



First Year Plan

2021

FIRST YEAR PLAN 2021

<i>Our Vision</i>	<i>To be the best we can be</i>
<i>Our Purpose</i>	<i>Our school will be the centre of expertise and resources for students with autism and behavioural and learning needs</i>
<i>Our Strategic Goal Two</i>	<i>Encourage the Best Community Engagement</i> <i>1.1: Communicate and celebrate success</i> <i>1.2: Extend our engagement with our whanau, local schools and the wider community using a diverse range of tools</i> <i>1.3: Ensure the that as the school extends our vision and values remain at the heart of our decision making and delivery regardless of geographical area</i>
<i>Our Expected Outcomes</i>	<i>1.1: Communicate and celebrate success</i> <i>1.1a: Board is engaged with community and staff</i> <i>1.1b: There is regular two way communication with whanau using a variety of tools</i> <i>1.2: Extend our engagement with our whanau, local schools and the wider community using a diverse range of tools</i> <i>1.2a: The school is visible across all catchment areas</i> <i>1.2b: The wider community is aware of our purpose</i> <i>1.2c: Satellite classes are well integrated into their host schools</i> <i>1.2d: Satellite staff have connected with host school staff to build pathways for our students' integration</i> <i>1.2e: ORS students' and their teaching and support staff in local schools are supported by our school</i> <i>1.2f: Our whanau feel connected and engaged with our school regardless of their geographical location</i> <i>1.3: Ensure the that as the school extends our vision and values remain at the heart of our decision making and delivery regardless of geographical area</i> <i>1.3a: Our mission, vision, values and /or whakatauki form the basis of all decision making</i> <i>1.3b: Decisions made are equitable across all sites within the school</i> <i>1.3c: Steps are in place to ensure all whanau have a voice in decision making and have access to leaders</i> <i>1.3d: Leaders and staff actions reflect our mission, vision, values and /or whakatauki across all sites</i>

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Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success
<p>1.1: Communicate and celebrate success</p>	<p>All members of our school community should know what is happening and what we are doing well</p> <ol style="list-style-type: none"> 1. Board plans a communication plan for the community and shares this with the community 2. Social opportunities are planned for Board to meet staff at informal events and at and socialise 3. Whanau are asked for feedback on the areas they would like to have more information on 4. When consulting whanau a variety of tools are used to ensure that all have a voice 5. Key aspects of school life are identified to share with the wider community each year as part of the communication plan <ul style="list-style-type: none"> - Opening of new satellites - The 100th student is enrolled - An annual tree planting ceremony at Seaview - Regular uploading of events of school life to the website 	<ul style="list-style-type: none"> ○ Board creates a communication plan and shares this with the school community ○ 2021 Social calendar planned for Board and staff and Board and whanau ○ Parent feedback sought <ul style="list-style-type: none"> - Feedback on strategic plan - How can whanau connect across the school? - Whanau asked what information they would like to receive ○ Milestone of 100th student starting at our school is celebrated in media. ○ Opening of the new satellite classes is shared in media ○ End of term uploading of photos of school events on the banner on the school's website 	<p>Board</p> <p>SMG Board</p> <p>SMG Board</p> <p>Board Chair Principal</p> <p>Principal</p>	<p>Term 2</p> <p>Term 2</p> <p>Term 1</p> <p>Term 4</p> <p>As they occur</p> <p>Each term</p>	<p>Baseline: Many things happen over a school year. Successful achievements have occurred but many whanau are unaware of these as they are not publicized. In this strategic plan we will make sure that whanau are aware of all achievements and that these are also shared with the wider community via media and the website.</p> <p>By the end of 2021: This year we will have a communication and social calendar in place for both the whanau and staff. The board and SMG will actively seek feedback from whanau on some key areas in order to make plans for the future</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Communication is prepared and shared ○ Social calendar for year is planned and shared ○ Parent feedback is in sort via paper copy, digital versions or via phone calls, visits or emails ○ Website has events uploaded to record our successes

