p>equipment to meet their communication needs. Strategic priority funding has kept up with requirements for each priority (1-3) throughout the year</p>	
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**Annual School Improvement Plan**

**Improvement Plan - Domain: Learning**

<b>Strategic Goal 1:</b> Develop whole school curriculum across whole school fit for 21 <sup>st</sup> Century and Covid times		<b>Annual Goal</b> Curriculum ready for trial across the school from January 2023	
<b>Baseline data and Annual Target Goal 1:</b> Where are we now re staff knowledge of NC, Parkside Curriculum and opportunities for development of curriculum across all ages and subjects.			
<b>How to reach Target – eg.</b> Establish current knowledge, build curriculum team, engage external PLD, create termly progress markers			
<b>Key Improvement Strategies</b> Identify gaps and areas for development in current curriculum, build curriculum focus group and develop termly plan to address gaps and drive establishment of revised curriculum. Identify lead person for this: CATHERINE SHERRARD			
<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
Term 1, 2022	<p>Consultation with parents, caregiver, whanau, students and staff – resulting in a clear understanding of the skills, knowledge and attributes that are important to our school community and a ‘Graduate profile/s or statements’ developed</p> <ul style="list-style-type: none"> <li>– Questionnaires (Microsoft forms)</li> <li>– In person meetings – or Zoom forums if in person not available</li> <li>– Open feedback document set up</li> <li>– Student feedback – Talking Mats, questionnaires</li> </ul> <p>What is currently happening – what is working, what is not?</p> <p>Begin to draft key statements, identify key stages based on Key Competencies and school values.</p>	Curriculum lead and team in consultation with Community, Whanau, Tamariki and Kiako	<p>By the end of term one, we will have a graduate profile/s will be developed showing the different pathways within the school</p> <p><i>These pathways are now in place and being trialled</i></p>
Term 2	<p>Develop key statements and key stages/signposts for local curriculum, with feedback and consultation with key stakeholders</p> <p>PD – What does strong literacy (reading, writing, communication) look like in our classrooms?</p>	Curriculum lead and team in consultation with Community, Whanau, Tamariki and Kiako	<i>Key statements and stages identified and developed</i>

Term 3	Set overarching local curriculum statement, focuses, key skills, attributes and knowledge with age appropriate (respectful) contexts at each year level/stage of school Look at each curriculum area and pedagogies, key concepts and incorporate into	Curriculum lead and team in consultation with Community, Whanau, Tamariki and Kiako	Curriculum pathways completed
Term 4	Draft local curriculum is shared with staff, ready for implementation and trial in 2023  Resources to cover curriculum content are purchased aligning with the new curriculum		Draft curriculum ready for implementation
<b>Monitoring</b> <i>How are we going – check student outcomes every term Where are the gaps? What needs to change if this is not working?</i>			
<b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i> <i>1 day per week for Lead (Catherine) to meet with school level lead (Amy, Becky, Johan and Susan) with those teachers being released once every 4 weeks (twice a term) on a rotational basis</i> <i>3-5 days to visit Specialist Schools in Auckland to look at their curriculum and reporting structures (Term1)</i> <i>PD with Evaluation Associates – Introduction to Local Curriculum for Leaders x5 – 10 @\$330</i> <i>Local Curriculum Toolkit:</i> <ol style="list-style-type: none"> <li>1. <i>Coherent Pathways</i> <ul style="list-style-type: none"> <li>– <i>Ensure learning continuity for your ākongā. Create statements at key transition. Capture and share capabilities your community believes are too important to leave to chance.</i></li> </ul> </li> <li>2. <i>Relationships for Learning</i> <ul style="list-style-type: none"> <li>– <i>Identify and share community relationships to support your local curriculum community. When a child learns from their community, they see how community works and how they can contribute.</i></li> </ul> </li> <li>3. <i>Rich Opportunities for Learning</i> <ul style="list-style-type: none"> <li>– <i>Design learning opportunities for ākongā to contribute to their communities and build their capabilities. Learning opportunities can build and strengthen both community and ākongā.</i></li> </ul> </li> <li>4. <i>Collaborative Inquiry</i> <ul style="list-style-type: none"> <li>– <i>Probe into issues. Establish focus areas, develop inquiry proposals, monitor progress, and share findings. See and respond to variations in teacher practice and ākongā outcomes.</i></li> </ul> </li> </ol> <i>Curriculum resources @\$10000 - \$15000</i> <i>Curriculum reference books: @\$1000</i>			







## Improvement Plan for creating fit for purpose facilities across all school settings

### School Strategic Learning Goal

Develop a sustainable educational, physical and cultural school environment fit for purpose in 21<sup>st</sup> Century and Covid times.

