

# Charter

# 2023



Patricia Avenue School



The 2023 Patricia Avenue School Charter is a document for our school community, staff and stakeholders that outlines the Boards objectives and priorities

Patricia Avenue School is a specialist school for children and young people who have additional learning needs (ORS funded). Our students are aged 5-21 years and are supported in their learning by a multi-disciplinary team inclusive of teachers, support staff, therapists and specialists. The New Zealand curriculum is adapted to meet the personalised needs of individuals and to ensure a holistic approach to meeting students unique needs. We have carefully designed learning spaces and specialist environments to support students.

While our base school is in Patricia Avenue in Hamilton East most of our students are in satellite classes. We have primary aged students at Melville Primary, Silverdale Normal and Woodstock Primary schools, intermediate students at Marian School, Fairfield Intermediate and Cambridge Middle School; secondary students at Melville High School and Te Awamutu College. A tertiary group of students attend a community-based setting, where the focus is on preparing students transition from school and into adulthood, in the city centre. We also operate a Specialist Teacher Outreach Service (STOS) to support ORS funded students and their teachers and staff in mainstream schools.

## **Our School Vision**

### **‘Learning for Living’**

To provide personalised, holistic, and relevant learning opportunities which develop student strengths, and meet their unique needs in a way that inspires and challenges. In collaboration with aakonga and whaanau this ‘learning for life’ journey is developed to support students to realise their potential and aspirations.

## **Values and Beliefs**

### **Education Values**

We recognise the diverse and specific additional learning needs of our learners/aakonga. Through understanding each student’s learning style; multi-disciplinary teams provide a personalised programme which meets cultural, social, emotional, intellectual and physical needs and ensures wellbeing is nurtured.

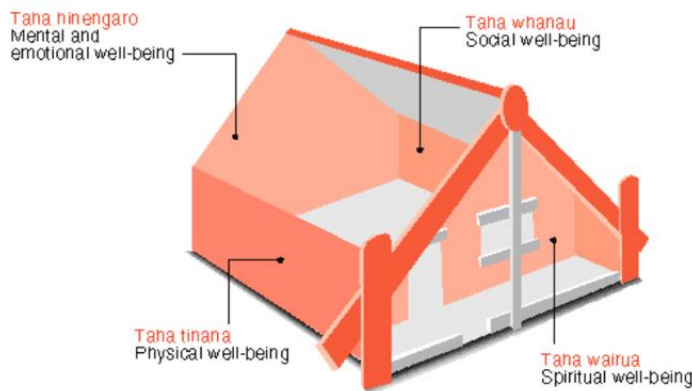
Together, alongside families and community organisations, we work to

- build networks which increase students’ opportunities to learn skills in a range of environments and contexted in everyday life experiences
- develop student independence and self esteem
- enable students to share in decision making affecting their own learning, well-being and future.

Through the development of our localised curriculum, we have explored the values that underpin the culture of our school and what is important to us and our school community.



Our school believes wellbeing to be an essential foundation for our students learning and acknowledges that this requires the nurturing of Taha hinegaro, Taha whaanau, Taha tinana and Taha wairua.



Mason Durie model: Whare Tapa Wha

### Cultural Diversity

Patricia Avenue School reflects New Zealand’s cultural diversity as found in our different cultures, languages and heritages by

- Welcoming all families irrespective of ethnicity and respecting cultural difference and beliefs.
- Keeping up to date with current practice on meeting cultural needs in the school environment.
- Providing quality, culturally responsive learning opportunities.

Patricia Avenue School recognises and values Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand and is committed to engaging in authentic partnerships with whaanau, hapu and iwi whose values, knowledge and priorities are acknowledged and supported.

## **Maaori**

Patricia Avenue School is committed to culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation. We reflect the unique position of Maaori culture, specifically Waikato-Tainui, through

- Following the guiding principles of Ka Hikitia to ensure all Maaori students enjoy and achieve educational success as Maaori
- Commitment to the Waikato-Tainui Education Plan which focusses on the key message "Ko te whaanau te puu o te maatauranga!" Family is at the heart of life-long learning!"