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<p>1.2: Extend our engagement with our whanau, local schools and the wider community using a diverse range of tools</p>	<p>During this three year period, building whanau engagement so that they feel connected and are more knowledgeable will be a focus.</p> <ol style="list-style-type: none"> 1. New opportunities for whanau engagement are explored with events planned for each year 2. Ways to connect with whanau across the extended distances are investigated. 3. Whanau attendance at meetings, workshops, and social events is recorded to compare year to year 	<ul style="list-style-type: none"> ○ A calendar of events is planned for this year in all geographic areas ○ Whanau events will be used to provide an opportunity for discussion around what is needed to help them connect ○ A plan will be created for those chosen and events planned for 2021 will be actioned <ul style="list-style-type: none"> - Whanau BBQs T1 and T4 - Low Sensory session at Awesome Bounce T2 held and attendance tracked - Teaching Mathematics at Mahinawa workshop for parents ○ SMG ask local schools and CRRSC schools how they support whanau ○ Whanau attendance at meetings BBQ to be entered into spreadsheet ○ Whanau asked how we can connect them during the Whanau BBQ and an action plan created 22 and 23 	<p>SMG and staff</p> <p>SMG</p> <p>SMG Therapy team Teachers</p> <p>SMG</p> <p>SMG</p> <p>SMG</p>	<p>Term 1</p> <p>Term 1 to Term 4</p> <p>Term 1 and 4</p> <p>Term 2</p> <p>Term 1 and 4</p>	<p>Baseline: It is sometime since whanau were asked what it is they wanted from the school and with the extension of the school we will need to explore new ways to connect staff.</p> <p>By the end of 2021: We will have identified how whanau want to be connected and ways we can do that.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Calendar of events is in place for 21-23 ○ Events for planned for 2021 are held
	<p>By engaging with community beyond or school, we share what we do and ensure that those who need to know about us will.at the same time we will strengthen our relationships with our host schools</p> <ol style="list-style-type: none"> 1. Events planned and organised for the outside community to attend. 2. Kahui Ako schools offered workshops 3. Regular meetings are held with host school principals and staff 4. 	<ul style="list-style-type: none"> ○ Open day event planned for wider community <ul style="list-style-type: none"> - Term 3 on a Saturday am or pm. ○ The Inclusion folders held by Host schools are reviewed and updated. These share our philosophy and procedures and purpose around inclusion ○ Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3 ○ PM/AM tea with Host school staff to thank and talk about inclusion ○ PLD sessions are planned for 2021 and tagged for Kahui Ako staff 	<p>SMG and staff</p> <p>SMG</p> <p>SMG Therapy team Teachers</p> <p>SMG</p> <p>SMG</p>	<p>Term 1</p> <p>Term 1 to Term 4</p> <p>Term 1 and 4</p> <p>Term 2</p>	<p>Baseline: As new staff come on board in satellites and new satellite schools start, we will need to update our inclusion processes and expectations. This will need to be shared with host schools. Looking for ways to connect with the wider community, work will begin with those schools with satellites, Outreach or belong to our Kahui Ako. .</p> <p>By the end of 2021: We will have met with Host school's staff, run workshops for staff working with ORS elsewhere</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Meetings held with host school principals and staff ○ Workshop offered for Kahui Ako staff ○ Open day held one Saturday

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<p>1.3: Ensure the that as the school extends, our vision and values remain at the heart of our decision making and delivery regardless of geographical area</p>	<p>As school extends and the distance between the main site and our furthest satellites grows, it is vital that our vision and values remains as the backbone to any decision made and that they are equitable for all.</p> <ol style="list-style-type: none"> 1. All documentation contains reference to our mission. Vision, values and whakatauki 2. There is evidence that effects of any decisions on all sites is considered when leaders and board make these decisions 3. Multiple tools are used to engage all whanau in every site and no one tool is used to that ensuring all have a voice 4. Leaders audit staff interactions to ensure standards are uniform on all sites in all areas 	<ul style="list-style-type: none"> ○ Our mission. Vision, values and/or our whakatauki are added to documentation as a reminder to all ○ Teacher, staff, therapy team, SMG and Board are to consider the effects of decision for all sites to ensure equity ○ Minutes are kept of teacher, staff, therapy SMG and Board meetings to show consideration of the effect of any decisions made for all sites. ○ Whanau surveyed how each wants to provide information or feedback ○ When consulting with whanau to gain feedback we use as many tools as we can <ul style="list-style-type: none"> - Face to face discussions at social events with innovative gathering of info – tokens, post-its etc - Workshops on the topic face to face or by zoom - Phone calls made to staff who wish to be consulted this way - Emails sent out - Surveys - Hard copies sent out 	<p>SMG</p> <p>SMG to ensure it happens Board SMG</p> <p>SMG</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 4</p> <p>Term 3</p> <p>Term 3</p> <p>Term 3</p> <p>Term 2</p>	<p>Baseline: At present there are two distinct locations – Porirua and the Kapiti Coast. As the school expands we will move into four areas. It could easily happen that some locations get more resources, consultation etc because of the ease with which this can happen in one geographic area. .</p> <p>By the end of 2021: We want all staff to know what is driving the school –our mission vision values and whakatauki. We want the adherence to these is uniform across all sites. We want whanau to have equitable voice across all the sites with no one group having more influence than another.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Whanau survey on how they want to provide info and be consulted ○ Multiple ways are always used when asking whanau for information/feedback ○ Our mission. Vision, values and/or our whakatauki is on all documentation to increase awareness ○ Groups making decision must show that they are considering the effects on every site.