### School Annual Learning Target *Where do we want to be at the end of 2022?*

- Establish timeline, personnel and roles to achieve target (Term 1) (Principal to share template with leaders for completion by end week 3 T1 2022) **DONE**
- Finalise template for Memorandum of Understanding with each school and establish dates for communication with host schools (end Term 4 2022 – Carol, Johan and Francois to develop structure for communications and agreed Memorandum template (by end T1 to take to host schools for negotiation (T2 and 3).Memorandums in place by end T4) **PARTIALLY ACHIEVED (new host schools to be visited and new PODs to be discussed)**
- Support external contractors and maintain positive communications and relationships with these contractors and our other external partners and contributors (ongoing FB to lead. CW to be kept informed at all times of progress and deviations to agreed process and procedures) **ONGOING AS BUILD(S) HAVE BEEN DELAYED**
- Establish suitable workspaces for staff displaced throughout build (DONE – Term 1 2022 : 2 year lease at Graham Street and onsite offsite working for displaced leaders to comply with required additional Covid risk reduction measures CW 03/02/2022) **ACHIEVED**
- Survey new equipment and resources required for new build at Parkside Base (budget increased for all codes 2021 to pre load for required equipment and resources throughout build and beyond. Further planning to be continued as we near build end (CW)03/02/2022) **BUILD HAS BEEN SIGNIFICANTLY DELAYED AND THIS IS AN ONGOING TASK**
- Research potential property to be used to develop functional skills curriculum and opportunities for post 18 access to workspaces and residential support provided by Parkside School (ongoing – Principal working with BOT to appoint external project manager to move this forward alongside Principal and AP. Term 1 : Initial meeting with potential external Project Manager (CW 03/02/2022)) **(DUE TO ALMOST COMPLETE CHANGE OF BOT AT ELECTION AND CLOSURES THIS PROJECT HAS BEEN STALLED. NOW READY TO RESUME FOR 2023)**

- Develop and implement online systems to create and track work orders. Put processes, systems and resources in place to execute regular, cyclical and specialist/technical property maintenance of BOT and MOE property assets at Parkside School (3 phase approach 1Develop Term 1 and 2 2022 - 2Implement - 3Evaluate Terem 4 2022 ) **ACHIEVED**

**Improvement Plan - Domain: Learning**

**Strategic Goal :**

Regular, cyclical and specialist/technical property maintenance of BOT and MOE property assets.

**Annual Goal:**

Implement High tech online work order system to improve the process of regular and cyclical maintenance.

**Baseline data and Target (Dept. or Syndicate etc)**

Currently an ad-hoc and low-tech system in place for asset maintenance  
A functional work order system will be in place by the end of 2022

**Key Improvement Strategies**

*What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see that has changed in learner/teacher/leader behaviours? When?</i>
Term 1 2022	Phase1	Francois	Purchase software Start using and putting processes in place end of term 1 Using E tap and maintain X to identify property hazards. end of term 1 <b>ACHIEVED</b>
Term 2 2022	Phase2	Francois	Implement and refine process <b>ACHIEVED</b>

Term 3 2022	Phase2	Francois	Implement and refine process <b>ACHIEVED</b>
Term 4 2022	Phase4	Francois	Evaluate and continue to improve on Works flow and work orders End of term 4 <b>ONGOING</b>
<b>Monitoring</b> <i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i> -Using maintain X reporting facility to analyse progress, safety issues and barriers to improving school facilities. -			
<b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i> -Maintain X online work orders Approx. \$1300 Pe annum. -			

<b>Improvement Plan - Domain: Learning</b>			
<b>Strategic Goal :</b> Develop a sustainable educational, physical and cultural school environment fit for purpose in 21 <sup>st</sup> Century and Covid times.		<b>3 Year Goal:</b> Research and develop a functional skills or vocational workspace for Post 16 students and the community.	
<b>Baseline data and Annual Target Goal :</b> Currently we do not have a fit for purpose 21 <sup>st</sup> century workspace for vocational or life skills programs. <b>How to reach Target – eg.</b> Survey the community to find the biggest need. BOT property and finance committee meet regularly. Employ project manager. Project manage 5 phases till completion.			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>

<b>2022</b> Term 1 Term 2 Term 3 Term 4	Term 1: Prepare questionnaire in Microsoft forms with 6 to 7 options for improvement over the next 3 years. Asking the community what the biggest need is at present. Term:3 Engage and external project manager to help plan develop and implement the project that was identified in the survey.	Principal. BOT property Francois  Principal BOT	We will have a clear picture of what is needed in the parkside community right now. <b>ACHIEVED + OUTCOME DISCUSSED WITH BOT</b>  Contracted an independent project manager.
<b>2023</b> Term 1 Term 2 Term 3 Term 4	Term 1: Initiation phase. Term 2: Definition phase Term 3: Design phase Term 4: Development phase	Principal BOT PM Francois  Principal BOT PM Francois  Principal BOT PM Francois  Principal BOT PM Francois	Make a start on the selected project  Defined scope and objectives  Design plans in place  Start developing and finance in place
<b>2024</b> Term 1 Term 2 Term 3 Term 4	Term1: Implementation phase Term 2: Implementation phase Term 3 Implementation phase Term 4 Follow-up phase	PM Francois  PM Francois  PM Francois  PM Francois	Work starting  Work progressing  Work nearing completion  Closure and evaluation.
<b>Monitoring:</b> <i>How are we going? Where are the gaps? What needs to change?</i> Using online project management software like MS Project to track and monitor progress, budgets and achieved objectives.			

**Resourcing:** *How much money and time is needed? Who will help us?*

BOT Finance committee to work with BOT property and Principal. Other resources Assistant principal, Senior leadership and project manager.

External financial/ donation stakeholders.

Estimated budget one million dollars to complete the objectives.

Estimated time to completion is 3 years.

**Improvement Plan for development of positive approaches to challenging behaviour and whole school trauma based approach**

**School Strategic Learning Goal**

Develop Positive approaches to Behaviour through a trauma – based/neuroscience approach which respects the unique identity of our students and supports the wellbeing of all staff and all students.