**Tikanga Maaori** is incorporated into the school's curriculum by endeavouring to

- Include students when the school follows protocol on appropriate occasions.
- Include appropriate cultural values in the daily routine of classrooms
- Provide appropriate resources to support learning
- Include Tikanga Maaori as a dimension of ongoing staff development.

**Te Reo Maaori** is included in the school curriculum by

- Incorporating simple greetings and words relating to the classroom environment.
- Learning of waiata within the classrooms
- The introduction of new waiata throughout the year
- Engaging students in kapa haka groups
- The provision of resources to promote learning
- The inclusion of Te Reo as a dimension of staff development

## **Pasifika**

Patricia Avenue School acknowledges that language and culture is central to the success of all Pasifika students. We recognise the importance of active parent, family and community involvement for the improved engagement and achievement of all students.

## **Professional Values**

The staff of Patricia Avenue School recognise the importance of positive collegial relationships. We are committed to the continual improvement of our own and our colleagues' practice and have identified Trust, Respect, Honesty, Courage and Integrity as integral to achieving this.

These same professional values underpin our partnerships with whaanau and community organisations.



# P.A.S STRATEGIC PLAN 2022-2024

## Vision

Learning for Living  
To provide personalised, holistic, and relevant learning opportunities which develop student strengths, and meet their unique needs in a way that inspires and challenges. In collaboration with aakonga and whaanau this 'learning for life' journey is developed to support students to realise their potential and aspirations.

## Strategic Goals

### 1 Curriculum

Refresh the Patricia Avenue Curriculum, to support learning and teaching that is meaningful, beneficial and enriching to the Patricia Avenue community of students and with a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

### 2 Growing Capability

To continually improve and develop professional capabilities of all staff for greater impact on the learning and achievement of all learners

### 3 Partnerships

To actively engage with family/whaanau and the wider community, working in partnerships to enhance learning opportunities for all

### 4 School Organisation

To ensure that students and staff have a range of modern, purposeful, attractive environments and access to resources that meet their specific learning needs and ensure that they are physically and emotionally safe.

## NELP Links

*Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy (4)*

*Meaningfully incorporate te reo Maaori and tikanga Maaori into everyday of the place of learning (5)*

*Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. (6)*

*Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures (2)*

*Ensure places of learning are safe, inclusive and free from racism discrimination and bullying. (1)*

*Reduce barriers to education for all including Maaori, disabled learners/aakonga and those with learning support needs (3)*

## Strategic Initiatives

- Develop our local PAS curriculum planning, and supporting documentation.
- Implement Digital Technologies Hangarau Matihiko curriculum and Aotearoa New Zealand Histories Curriculum
- Strengthen community referenced learning and opportunities for education outside of the classroom
- Explore and implement a schoolwide approach to 'Play Based' learning.
- Implement school-wide PLD in CPI Safety Interventions to maintain high levels of confidence and competence in positive behaviour management
- Refreshment of induction processes and on-going provision for professional growth and development
- Support and develop leadership capability
- Connect with community networks to help us explore the historical significance of local places and people.
- Increase engagement with families and whaanau.
- Develop our school outdoor spaces to encourage increased physical activity, core physical skills and meet the sensory needs of our students.
- Modernise and improve learning environments as identified through 5YA plan.