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<i>Our Strategic Goal Two</i>	<i>The Best Staff Delivering Best Programmes</i> <i>2.1: Create a student focused Well -Being Team</i> <i>2.2: Strengthen our transition processes out of school</i>
<i>Our Expected Outcomes</i>	<i>2.1: Create a student focused Well -Being Team</i> <i>2.1a: A service will be created to improve student health well-being and engagement</i> <i>2.1b: Each specialist will have a caseload of students requiring their support</i> <i>2.1c: There is a plan to provide the service to identified students in need</i> <i>2.1d: The workload is reduced in this area for Specialists and teacher</i> <i>2.2: Strengthen our transition processes out of school</i> <i>2.2a: The transition process leads parents to explore possible futures for their children</i> <i>2.2b: The transition process is clearly visible to families</i> <i>2.2c: Students will have successful placements with a smooth transition to their post-Mahinawa setting</i> <i>2.2d: Teachers have the tools to support families develop a plan for life after Mahinawa</i>

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<p>2.1: Create a student focused Well – Being Team</p>	<p>We want to create a Wellbeing team focused on the health and wellbeing issues some students and their whanau face and prevent them from achieving their best.</p> <ol style="list-style-type: none"> 1. Identify key roles e.g. health coordinator, social worker and other key workers who could help to reduce teacher and therapy workload and ensure students are working at their best 2. Prepare a roll of possible students for each of the agreed workers and order them in the order of their benefit to teachers students and whanau 3. Employ the workers for the rolls identified of high benefit 4. Record the active cases each worker has each month noting any trends and patterns and use this to measure the success of the team over time. 	<ul style="list-style-type: none"> o Identified key roles with staff that they see as most beneficial to reducing workload and barriers to students’ achievement o Prepare a roll for each role and use this as part of the decision making around which roles will we prioritise over the next three years o Prepare job descriptions for each role agreed o Advertise and employ worked for those prime roles o Track roll of each worker each term, length of stay on the roles and trends and patterns over the year. o Evaluate the success of each roll in the new team and what additions/changes need to be mad in the future. 	<p>All staff</p> <p>SMG Therapy team Teachers</p> <p>Principal Deputies and therapy leader Principal Therapy leader</p> <p>Principal Therapy leader</p>	<p>Term 1</p> <p>Term One</p> <p>Term Two</p> <p>Each term</p> <p>Term Four</p>	<p>Baseline: Many students are affected by wellbeing issues which take up a large amount of leaders, therapists and teachers time when they are not necessarily the most qualified people to dealing with. There are some documents and processes e.g. Seizure and asthma management , medication forms and processes that should be managed by a person with a medical background thus lightening teacher workload</p> <p>By the end of 2021: While the team may not be in place, the background work will be completed and staff ready to start in 2022. We will have identified the roles on the team and know the order in which they should be employed. Job descriptions and employment agreements will have been prepared.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> o Roles with the team are agreed and their priority of employment has been identified o Students who would benefit from each role will be identified and a roll created o Job descriptions created o Employment conditions and issues resolved o Roles will have been advertised and possibly staff appointed o Salaries of the team will have been budgeted

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<p>2.2: Strengthen our transition processes out of school</p>	<p>Leaving school at 21 years is a major milestone for students and their whanau. Our aim is to strengthen our process to make this transition as smooth as possible.</p> <ol style="list-style-type: none"> 1. An agreement is prepared with the preferred agency for the following year 2. Engagement meeting is held at the end of each year for parents of students leaving in the next two years. Here they can be introduced to our agency and the process explained and started 3. Meetings held with teachers Y9 to Y15 to help plan the document changes and to understand the documents' purpose and how to administer it 4. A method for gathering student voice is created and used by teacher. 	<ul style="list-style-type: none"> ○ An agreement is made between Mahinawa and a new agency, Whitford Brown Trust. as a trial in in 2021 ○ An engagement meeting with Whitford Brown Trust is set up Term 1 2021 with parents of students leaving in 2021 and in Term 4 for those leaving in 2022 ○ Meetings for teachers in Y9 and above spaces meet to look current documentation and make additions using the Six F Words format as a planning tool. ○ Workshops planned for transition parents on using the new document and the Six F Words as a planning tool ○ Teachers Y9 and introduced to the tool "Talking Mats" as a way to gather student voice ○ Mohuia programme adapted to include sessions about talking about aspects of the PLAN interview so students are prepared. 	<p>SMG</p> <p>SMG</p> <p>SMG teachers Relevant therapists</p> <p>SMG teachers Speech language team</p> <p>SMG Mohuia Teacher</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 4</p> <p>Term 3</p> <p>Term 3</p> <p>Term 3</p> <p>Term 2</p>	<p>Baseline: Students and staff can get quite stressed when asked to make decisions around the future. We have had agencies neglect our expectations and have had to step in and take on their role when time is running short.</p> <p>By the end of 2021: We will set up a new agency, as a trial for 2021 and get the first two steps of the MSD process completed by the end of term 1. In term 2 we will have set up opportunities for students to practice talking about their PATH plan in a natural way so that they are more able to contribute to the discussion. We will explore changes in our documentation to see how the Six F Word format and Talking mats can improve our documents.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Contract with Whitford Brown Trust in place for 2021 ○ Session for parents held in Term 1 to explain their process and to meet their agent. ○ Parent have contracts in place and the PATH plan completed by Term 1 ○ Teachers have reviewed our documents to incorporate Six F Words ○ SLTS and teachers have looked at how we can sue Talking Mats over a period to get student voice on key questions they are expected to respond to