**School Annual Learning Target**

For all staff – Teachers, Teacher Aides, Therapists to **develop knowledge, skills and confidence** in Tier 1 and Tier 2 of the Response to Intervention (RTI) Model (infused with trauma-aware approaches/neuroscience of learning)

- SPELL Framework + Class-based evidence-based strategies+ trauma-aware approaches, including:
  - The Escalation cycle, functions of behaviour, forms and types of behaviour, triggers and setting events, sensory breaks and diets, Zones of Regulation, communication alternatives, task analysis, errorless learning, antiseptic bounce
- The impact of developmental trauma on the brains and bodies of children and young people + Frameworks and classroom-based strategies:
  - Impact on the brain – bottom-up approach, fight/flight/freeze/fawn, toxic stress, co-regulation, attunement
  - Frameworks
  - **ACHIEVED**

**Baseline data and Target (Dept. or Syndicate etc)**

Google doc survey sent out at end of 2021 for analysis in 2022

***Inquiry question:***

What do teachers, who use PBS need, to support challenging behaviours of students who have a history of developmental trauma?

**Outcome:**  
Report prepared by Craig Serenge with outcomes of 7 respondents.

**Key Improvement Strategies**  
*What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

When	What	Who	Indicators of Progress
Term 1 2022	1) Report of analysis of staff survey – baseline data  2) Set-up of BWP platform on TEAMS for collaboration and information sharing. - BWP members contribute to this  3) Re-visit the existence and roles of the BWP and B.I.S.T  4) Behaviour Working Party members’ portfolio and presence increased	Craig  Jill BWP members  BWP members  BWP members	1) BWP members understand and unpack data, to inform us of the needs of our staff and what is required to support and progress them.  2) BWP members accessing and contributing to TEAMS  3) The skills of the BWP members at Tier 1 & 2 are accessed by staff. <ul style="list-style-type: none"> <li>- Effective engagement in and following of the referral process by staff</li> </ul> 4) Some BWP members assigned to classes to support teachers with class-based strategies. <ul style="list-style-type: none"> <li>- They check in with fellow BWP colleagues as needed for support</li> <li>- Communication can be using the TEAMS site ‘chat’ function, or email, or phone, etc</li> <li>- BWP members communicating with staff via email with “behaviour nuggets” to share information in ‘drips’</li> <li>- Chosen BWP to oversee uploading information to Resource hub - “Trauma”</li> </ul>

	<p>5) Behaviour Working Party members increase their knowledge and understanding.</p> <p>6) Develop Modules 1-3 of behaviour training to provide PLD to all staff in PBS and Developmental trauma/neuroscience of behaviour</p> <ul style="list-style-type: none"> <li>- Prepare blended approach of front loading via online reading material followed up by live sessions for case studies' discussions (face to face or online)</li> </ul>	<p>BWP members</p> <p>Jill</p> <p>BWP members</p>	<p>5) All BWP members accessing relevant PLD</p> <ul style="list-style-type: none"> <li>- This includes engaging reading texts and research and access to texts/research</li> </ul> <p>1-5 ACHIEVED</p> <p>6) Staff access online modules, attend live sessions and initiate the agenda/topics/discussions</p> <ul style="list-style-type: none"> <li>- Staff video a behaviour</li> <li>- Staff use reflective questions provided by BWP members to facilitate thinking.</li> <li>- Support of the group (BWP members) and any other staff</li> </ul> <p>ONGOING</p>
<p>Term 2 2022</p>	<p>1) Implementation of Module 1</p>	<p>Jill</p>	<p>1) Pre-recorded online access and reading material/videos/podcasts collated and available/shared</p> <ul style="list-style-type: none"> <li>- Engagement in online information and reading material by staff</li> <li>- Attendance at Thursday afternoon behaviour sessions:</li> <li>- Discussion of online module content</li> <li>- Case studies initiated by staff with specific students ONGOING</li> </ul> <p>2) Some BWP members assigned to classes to support teachers with class-based strategies.</p>



	<p>2) Behaviour Working Party members' portfolio and presence increased</p> <p>3) Behaviour Working Party members increase their knowledge and understanding.</p>	<p>BWP members</p> <p>BWP members</p>	<ul style="list-style-type: none"> <li>- They check in with fellow BWP colleagues as needed for support</li> <li>- Communication can be using the TEAMS site 'chat' function, or email, or phone, etc</li> <li>- BWP members communicating with staff via email with "behaviour nuggets" to share information in 'drips'</li> <li>- Chosen BWP to oversee uploading information to Resource hub - "Trauma"</li> </ul> <p>3) All BWP members accessing relevant PLD</p> <ul style="list-style-type: none"> <li>- This includes engaging reading texts and research and access to texts/research</li> </ul> <p>ACHIEVING AND ONGOING</p>
Term 3 2022	<p>1) Implementation of Module 2</p> <p>2) Behaviour Working Party members' portfolio and presence increased</p>	<p>Jill</p> <p>BWP members</p>	<p>1) Pre-recorded online access and reading material/videos/podcasts collated and available/shared</p> <ul style="list-style-type: none"> <li>- Engagement in online information and reading material by staff</li> <li>- Attendance at Thursday afternoon behaviour sessions:</li> <li>- Discussion of online module content</li> <li>- Case studies initiated by staff with specific students</li> </ul> <p>ACHIEVED THROUGH TARGETED STAFF MEETINGS</p> <p>2) Some BWP members assigned to classes to support teachers with class-based strategies.</p> <ul style="list-style-type: none"> <li>- They check in with fellow BWP colleagues as needed for support</li> <li>- Communication can be using the TEAMS site 'chat' function, or email, or phone, etc</li> </ul>