# P.A.S ROAD MAP 2022-2024

## Year 1 2022

## Year 2 2023

## Year 3 2024

### Strategic Goal 1- Curriculum

Refresh the Patricia Avenue Curriculum, to support learning and teaching that is meaningful, beneficial and enriching to the Patricia Avenue community of students and with a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand

Secure PLD funding, external facilitator & develop team  
Review PAS Curriculum, consult with staff and whaanau  
Identify Priority Learning areas and understandings

Introduce core concepts of the Digital Technologies Hangarau Matihiko curriculum and Aotearoa New Zealand Histories Curriculum

Embed appropriate 'PAS' approach to Play Based' learning and establish assessment protocols

Develop Literacy + numeracy progressions

Develop core concepts of the Digital Technologies Hangarau Matihiko curriculum and Aotearoa New Zealand Histories Curriculum

Strengthen community referenced learning and opportunities for education outside of the classroom

Develop Priority Learning area progressions

Establish use of progressions to inform teaching and learning.  
Develop second tier documentation

Teachers integrating Digital Technologies content across the curriculum in authentic contexts.

Implement formalised annual camp rotation

### Strategic Goal 2- Growing Capability

To continually improve and develop professional capabilities of all staff for greater impact on the learning and achievement of all learners

Review and refresh orientation & induction of LSAs + Teachers

Implement orientation & induction of LSAs + Teachers

Implement annual cycle of CPI Safety Interventions; Review and refine processes as need arises

Year 1 BSL Approach x 3 teachers + Facilitator (PH)

Year 2 BSLA

### Strategic Goal 3 - Partnerships

To actively engage with family/whaanau and the wider community, working in partnerships to enhance learning opportunities for all

Review Transition and IEP processes and documentation

Implement new Transition and IEP processes and documentation

Identify and implement events for whanau participation

Re-establish school Roopu

Develop and implement attendance strategy for target student group

Full policy review and re-write to align with STA templates

Develop Base Sensory  
• Junior sandpit  
• Musical Garden

Build Pool

Re-purpose spa area

Upgrade Melv. P Sandpit

Rebuild Silverdale Satellite

Cambridge playground  
Marian Toilets

Te Awamutu upgrades  
Woodstock upgrades

### Strategic Goal 4 - Organisation

To ensure that students and staff have a range of modern, purposeful, attractive environments and access to resources that meet their specific learning needs and ensure that they are physically and emotionally safe.



# P.A.S ANNUAL PLAN GOAL 1: CURRICULUM

<p><b>Local Curriculum</b> Develop our local PAS curriculum, planning and supporting documentation</p>	<p>Identify new and existing staff and form 2023 team.</p> <p>Identify knowledge, contexts, skills to develop progressions for literacy and mathematics</p>	<p>Reapply for PLD funding until end of 2024.</p>	<p>The formation of PLGs lead by the curriculum team, will support us to identify knowledge (contexts), skills and progressions for priority learning areas in alignment with Te maataiaho Review, and our student pathways.</p>	<p>Students at PAS have their unique learning needs met through an appropriate localised curriculum</p>
<p><b>Digital Curriculum</b> Develop teacher understandings, confidence and competence of the Digital Curriculum</p>	<p>Survey staff to ascertain existing understandings/ knowledge</p>	<p>Introduce Designing and Developing Digital Outcomes and technical language within PO 1</p> <p>Implement Computational Thinking in planning and class programmes.</p>	<p>Support teachers to implement DDDO focus in class planning &amp; programmes</p> <p>Implement Designing and Developing Digital Outcomes in planning and class programmes.</p>	<p>Students have aspects of Digital Technology authentically and contextually embedded within their learning.</p>
<p><b>EOTC</b> Strengthen community referenced learning and EOTC opportunities</p>	<p>Review EOTC processes and SOP documentation to align with EOTC Guidelines</p> <p>Up-skill leadership team in Effective Safety Management (KH+CB)</p>	<p>Upskill staff EOTC as Teaching Approach, Risk Management, Roles/Responsibilities, Processes and Reporting</p> <p>Explore and secure ongoing camp facility for ongoing annual use</p>	<p>Create collaborative school-wide Safe Operating Procedures (SOPS) for frequently visited sites.</p> <p>Introduce streamlined EOTC process (to trial) ahead of 2024.</p>	<p>Students are encouraged, challenged and inspired to engage in a wide variety of recreational activities</p>
<p><b>Aotearoa New Zealand Histories</b> Develop teacher understandings and confidence of the ANZ histories.</p>	<p>Getting started: (team mtgs + TOD)</p> <p>Understand the what, why, when and how of including Aotearoa NZ's histories in the Social Sciences learning</p>	<p>Developing understanding</p> <p>Take a closer look at the details of Aotearoa NZ histories in the social science learning</p>	<p>Implementing:</p> <p>Designing learning experiences to reflect the diverse histories &amp; experiences of the peoples of Aotearoa</p>	<p>Students have an increased awareness and knowledge of ANZ histories</p>