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<p>Our Strategic Goal Three</p>	<p>The Best Staff Delivering Best Programmes <i>3.1 Enable continuous research and innovation</i> <i>3.2 Strengthen staff engagement and wellbeing</i> <i>3.3 Enhance Technology</i></p>
<p>Our Expected Outcomes</p>	<p>3.1 Enable continuous research and innovation <i>3.1a: Previous PLD is coaches can see that their focus is embedded in teaching practice across all sites.</i> <i>3.1b: Teacher capability is lifted in these previous PLD foci.</i> <i>3.1c.: There is a culture of researching new and best practice</i> <i>3.1d: New staff are coached on best practices, tools etc currently being used across the school.</i> <i>3.1c: The leadership model evolves to support staff engagement across the extended sites.</i></p> <p>3.2 Strengthen staff engagement and wellbeing <i>3.2a Staff are positive, happy and work collaboratively</i> <i>3.2b Staff feel connected, valued, well supported and looked after</i> <i>3.2c Staff are engaged in improving teaching and learning across the school</i> <i>3.2d The leadership model evolves to support learning encourages new leadership and teacher wellbeing across the school</i></p> <p>3.3 Embrace Technology <i>3.3a An updated digital strategy is in place for 2021-2023</i> <i>3.3b An asset replacement plan has been developed to ensure technology tools are current</i> <i>3.3c Teachers used digital technologies confidently to enhance teaching and learning programmes</i> <i>3.3d Digital tools are used to assist with managing the school across increasing distance and sites.</i></p>

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3.1: Continuous research and innovation (continued)	<p>Ensuring current PLD introduced to date is embedded in practice and support those learning or new to these.</p> <ol style="list-style-type: none"> 1. PLG leaders are identified and staff baseline in each area is created 2. Staff new to the PLG areas are coached and supported as they adopt the approach, tools etc with a coaching plan created to achieve this 3. A tool is created to report status of uptake across all sites 	<ul style="list-style-type: none"> o Identified leaders in key PLD areas review staff in their area of expertise to identify those needing further support and those above to support these staff. o PLG sessions are set up with leaders in key PLD areas each term to help support new staff o PLD leaders will create a template to use when reporting progress in the uptake of these key areas of learning t o Meetings to discuss progress are held with SMG o A final report of achievement will be made to the BOT 	<p>Leaders of PE Digital Technology AAC Balanced Literacy SPEC Behaviour Sensory Needs</p>	<p>Term 1 Term 1 Term 2 Each term Term 4</p>	<p>Baseline: Over 2016-2020 staff have been exposed to a range of new approaches and tools. With change of staff over this period there is a range of embedding these practices and tools into teaching. There is no way of knowing which teachers are using the tools and which are not.</p> <p>By the end of 2021: New staff will have been introduced to PLD through PLG sessions and have a coach to support them. A tool will have been created which will indicate the staff able to coach new staff and those needing coach. This tool will be used to report progress to the Board in Term Four.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> o PLG sessions planned for new staff o Coaches provided for new staff o A review of staff uptake of key ideas o A report on progress to the Board in Term
	<p>All staff will undertake inquiries into best practice to encourage professional growth</p> <ol style="list-style-type: none"> 1. Inquiries into researching new approaches teaching tools etc are documented as part professional learning on Arinui 2. SMG has inquired to look at alternative leadership models will continue into the 2021 appraisal period 3. A plan for the extension of leadership is created 4. The new model of leadership's first stage is implemented 	<ol style="list-style-type: none"> 5. SMG to research models used in local schools, within the Central Region Special school cluster and in schools with a large catchment and satellite model in other areas. 6. All teachers will be expected to undertake personal inquires in some aspect of their programme or practice 7. A model of leadership is created that enables DPs to have oversight of large numbers of staff, staff to take up leadership of teams, curriculum areas and to manage sites. 8. Management units are tagged to each role 9. Job descriptions are created for each role. 10. Roles are advertised and appointed 11. Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback 	<p>Principal Deputies</p>	<p>Term 2 3 4 2020 Term 1 2021 Term 1 Term 1 Term 1 Term 1 Term 4</p>	<p>Baseline: In order to continue to develop staff need to be inquiring into best practice. SMG will need to review the leadership model to reflect the changes in the school.</p> <p>By the end of 2021: A new leadership model will have been designed and the initial changes implemented. This model will have to be flexible enough to accommodate the roll growth</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> o Teachers have set up inquiries in Arinui and shared this principal Model designed and shared o Units allocated to roles o Role descriptions created o Roles advertised o Leaders and coordinators appointed.