	3) Behaviour Working Party members increase their knowledge and understanding.	BWP members	<ul style="list-style-type: none"> <li>- BWP members communicating with staff via email with “behaviour nuggets” to share information in ‘drips’</li> <li>- Chosen BWP to oversee uploading information to Resource hub - “Trauma” <b>ACHIEVED AND ONGOING</b></li> </ul> <p>3) All BWP members accessing relevant PLD</p> <ul style="list-style-type: none"> <li>- This includes engaging reading texts and research and access to texts/research <b>ONGOING</b></li> </ul>
Term 4 2022	1) Implementation of Module 3	Jill	<p>1) Pre-recorded online access and reading material/videos/podcasts collated and available/shared</p> <ul style="list-style-type: none"> <li>- Engagement in online information and reading material by staff</li> <li>- Attendance at Thursday afternoon behaviour sessions:</li> <li>- Discussion of online module content</li> <li>- Case studies initiated by staff with specific students</li> </ul>
	2) Behaviour Working Party members’ portfolio and presence increased	BWP members	<p>2) Some BWP members assigned to classes to support teachers with class-based strategies.</p> <ul style="list-style-type: none"> <li>- They check in with fellow BWP colleagues as needed for support</li> <li>- Communication can be using the TEAMS site ‘chat’ function, or email, or phone, etc</li> <li>- BWP members communicating with staff via email with “behaviour nuggets” to share information in ‘drips’</li> <li>- Chosen BWP to oversee uploading information to Resource hub - “Trauma”</li> </ul>

	<p>3) Behaviour Working Party members increase their knowledge and understanding.</p> <p>4) Evaluation: Survey – end-point data</p>	<p>BWP members</p> <p>BWP members TBC</p>	<p>- <b>ACHIEVED AND ONGOING</b></p> <p>3) All BWP members accessing relevant PLD - This includes engaging reading texts and research and access to texts/research</p> <p>4) Survey to all staff – what changes have we seen in increasing knowledge, skills and confidence</p>
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**Monitoring** Ongoing monitoring has been taking place. All areas on annual plan have been addressed and Parkside School has now implemented ETap to track progress regarding success of behaviour approaches to lessen behaviour incidences across school. All of the measures above have worked together to bring about a greater teacher confidence when dealing with behaviour of students and we are starting to see a decrease in some behaviours. This decrease will be documented through use of Etap throughout 2023

### Resourcing

Access to texts/books and audibles – BWP to research further texts

Appropriate PLD through COMPASS

Neurosequential model in Education – training for Jill and Kirsty with NME: \$3 500 per person = \$7 000 for the year.

Sue Larkey – PLD on challenging behaviour for students with ASD -\$149 per person – for new teachers?

TEAM TEACH training – TBC?

Visits/meetings with other Special schools re: their behaviour support systems – COVID allowing

Music Therapist/Art Therapist?

Social Worker?

**Other 2022 Key Improvement Strategies to Achieve Strategic Vision**

<b>Māori Engagement</b>			
<i>Key Personnel</i>	<i>Aim</i>	<b>Short Report</b>	<i>Funding</i>
Presiding member, Maori representatives in the community, Principal and Senior Leadership team	Determine aspirations and requirements of Maori population in school as we develop our new curriculum. Develop further understanding of Maori culture, traditions and language and work alongside Maori to ensure this is grown throughout the school.	Term One: <a href="#">Survey sent out to determine requirements</a> <a href="#">Re-introduction of Kapa Haka was important to our Maori families. This was re- introduced and has developed across school. Now flourishing and ongoing</a>	As required
		Term Two: <a href="#">Attendance at Ministry led curriculum refresh sessions to address the histories curriculum in order to support Parkside curriculum development. Participation in specialist schools Ministry led curriculum courses (language and culture)</a>	
		Term Three: As above. <a href="#">SL attending Maori language courses</a> <a href="#">Maori ‘bites’ added to each staff meeting to support understanding of Maori culture, traditions and language</a>	
		Term Four:	

		Parent consultation evening to discuss cultural requirements alongside offering information regarding up coming curriculum refresh	
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Finance			
Key Personnel	Aim	Short Report	Funding
Principal Office/Admin Education Services	Set budget for 2022, 2023,2024 with no overspend. Plan for expenditure of banked savings – External Project manager to be engaged by the BOT	Term One:	
		Term Two:	
		Term Three:	
		Term Four:	

Policies			
Key Personnel	Aim	Short Report	Funding
Santa	<b>Policies</b> Review and adhere to school policies and procedures to optimise workplace environment and activity. <ul style="list-style-type: none"> <li>• Complete <b>SchoolDocs Questionnaire</b> with Principal and other Senior Leaders</li> <li>• Policies to be more <b>accessible</b> by staff by <b>integrating</b> it with SchoolDocs</li> <li>• Continuous <b>evaluation</b> about the <b>relevancy</b> of a policy and <b>formal review</b> of policy twice a year with the involvement of the Board of Trustees.</li> <li>• Adapting policy and creating new policies when needed (e.g. working from home during Covid, about Covid related matters???)</li> </ul>	Term One:	
		Term Two:	
		Term Three:	
		Term Four: All aims have been achieved and Parkside School now using School Docs (amended as required for specialist provision) – staff, BOT and community	

- Ensure that **processes** align with policies
- Ensure consistent and safe practice
- Support from John??

### Health and Safety

The Board of Trustees and senior management team will endeavour to provide a safe and effective teaching and learning environment in all settings. Regularly review of and abide by the school Health and Safety policies and procedures to minimise risks to staff.