# P.A.S ANNUAL PLAN GOAL 2: GROWING CAPABILITY

<p><b>Induction Processes</b> Develop orientation practices that support new staff to transition into and understand PAS practice.</p>	<p>Review Learning Support Assistants (LSA) orientation processes</p>	<p>Review Orientation processes for Teachers</p> <p>Collate ideas and current practices.</p>	<p>Identify capabilities within the school to support development of additional modules</p> <p>Re-establish 10 week LSA cycle</p>	<p>Implementation of new workshops and modules</p> <p>Gather feedback</p> <p>Establish tracking system</p> <p>Review feedback</p>	<p>New staff feel welcomed and supported to understand aspects of PAS through a planned induction process</p>
<p><b>Behaviour Support</b> Embed schoolwide approaches in positive behaviour management.</p>	<p>Full CPI SI PLD for new staff and identified classes</p> <p>Develop school restraint register and provide targeted training</p> <p>Implement mandatory online reporting</p>	<p>Implement reviewed BSP template, aligned to CPI SI</p> <p>Provide BSP support for newly appointed staff</p> <p>CPI SI Refresher</p>	<p>Full CPI SI PLD for new staff and identified classes</p> <p>Explore and introduce ZOR Programme</p> <p>CPI Theory and Disengagements refresher for LSAs</p>	<p>JB, SJ and EM renew Facilitator Certification</p>	<p>Students are supported to be 'ready for learning' and acting out behaviours are managed proactively positively and safely by confident and competent staff</p>
<p><b>Professional Growth Cycle(PGC)</b> Review and refresh PAS PGC process to embed best practice and support ongoing professional learning</p>	<p>School teams review the Teacher Standards as they present at PAS</p> <p>Leadership team review PAS PGC to align with current guidelines</p>	<p>Leadership team moderate and refresh the team work and complete compilation or PAS exemplars</p> <p>Set up/create opportunities for observations and feedback to continue across the year</p>	<p>Ongoing professional learning conversations including the Teacher Standards</p> <ul style="list-style-type: none"> <li>• Team meetings</li> <li>• Individual</li> </ul>	<p>Summary conversations with team leaders</p> <p>Plan for ongoing development</p>	<p>Authentic learning collaborations between teachers promoting growth and engagement in professional learning networks</p>
<p><b>Structured Literacy</b> Explore and implement concepts of the structured literacy Approach: Better Star Literacy Approach (BSLA)</p>	<p>Identified teachers LdT, SB, AB, NC and Facilitator PH enrol in BSLA micro credentials and begin course.</p>	<ul style="list-style-type: none"> <li>• BSLA implemented</li> <li>• Visit by program facilitators</li> <li>• Students assessed at regular points and changes made according to teaching approach</li> </ul>	<p>Micro-credential assignment submitted</p>	<p>Review for 2024</p>	<p>To explore and trial an evidence based structured literacy approach, for applicability in a specialist school environment</p>