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<p style="color: green; font-weight: bold;">3.2: Strengthen staff engagement and well being</p>	<p>Everyone thrives in a happy environment where they feel supported and valued.</p> <ol style="list-style-type: none"> Meetings where staff can support each other through collaboration are planned each term Leaders have planned sessions with class teachers to provide the support and the sense of connection needed New ways are explored and tried to keep staff connected and informed. Social events are planned for the year particularly during Weeks 5 6 and 7 when staff energy drops 	<ul style="list-style-type: none"> ○ Meetings are in place for team meetings to work on planning EOTC etc together ○ DP's are in contact with team each day to ensure they have staffing in place and needs are met ○ Staff bulletin is sent out daily with the day's happenings ○ School calendar is shared ○ Social events are held regularly both on the Coast and in Porirua 	<p>SMG to plan</p> <p>Deputies</p> <p>SMG</p> <p>SMG SMG and Staff</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1 Term 2</p>	<p>Baseline: With the extension of the school across more sites, being able to work together to plan and problem solve will be important. With 32 kms between Coast sites and Porirua sites, giving the distant classes a sense of being part of a bigger school is already challenging. The immediate solution is to use technology to breach the distance for meetings etc but then this isolates staff more. Bringing staff together can create a sense of resentment to those who have to travel.</p> <p>By the end of 2021: Staff will be meeting regularly in teams to work together. Leaders will have worked on new ways to give staff a sense of being informed. Staff connectedness will be a topic of discussion for us to explore and balance the solutions.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ DPs contact team daily to ensure staffing and needs are in place ○ Staff bulletin is in place to keep staff informed of each day's events ○ School calendar is shared ○ Other ways to keep staff connected and feeling valued have been explored and trialled.
	<p>Staff feel valued when they are able to share achievements and concerns and are supported by colleagues.</p> <ol style="list-style-type: none"> Strategies are set as part of the format of all staff meetings to support positive attitudes. Staff take part in a formalised Stay Interview in Term Two. A survey is prepared which combines Gallop Survey, Flourish Movement questions and that is relevant to all our staff and this is sent out each Term Three. 	<ul style="list-style-type: none"> ○ SMG will plan using mindfulness strategies to encourage staff of their and their students' achievement particularly during the middle weeks of term when morale is low. ○ SMG to formalise the Stay interview with set questions and topics for discussion. These interviews will give feedback on engagement, a staff member's sense of connections etc as well identify future plans. ○ Stay Interviews to be held in Term Two. This is time enough for staff to know if they are happy in the class space, the students level and the site and to have identified what they need for the rest of the year and their future and any concerns 	<p>Senior Management</p> <p>Senior Management</p> <p>Principal and staff</p>	<p>Term 2</p> <p>Weeks 9, 10 Terms 1</p> <p>Term 2</p>	<p>Baseline: With the extension of the school across more sites, being able to work together to plan a problem solve will be important. In isolated classes staff can feel alone and uncared for giving rise to negative feelings.</p> <p>By the end of 2021: Staff will be meeting regularly in teams to work together. Leaders will have worked on new ways to give staff a sense of being informed. Staff will explore together ways they can keep connected despite the distance between. Staff will have an opportunity to share achievement and concerns in their formalised stay interviews. The annual survey will measure staff wellbeing connectedness an engagement to measure against each year.</p>