- Ensure a safe workplace environment for all
- Regular H&S committee meetings
- Maintain Hazard and Property register (e-tap, assign a work order on maintain x)
- Implementing and practise the new Emergency evacuation procedure
- **Positive Behaviour for Learning Programme (PB4L)**
- e-Tap ???? – incident reports, RMP, Property hazards
- **Wellbeing - what do we have in place if a staff member say they don't cope????? (get someone to come and talk about self-care, do a intentional intervention - DASS 21 test – covers depression anxiety and stress, then EAP and the councillor will say if they need further support, reflective conversation with staff twice a year – WWW, etc,**

- Ongoing procedural analysis to continuously improve and provide a safe and effective learning environment across all settings.
- Regular health and safety walk throughs and discussions take place
- Maintain X up and running
- New emergency evacuation procedure implemented and practiced each term
- PB4L not followed up – Parkside has been following understanding trauma informed approach that works well for our student group
- Etap now used effectively across school
- Wellbeing surveys regularly undertaken – positive outcomes that reflect the initiatives adopted across school to support wellbeing

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<b>Community Engagement</b>			
<i>Key Personnel</i>	Aim	Short-term goals	Funding
Jill Georgia Amy	To build and maintain connections with external agencies to work collaboratively for positive outcomes for our students.	<p><b>Term One:</b></p> <ul style="list-style-type: none"> <li>To develop a database of supports for families and whanau with <b>4 overarching purposes:</b> <ol style="list-style-type: none"> <li>1) Parent/whanau/caregiver education</li> <li>2) Parent/whanau/caregiver support (domestic needs)</li> <li>3) Access to caregivers/respice staff</li> <li>4) Extramural activities</li> </ol> </li> <li>To explore more agencies/groups/meetings and make connections <ul style="list-style-type: none"> <li>- visit to and connection with younger people/uni students to inspire them to consider being a carer for a student of our school.</li> <li>- having a communication passport/profile to access if they are interested.</li> </ul> </li> <li>Explore platforms for sharing information with parent/whanau/caregivers <ul style="list-style-type: none"> <li>Class Dojo for whole-school announcements with information provided from other agencies.</li> </ul> </li> <li>Pamphlets at Enrolment</li> <li>Development of pamphlets <ul style="list-style-type: none"> <li>Georgia to set up platform for drafting pamphlets <ul style="list-style-type: none"> <li>- in phases/milestones</li> <li>- Junior (5-7 years old): info to share</li> <li>-Middle (8-13 years old): info to share</li> </ul> </li> </ul> </li> </ul>	<p>Family hardship fund</p> <p>This has been utilized throughout the year to support individual families as required</p> <p>Much of the plans for Term 1 were unable to be completed due to COVID shutdowns and absence. However, Dojo has been established and is used across school for whole school announcements and communications. enrolment pamphlet has been established</p>

		<ul style="list-style-type: none"> <li>-Senior ((13-18 years old): transition co-ordinators; work experience</li> </ul> <p><b>Term Two:</b> COVID-dependent</p> <ul style="list-style-type: none"> <li>• Parent evenings/Information sessions, e.g external visitors like Legal Guardianship, transition co-ordinators or internal PLD e.g sensory, communication (therapy).</li> <li>- Parent evenings – meet the teacher and a social connection. Families get to see the child’s class and connect with the staff And other families.</li> <li>• Development of pamphlets <ul style="list-style-type: none"> <li>- in phases/milestones</li> <li>- Junior (5-7 years old): info to share</li> <li>-Middle (8-13 years old): info to share</li> <li>-Senior ((13-18 years old): transition co-ordinators; work experience</li> </ul> </li> <li>• Share pamphlets with teachers once it’s set up to bring them on board, to be able to provide the resource for families.</li> <li>• Amy to visit the early childhood centres to promote our school and make connections and meet prospective students.</li> </ul> <p><b>Term Three:</b></p> <ul style="list-style-type: none"> <li>• Distribution/implementation of pamphlets – enrolment</li> <li>• Link to a pamphlet on the website.</li> <li>• Parent information evenings for Juniors, Middle, Seniors and classes <ul style="list-style-type: none"> <li>- e.g Legal Guardianship (external visitor)</li> <li>- WINZ</li> <li>- Transition Co-ordinators</li> </ul> </li> </ul>	<p>Parent evening x2 took place during 2022 and highly positive feedback gained following these sessions</p> <p>Not able to be completed due to absence and COVID</p> <p>Georgia</p> <p>Successful information evening took place at TWT (post 18 hub)</p>
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		<b>Term Four:</b> <ul style="list-style-type: none"> <li>• Distribution of pamphlets</li> <li>• Coffee group: external visitor</li> <li>• Parent information evenings for Juniors, Middle, Seniors and classes</li> </ul>	Coffee and refreshments: \$80  Koha for visitor \$30 neg (petrol voucher?)
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ICT			
Key Personnel	Aim	Short Report	Funding
Becky Banks	Co-ordinate assistive technology across the school <ul style="list-style-type: none"> <li>• Refine process and systems around it</li> <li>• Drive application process when referrals received</li> <li>• Support and upskill staff to utilise AT effectively</li> </ul> Support ICT team to deliver school goals <ul style="list-style-type: none"> <li>• Help set up and manage school iPads</li> <li>• Other support required</li> </ul> Integrate digital technology into new school curriculum identifying	Term One:	
		Term Two:	
		Term Three:	
		Term Four: All aims have been achieved and all students have access to the IT that is best for their educational progress. In class support is ongoing.	