# P.A.S ANNUAL PLAN GOAL 3: PARTNERSHIPS

<p><b>Reviews</b> Implement the reviewed and revised transition and IEP format</p>	<p>Share 'Fword' approach and new IEP format with staff. Implement new IEP approach Implement revised transition processes for Junior students</p>	<p>Consolidate new learning in team meetings  Review transition to school with representative team of junior teachers and therapists</p>	<p>Use 'F'Word approach in mid-year IEP review  Present + adapt junior transition process in senior team</p>	<p>Implement transition process in senior term</p>	<p>Whaanau and student voice, and their long term aspirations are clearly reflected within Students Individual Education Plans and are supported through school transitions.</p>
<p><b>Family/Whaanau Evnets</b> Increase opportunities for Whanau engagement of through school events</p>	<p><b>Planned Termly event for Families and whanau to be invited to</b></p> <p>Meet and Greet BBQ/evening event at all satellites and for Base Junior and senior school</p> <p>Matariki Celebration Interschool KapaHaka</p> <p>Event invitation e.g. Senior Performance/Production</p> <p>End of year satellite or team celebrations and family/whanau events</p>				<p>Whaanau feel welcome and connected with the school and partners in their childs education</p>
<p><b>Roopu</b> Re-establish Te Roopu to partner with whanau and strengthen connections</p>		<p>Canvas local school community: staff and whaanau</p>	<p>Establish a group to support and facilitate ongoing development of localised curriculum, school events and community engagement</p>		<p>Students and whaanau cultural identity is recognised and affirmed. Localised Curriculum respects and reflects aspirations of parents, whaanau, iwi, hapuu and the wider community</p>
<p><b>Attendance</b> Improve student attendance data</p>	<p>Ascertain target groups establish approach/plan. Connect with service that can support.</p>	<p>Implement plan and monitor attendance of target students</p>	<p>Monitor attendance &amp; review trends.  Adapt approach and target students as required.</p>	<p>Monitor attendance &amp; review trends.  Adapt approach and target students as required.</p>	<p>Students with poor attendance and their families are supported to re-engage with school</p>



# P.A.S ANNUAL PLAN GOAL 4: SCHOOL ORGANISATION

<p><b>School Documentation</b> Complete review, re-align, and rewrite all Management and Organisation policies and Guidelines</p>	<p>Review D3- Personnel Policy and D5 Protecting &amp; Sharing of Intellectual Property and supporting documentation</p>	<p>Review D8-Managing Challenging Behaviour Policy and supporting documentation</p>	<p>Review D8-Managing Challenging Behaviour Policy and supporting documentation</p>	<p>Develop ongoing 3 year review cycle</p>	<p>Clearly documented, up-to-date and fit for purpose policies, procedures and supporting information are available and accessible for all staff</p>
<p><b>Major Capital Works</b> Modernise and improve identified areas through identified projects in 5YA and /or board funded projects</p>	<p>Complete SEPE and develop 2023-2028 5YA cycle priorities  Complete Silverdale Satellite</p>	<p>Develop plan and design for Marian Toilet upgrade</p>	<p>Initiate Marian Toilet upgrade</p>	<p>Refurbish existing spa area</p>	<p>Students and staff will have fit for purpose learning environments.</p>
<p><b>Outdoor Playspaces</b> Develop outdoor spaces to encourage increased physical activity and meet sensory needs of our student</p>	<p>Pool Complex  Plan and scope a vision for Cambridge Middle Satellite playspaces</p>	<p>Pool Complex  Secure quotes and funding</p>	<p>Pool Complex  Initiate plan</p>	<p>Pool Complex</p>	<p>Students will have access to a safe play area that provides activities to meet physical and sensory needs.</p>
<p><b>Health, Safety &amp; Wellbeing</b> Review spaces and school roll</p>	<p>Develop and implement an enrolment strategy based on capped student numbers</p>	<p>Implement and manage a restricted enrolment scheme</p>	<p>Implement and manage a restricted enrolment scheme</p>	<p>Implement and manage a restricted enrolment scheme</p>	<p>Staff and students have class sizes conducive to learning and which support wellbeing of all</p>