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<p>3.2: Strengthen staff engagement and well being (continued)</p>	<p>4. An action plan is prepared from staff suggestions and shared with staff</p> <p>5. Results of this new survey are compared year on year.</p>	<ul style="list-style-type: none"> ○ Any action made obvious from these interviews will be made into a plan with common themes identified and fed back to individual staff as needed ○ SMG to collate the questions from as many wellbeing surveys – Gallop, Flourish etc and identify a questions that have meaning for all staff in our school. ○ A staff meeting is to be held to look at these and get feedback from staff on the reason for the questions, and the final questions ○ Survey will be sent out to all staff to gather baseline data on staff wellbeing and sense of connectedness to the school. ○ A plan using the results to resolve issues will be made and shared with staff to action over the next 12 months. 	<p>SMG and Principal</p> <p>SMG and Staff</p> <p>SMG and staff</p> <p>SMG</p> <p>SMG and staff</p>	<p>Term 3, 4</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3 Term 4</p>	<p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Stay interviews held in Term 2 ○ At least one strategy is formalised in team meetings to help staff keep positive ○ Staff have created an annual survey using Flourish and Gallop questions to measure staff wellbeing connectedness and engagement ○ The survey has been completed by all staff in Term 3 and an action plan to rectify issues is planned and reported back to staff

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Strategic Initiatives	Actions in 2021	How to achieve this?	Who will lead this?	When	Measures of Success
<p>3.3: Embrace Technology</p>	<p>We need to ensure we have the update to tools and skills to enable us to have success with Digital Learning, Distance learning should another Lockdown occur and to counteract the increased distances between staff and sites.</p> <ol style="list-style-type: none"> 1. Engage TTS to undertake and audit of the hardware and staff skills 2. Assets are identified as obsolete and outdated equipment is removed from the Asset Register and a plan created to replace outdated equipment with costs and timing 3. A three year roll out of both asset replacement and skills development is prepared and priced for budgeting 4. PLD provider is engaged to coach staff in IT tools 5. Staff run workshops on some aspects of the current tools – IWB apps, Ipad Apps Word Google classroom etc. 6. New digital tools are implemented to ease increased administration workload 	<ul style="list-style-type: none"> ○ Principal completes MOE PLD application for Digital audit from TTS. ○ Once audit of skills is completed, a plan for PLD identified as being needed to support staff and the new enlarged school will be planned ○ The audit will identify assets that are no longer fit for purpose and a replacement plan developed for 2021-2023. ○ Costs for the replacements in 2022 will be made and budgeted for next year. ○ Each term, staff are asked to share IT tools and to run workshops for all staff. ○ Principal will explore with CRSSC and Auckland Principals, the use of digital tools to keep staff connected and to help with admin tasks. 	<p>Principal</p> <p>TTS Principal</p> <p>TTS Principal</p> <p>Principal Board</p> <p>SMG</p> <p>Principal</p>	<p>Term 2</p> <p>Term 3</p> <p>Term 4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 2</p> <p>3 4</p>	<p>Baseline: Staff worked on MOE funded PLD in 2016 around LWDT. Many of those staff have moved on and new staff are unsure how to use or unaware of what is available to use. New staff also have skills that long term staff maybe unaware. The hardware in the school is mostly dated from the start of the new school and is now ten years old and needing updating.</p> <p>By the end of 2021: If successful with our application, the PLD provider will audit assets and staff skills. In 2021. They will help us use technology to overcome the difficulties of distance and to make admin etc easier. There will be an asset replacement plan in place. Items on this will be budgeted. Staff will have started sharing digital tools.</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> ○ Principal completed application for PLD support ○ Audit of skills completed and next steps identified ○ Audit of assets and replacement plan created ○ Replacement of 2022 assets is included in the budget ○ Discussions with other special school principals is held around using IT to reduce workload and increase connectedness.