	<p>authentic, rich learning opportunities, ensuring coherent pathway, making connections and relationships in community, fostering collaboration</p> <ul style="list-style-type: none"> <li>• Creating rather than consuming</li> <li>• Taking risks, innovating</li> <li>• Collaborating with each other to share knowledge and skills</li> </ul> <p>Help staff (PD and support) to integrate technology into their learning programs including:</p> <ul style="list-style-type: none"> <li>• iPad</li> <li>• Clicker 8/writer</li> <li>• Book Creator</li> <li>• Maker space tools</li> <li>• Blue Bots</li> <li>• Other appropriate tech</li> </ul> <p>Support appropriate interest groups</p> <ul style="list-style-type: none"> <li>• TWT movie making</li> <li>• Megan Conroy, music editing</li> <li>• Other appropriate</li> </ul> <p>Support school wide collaborative projects</p> <ul style="list-style-type: none"> <li>• School magazine</li> <li>• Student 'yearbooks'</li> <li>• Other appropriate projects</li> </ul>		
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<b>PMLD Development</b>			
<i>Key Personnel</i>	<b>Aim</b>	<b>Short Report</b>	<b>Funding</b>
Susan	Build effective community partnerships Provide opportunities for student's work to be recognised and celebrated (on a local, and national level) Developing partnerships with peers within the local community (eg. Rosehill school)	Term One: Begin developing a script alongside students to enter the Focus on ability film competition. Begin filming. Reconnect with Rosehill school via email and restart penpal programme. Connect with the interact disability arts festival and plan for students to present online or in person. <a href="#">Achieved and raised the profile of PMLD students across and beyond Parkside School</a>	Editing the video
		Term Two: If permissible and safe, begin community outings to the local library and supermarket. Make connections with other schools, such as CASS. If alert level allows, I would like to investigate having an art therapist from Mapuera work with students in room 3, to support them to produce work that can be sold at their art studio. Finish filming and present movie to school community. <a href="#">Achieved – art therapy research ongoing</a>	Arts therapy

		<p>Term Three and Four: Continue to ensure students have access to their community and to places outside of their local community.</p> <p>Continue to link class trips to term planning and utilise these trips to support student learning, their communication (AAC device use), access to their environment (Use of power wheelchair for Leeroy), and literacy development (writing about their experiences during their literacy program).</p> <p>Advertise student work and present it to the school community and where possible, the wider community.</p> <p>Room 3 students can work alongside other classes to create work that can be entered into competitions that will recognise their efforts and build their confidence.</p> <p>Seek funding to support students to access events and programs such as:  <a href="https://www.mapurashop.org.nz/">https://www.mapurashop.org.nz/</a>  <a href="https://interacting.org.nz/interactfestival/">https://interacting.org.nz/interactfestival/</a> which will allow students to perform and display their work and in some circumstances, sell it to the community.</p> <p>Achieved and ongoing</p>	
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<b>Special Olympics</b>			
<i>Key Personnel</i>	Aim	<b>Short Report</b>	Funding
Johan Van der Merwe		2021: Athletics: Was cancelled due to inclement weather.	

<p>Special Olympics is a programme running hand in hand with Physical education offered to High school and Te Waka Tapawha students. Students will learn about participation in familiar and unfamiliar sports, learn about teamwork, team spirit and compete against students from other schools in ribbon day events. Another aim of Special Olympics is to involve students in respective sports clubs thereby ensuring that they can become lifelong members participating in sports long after they have left school.</p>	<p>Football: 2 teams of 9 students participated in the ribbon day. Parkside Blitz team won the first division for the 6<sup>th</sup> year in a row. Parkside strikers came 2<sup>nd</sup> in division 2 Basketball, Swimming, Golf. Covid stopped all further Special Olympics for 2021 2022- At this stage all Special Olympics sport –Athletics, Football, Basketball, Netball, Adapted Golf for 2022 is still on.</p>	
	<p>Term One: Special Olympics athletics cancelled under current red light Covid settings. Possible adapted golf in house with Special Olympic staff</p>	
	<p>Term Two: Special Olympics Football---Indoors competition</p>	
	<p>Term Three: Basketball Indoors /Tenpin Bowling</p>	
	<p>Term Four: Adapted golf/ Mixed Netball Ongoing</p>	

<b>Work Experience</b>			
<i>Key Personnel</i>	Aim	<b>Short Report</b>	Funding
Johan Van der Merwe	<p>To support every student at TWT in learning new work-related skills. To prepare students for employment by teaching skills required for a transition</p>	<p>We currently are doing work experience at 14 different companies/businesses. These include Nurseries, Hot houses, Early Childhood Centre, Retail –The Warehouse, Mitre10, Spotlight and Community Centres, Retirement villages and in house van /car valet. 6 students have been running their own car valet business where they are responsible for all aspects of this business.</p>	<p>Star Funding \$2000-00</p>

	<p>into the workforce once they leave school.</p> <p>Working with employers/organisation where we do work experience to identify specific skills our Akonga needs to have to become employable.</p> <p>Support students even after they have left Parkside into employment/study.</p>	<p><a href="#">Positive networking has led to greater options for students both within our post 18 hub and after their schooling finishes</a></p>	
		<p>Term One: We will have a discussion with all akonga, regarding what they think they would like to do in terms of employment once they leave school and try to provide work experience that will support that specific skill set.</p> <p>Set up meetings with all employers/managers/owners to identify those specific skills our students will need to be employable at each site or work experience placement.</p> <p><a href="#">ACHIEVED</a></p>	
		<p>Term Two: Work with students in teaching the mentioned skills as per work experience placement</p> <p><a href="#">ACHIEVED</a></p>	
		<p>Term Three: Discussion with students leaving this year to look at possible employment opportunities they feel they are qualified/interested in, or have the specific skill set for.</p> <p>Set up CV'S</p> <p><a href="#">ACHIEVED</a></p>	
		<p>Term Four: Support with actual applications/ discussions with current work experience placements about employment opportunities at their work sites.</p> <p><a href="#">ACHIEVED</a></p>	

<b>Specialist Teacher Outreach Service (STOS)</b>			
<i>Key Personnel</i>	Aim	Short Report	Funding
Megan Van Zyl Rebecca Banks Kirsty Lovell	To extend the range of support provision to students on the ORS in	<ul style="list-style-type: none"> <li>• <b>Term One:</b></li> <li>• Establish support for new students.</li> <li>• Maximise resource delivery through MOE and special school collaboration</li> </ul>	

<p><b>Sarah Hughes (?)</b></p>	<p>regular schools/kura and to build capability in all schools/kura for meeting the needs of very high/high needs students.</p> <p>Specialist teachers who work as part of the support team for an ORS funded student within a mainstream school.</p> <p>To provide teaching and learning support to the class teacher/s, local school staff and the student's family or whanau.</p> <p>To provide a range of specialist teaching and support activities such as:</p> <ul style="list-style-type: none"> <li>• Teaching students within class or small group settings</li> <li>• Assessing a student's learning needs</li> <li>• Planning appropriate programmes</li> <li>• Monitoring students' progress and achievement and planning next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with the MOE and other relevant outside agencies for specialist services support.</li> <li>• Cater for students' individual needs by developing and implementing tailor-made resources for students' specific learning needs.</li> <li>• Provided a range of suitable resources that meet students' specific needs as well as developed and adapted learning programmes.</li> <li>• Integrate therapy programmes into the classroom timetable.</li> <li>• Assess students' learning and their learning programmes.</li> <li>• Reported back to schools and families about student progress, achievement, and next steps on a weekly basis.</li> <li>• Provided professional development, practical support and supervision to my host schoolteachers and support staff.</li> <li>• Work with families, attended meetings, and visited students' homes when needed</li> <li>• Support students, families, and schools during Covid lockdown levels by providing online and hard copy support and remaining in contact with all parties.</li> <li>• Continue ongoing support for students as above on our roll</li> <li>• Establish support for new students</li> <li>• Attend IEP meetings</li> </ul>	
		<p><b>Term Two:</b></p> <ul style="list-style-type: none"> <li>• Continue with ongoing support as above for students on our roll</li> </ul>	
		<p>Term Three:</p> <ul style="list-style-type: none"> <li>• Continue with ongoing support for students as above on our roll</li> <li>• Attend IEP Review Meetings</li> </ul>	
		<p>Term Four:</p> <ul style="list-style-type: none"> <li>• Continue with ongoing support for students as above on our roll</li> <li>• Complete ministry required reporting</li> </ul> <p><b>ALL ACHIEVED</b></p>	

	<ul style="list-style-type: none"> <li>• Modelling effective teaching strategies and practices for teachers and teacher aides</li> <li>• Assisting class teachers to differentiate class and school curriculum content</li> <li>• Preparing learning programmes</li> <li>• Adapting and preparing learning resources appropriate for student needs</li> <li>• Making requests to the Ministry of Education for specialist support services</li> <li>• Contributing to Individual education plan (IEP) planning and implementation</li> </ul>		
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<i>Key Personnel</i>	Aim	Short Report	Funding
Amy Dinnie	<ul style="list-style-type: none"> <li>• First Aid certificates are valid for two years.</li> <li>• Every year there is a group of staff who will need to update their certification.</li> <li>• Maximum of 20 participants per session.</li> </ul>	Term One: <ul style="list-style-type: none"> <li>• Ensure up to date first aid kits are available in all classrooms.</li> </ul>	
		Term Two:	
		Term Three: <ul style="list-style-type: none"> <li>• Confirm a date for first aid (Senior Leaders/ Carol)</li> <li>• Liase with the company.</li> <li>• Obtain updated staff list.</li> <li>• Send an email to staff to let them know of the dates.</li> <li>• Book the venue</li> </ul>	
		Term Four: <ul style="list-style-type: none"> <li>• Organizing food</li> <li>• Reminders</li> <li>• Open, tidy up and lock up the venue on the day.</li> <li>• First aid certificates to staff.</li> </ul> <p>ACHIEVED</p>	

<b>Music</b>			
<i>Key Personnel</i>	Aim	Short Report	Funding
Megan Conroy	<p>1. <u>Music Curriculum and Programme planning</u></p> <p>To plan and implement music programmes for all Parkside students which</p>	<p>Term One:</p> <p>Establish class music sessions across school. Unfortunately, at Red, in class music sessions can only happen at High and all other classes are Zoom.</p> <p>At Red ALL Classes require a full complement of instruments and additional (lycra, Hebi ring) for engagement in music zoom sessions so additional</p>	