FIRST YEAR ROADMAP 2021

Strategic Goal	Initiative	Term one	Term Two	Term three	Term Four	Needing follow up in 2022
Goal One Encouraging the Best community Engagement	Initiative 1.1 <i>Communicate and celebrate success</i>	Communicate and celebrate success <ul style="list-style-type: none"> ○ 2021 Social calendar planned for Board and staff and Board and whanau ○ Parent feedback sought <ul style="list-style-type: none"> - Feedback on strategic plan - How can whanau connect across the school? - Whanau asked what information they would like to receive ○ Milestone of 100th student starting at our school is celebrated in media. ○ 	Communicate and celebrate success <ul style="list-style-type: none"> ○ Board creates a communication plan and shares this with the school community ○ Parent feedback sought on: <ul style="list-style-type: none"> - How can we connect whanau across the school? - Whanau asked what information they would like to receive 	Communicate and celebrate success <ul style="list-style-type: none"> ○ Parent feedback sought on: <ul style="list-style-type: none"> - How can we connect whanau across the school 	Communicate and celebrate success <ul style="list-style-type: none"> ○ Opening of the new satellite classes is shared in media ○ End of term uploading of photos of school events on the banner on the school's website 	Communicate and celebrate success <ul style="list-style-type: none"> ○
	Initiative 1.2 <i>Extend engagement with whanau, local schools and wider community using a diverse range of tools</i>	Extend engagement <ul style="list-style-type: none"> ○ The Inclusion folders held by Host schools are reviewed and updated. These share our philosophy and procedures and purpose around inclusion ○ Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3 	Extend engagement <ul style="list-style-type: none"> ○ Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3 ○ 	Extend engagement <ul style="list-style-type: none"> ○ Open day event planned for wider community <ul style="list-style-type: none"> - Term 3 on a Saturday am or pm. ○ Meeting with Host school principals with MSS principal is arranged at regular intervals T1 T2 T3 ○ PLD sessions are planned for 2021 and tagged for Kahui Ako staff 	Extend engagement <ul style="list-style-type: none"> ○ PM/AM tea with Host school staff to thank and talk about inclusion ○ 	Extend engagement <ul style="list-style-type: none"> ○
	Initiative 1.3 <i>Ensuring consistency of delivery and consultation across all sites</i>	Ensuring consistency of delivery and consultation across all sites <ul style="list-style-type: none"> ○ Our mission. Vision, values and/or our whakatauki are added to documentation as a reminder to all 	Ensuring consistency of delivery and consultation across all sites <ul style="list-style-type: none"> ○ Whanau surveyed how each wants to provide information or feedback ○ 	Ensuring consistency of delivery and consultation across all sites	Ensuring consistency of delivery and consultation across all sites <ul style="list-style-type: none"> ○ zdba 	Ensuring consistency of delivery and consultation across all sites <ul style="list-style-type: none"> ○ u

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Strategic Goal	Initiative	Term one	Term Two	Term three	Term Four	Needing follow up in 2022
<p>Goal One Encouraging the Best community Engagement</p>	<p>Initiative 1.3 Ensuring consistency of delivery and consultation across all sites</p>	<p>Ensuring consistency of delivery and consultation across all sites</p> <ul style="list-style-type: none"> ○ Teacher, staff, therapy team, SMG and Board are to consider the effects of decision for all sites to ensure equity ○ Minutes are kept of teacher, staff, therapy SMG and Board meetings to show consideration of the effect of any decisions made for all sites. ○ When consulting with whanau to gain feedback we use as many tools as we can <ul style="list-style-type: none"> - Face to face discussions at social events with innovative gathering of info – tokens, post-its etc - Workshops on the topic face to face or by zoom - Phone calls made to staff who wish to be consulted this way - Emails sent out - Surveys - Hard copies sent out 	<p>Ensuring consistency of delivery and consultation across all sites</p> <ul style="list-style-type: none"> ○ Whanau surveyed how each wants to provide information or feedback ○ 	<p>Ensuring consistency of delivery and consultation across all sites</p>	<p>Ensuring consistency of delivery and consultation across all sites</p> <ul style="list-style-type: none"> ○ 	<p>Ensuring consistency of delivery and consultation across all sites</p>

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Strategic Goal	Initiative	Term one	Term Two	Term three	Term Four	Needing follow up in 2022
<p style="text-align: center;">Goal Two Building the Best Student Learning Environment</p>	<p>Initiative 2.1 Create a student focused Well Being Team</p>	<p>Wellbeing team</p> <ul style="list-style-type: none"> o Identified key roles with staff that they see as most beneficial to reducing workload and barriers to students' achievement o Prepare a roll for each role and use this as part of the decision making around which roles will we prioritise over the next three years 	<p>Wellbeing team</p> <ul style="list-style-type: none"> o Prepare job descriptions for each role agreed 	<p>Wellbeing team</p> <ul style="list-style-type: none"> o Advertise and employ worked for those prime roles 	<p>Wellbeing team</p> <ul style="list-style-type: none"> o Track roll of each worker each term, length of stay on the roles and trends and patterns over the year. o Evaluate the success of each roll in the new team and what additions/changes need to be made in the future 	<p>Wellbeing team</p>
	<p>Initiative 2.2 Strengthen our transition processes out of school</p>	<p>Transition Process</p> <ul style="list-style-type: none"> o An agreement is made between Mahinawa and a new agency, Whitford Brown Trust. as a trial in 2021 o An engagement meeting with Whitford Brown Trust is set up Term 1 2021 with parents of students leaving in 2021 and in Term 4 for those leaving in 2022 o 	<p>Transition Process</p> <ul style="list-style-type: none"> o Mohuia programme adapted to include sessions about talking about aspects of the PLAN interview so students are prepared 	<p>Transition Process</p> <ul style="list-style-type: none"> o Meetings for teachers in Y9 and above spaces meet to look current documentation and make additions using the Six F Words format as a planning tool. o Workshops planned for transition parents on using the new document and the Six F Words as a planning tool o Teachers Y9 and introduced to the tool "Talking Mats" as a way to gather student voice 	<p>Transition Process</p>	<p>Transition Process</p>