	<p>provide opportunities for students:</p> <ul style="list-style-type: none"> <li>-To experience the Elements of Music,</li> <li>-To listen to and respond to music</li> <li>-To move creatively to music</li> <li>-To create, compose and improvise music in various forms</li> <li>-To play and to perform.</li> </ul> <p>2. <u>Music Resource Management:</u></p> <ul style="list-style-type: none"> <li>-To identify areas across the school where additional instruments and resources are required, subsequently sourcing, and purchasing these.</li> <li>-To manage the Annual Music Budget.</li> <li>-To overview appropriate storage, maintenance and upkeep of instruments and resources.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>-To co-ordinate and produce the annual Parkside School Production.</li> </ul>	<p>instruments and resources will be purchased, specifically for Junior Satellite Classes.</p> <p>Discussion with Carol regarding the status of our School Productions and possible alternatives.</p> <p>If we do proceed with planning for 2022 productions:</p> <ul style="list-style-type: none"> <li>-Liase with Venue and book suitable dates.</li> <li>-Liase with Sound / Lighting contractor.</li> <li>-Decide, in collaboration with Staff, a theme / narrative for each of the Productions (Junior and Senior).</li> <li>-Support Teachers to conceptualize their item and choose supporting music track.</li> </ul> <p>Initiate subscription to the 2022 Ukulele songbook and register.</p>	
		<p>Term Two:</p> <p>Support Teachers to plan a storyboard / format of the choreography.</p> <p>Arrange visits to the venue for new staff.</p>	
		<p>Term Three:</p> <p>Support Teachers to plan, source and purchase (if needed) costumes and supporting costume props.</p>	
		<p>Term Four:</p> <ul style="list-style-type: none"> <li>. <u>Junior and Senior School Productions</u></li> <li>. <u>Leavers Books</u>, in collaboration with Catherine Sherrard, Becky Banks and specific teachers.</li> <li>5. <u>Senior Ball</u> to co-ordinate the planning of the 2022 Ball, this will engage a team of staff.</li> </ul> <p><b>ALL ACHIEVED</b></p>	

	<p>4. <u>Leavers Books</u>, in collaboration with Catherine Sherrard, Becky Banks and specific teachers.</p> <p>5. <u>Senior Ball</u> to co-ordinate the planning of the 2022 Ball, this will engage a team of staff.</p> <p>6. <u>Ukulele Festival</u> To engage with the NZUT (NZ Ukulele Trust) maintaining our subscription and participation in the Ukulele Festivals.</p> <p>7. <u>Extension Tuition</u> To offer Senior students (Year 9 +) the opportunity to learn to play a tuned / orchestral instrument. Students will learn to read music or tablature (which is a system of musical notation based on a player's finger position, as opposed to notes showing rhythm and pitch), and understand beginner theory. Tuned instruments</p>		
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	<p>include Clarinet, Recorder and Keyboard. Stringed instruments include Guitar and Ukulele. Percussion instruments include Drum Kit. All students will have the opportunity to play within a group setting. The School Band (based at Te Waka Tapawha) will learn performance skills and technique and have an opportunity to perform at specific school occasions.</p>		
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<b>Therapy</b>			
<i>Key Personnel</i>	Aim	<b>Short Report</b>	Funding
<p>Sara Everitt (Team Lead) Jennya Charmova (SLT) Denise Van Heerden (OT) Lisa O’Leary (OT) Katie Garvey (SLT) Amanda Morgan (SLT) Givona Rush (T.A) Tazmin Foote (T.A) Jess Wilde (PT)</p>	<p>1) To work collaboratively (inclusive of the teaching team, student, parents and agencies) for the best educational experience of our ākonga.</p> <p>2) To continue to inquire and reflect on our practice; to ensure best outcomes for</p>	<p><i>Term One:</i></p> <ul style="list-style-type: none"> <li>• Revise, update and facilitate New Therapist Induction</li> <li>• <i>Inquiry into best practice and current therapy procedures. Involving revising literature, reflection and seeking feedback from Parkside staff. Guidance from Consultant therapists (Carolyn Simmons and Deborah Ngan Kee) - Throughout year project</i></li> <li>• <i>Revising and updating the Specialist/Therapy specific Parkside policies (throughout the year)</i></li> <li>• Promoting therapy collaboration with the classroom teachers especially with respect to class and student prioritises and learning objectives.</li> </ul>	

	<p>our students and alignment with best practice models and Specialist Standards.</p> <p>3)Continue to support with promotion of student voice for IEP/ITPS as required</p>	<ul style="list-style-type: none"> <li>• Appointment of Therapy /Teacher Assistants to offer additional support to ākonga including facilitating specific student therapy needs, consistent provision of therapy led motor and sensory based activities/groups etc.</li> <li>• Appointment of Professional Supervisors for Therapists (as per discipline regulations)</li> <li>• Completion of the Specialist Service Standards – Annual Assurance Statement</li> <li>• Working together with Senior Leadership team including regular opportunities to share successes and challenges with the Principal (weekly).</li> <li>• Updating of Therapist information and personnel on Parkside website</li> <li>• Revising and updating of Specialist/Therapists specific Parkside procedures to align with best practice and SSS (throughout the year)</li> <li>• Share and collaborate knowledge within the school. Facilitate training (class based, whole school) as identified.</li> <li>• Week 6 facilitation of staff meeting; inquiry into how therapists can support more for students/class, what resources/knowledge sharing is required etc.</li> </ul>	
		<p><i>Term Two (other than points above in italics):</i></p> <ul style="list-style-type: none"> <li>• Ensuring professional development needs therapists to ensure best practice. This includes Accessable Postural Management Training (important for seating assessments) and Perceptual Motor Programme.</li> <li>• Collaboration with teaching team, students and families re; IEP/ITP</li> </ul>	
		<p><i>Term Three (other than points above in italics):</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
		<p><i>Term Four (other than points above in italics):</i></p>	

		<ul style="list-style-type: none"><li>• Support with information sharing and collaboration with respect to IEP/ITP revisions</li><li>• ALL ACHIEVED</li></ul>	
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