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Strategic Goal	Initiative	Term one	Term Two	Term three	Term Four	Needing follow up in 2022
<p>Goal Three The Best Staff Delivering Best Programmes</p>	<p>Initiative 3.1 Enable continuous research and innovation</p>	<p>PLD</p> <ul style="list-style-type: none"> ○ Identified leaders in key PLD areas review staff in their area of expertise to identify those needing further support and those above to support these staff. ○ PLG sessions are set up with leaders in key PLD areas each term to help support new staff <p>Leadership Model</p> <ul style="list-style-type: none"> ○ SMG to research models used in local schools, within the Central Region Special school cluster and in schools with a large catchment and satellite model in other areas ○ A model of leadership is created that enables DPs to have oversight of large numbers of staff; staff to take up leadership of teams, curriculum areas and to manage sites. ○ Management units are tagged to each role ○ Job descriptions are created for each role. ○ Roles are advertised and appointed ○ Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback 	<p>PLD</p> <ul style="list-style-type: none"> ○ PLD leaders will create a template to use when reporting progress in the uptake of these key areas of learning ○ Meetings to discuss progress are held with SMG <p>Leadership Model</p> <ul style="list-style-type: none"> ○ All teachers will be expected to undertake personal inquires in some aspect of their programme or practice ○ Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback 	<p>PLD</p> <ul style="list-style-type: none"> ○ Meetings to discuss progress are held with SMG <p>Leadership Model</p> <ul style="list-style-type: none"> ○ Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback 	<p>PLD</p> <ul style="list-style-type: none"> ○ Meetings to discuss progress are held with SMG ○ A final report of achievement will be made to the BOT <p>Leadership Model</p> <ul style="list-style-type: none"> ○ Meetings with SMG are held with new leaders/ management unit holders at appropriate to give feedback 	<p>PLD</p> <p>Leadership Model</p>

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Strategic Goal	Initiative	Term one	Term Two	Term three	Term Four	Needing follow up in 2022
Goal Three The Best Staff Delivering Best Programmes	Initiative 3.2 Strengthen Staff engagement and wellbeing	Staff are connected <ul style="list-style-type: none"> ○ Meetings are in place for team meetings to work on planning EOTC etc together ○ DP's are in contact with team each day to ensure they have staffing in place and needs are met ○ Staff bulletin is sent out daily with the day's happenings ○ School calendar is shared ○ Social events are held regularly both on the Coast and in Porirua Wellbeing and Engagement <ul style="list-style-type: none"> ○ SMG to formalise the Stay interview with set questions and topics for discussion. These interviews will give feedback on engagement, a staff member's sense of connections etc as well identify future plans 	Wellbeing and Engagement <ul style="list-style-type: none"> ○ SMG will plan using mindfulness strategies to encourage staff of their and their students' achievement particularly during the middle weeks of term when morale is low ○ Stay Interviews to be held in Term Two. This is time enough for staff to know if they are happy in the class space, the students level and the site and to have identified what they need for the rest of te year and their future and any concerns ○ Any action made obvious from these interviews will be made into a plan with common themes identified and fed back to individual staff as needed 	Wellbeing and Engagement <ul style="list-style-type: none"> ○ SMG to collate the questions from as many wellbeing surveys – Gallop, Flourish etc and identify a questions that have meaning for all staff in our school. ○ Survey will be sent out to all staff to gather baseline data on staff wellbeing and sense of connectedness to the school. ○ A plan using the results to resolve issues will be made and shared with staff to action over the next 12 months. ○ A staff meeting is to be held to look at these and get feedback from staff on the reason for the questions, and the final questions 		
	Initiative 3.3 Embrace Technology	Right Tools and skills to use <ul style="list-style-type: none"> ○ Principal completes MOE PLD application for Digital audit from TTS. ○ Each term, staff are asked to share IT tools and to run workshops for all staff. 	Right Tools and skills to use <ul style="list-style-type: none"> ○ TTS are engaged ○ Principal will explore with CRSSC and Auckland Principals, the use of digital tools to keep staff connected and to help with admin tasks. 	Right Tools and skills to use <ul style="list-style-type: none"> ○ Once audit of skills is completed, a plan for PLD identified as being needed to support staff and the new enlarged school will be planned ○ The audit will identify assists that are no longer fit for purpose and a replacement plan developed for 2021-2023. 	Right Tools and skills to use <ul style="list-style-type: none"> ○ Costs for the replacements in 2022 will made and budgeted for next year. 	