Te Whare o te Atawhai (SNU)

Section One- Executive Summary

- Department vision and Goals for 2024 as related to the Strategic Goals Mana Tangata Strand with reference to 3.1, 3.2, 3.4, 3.6

- Highlights and concerns for the 2023 academic year
- Staffing
- Te Whānau Tahi - an explanation of how you show/live our special character in your departments/subject area

Department Vision and Goals

Mana Tangata	3.1 Kaimahi Professional Learning	3.1 To ensure all staff receive the professional development and resources to play their part in delivering on the annual plan.
Student achievement through quality teaching	3.2 Schoolwide literacy plan	3.2 To improve Literacy Skills in the key areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum.
	3.4 Numeracy	3.3 To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements.
	3.5 Learning Advisor Rōpū programme	3.4 To deliver a quality LAR teaching programme for each year level which embeds the school values, strengthens belonging, and encourages engagement and academic success.
	3.6 Celebration of achievement	3.6 To promote and celebrate excellence at every level in the school in culturally appropriate ways.

Mana Tangata	All learning and teaching programmes and school activities aim to develop

Student achievement through quality teaching	values, skills, knowledge and attributes so that ākonga leave college as confident lifelong learners.

The Mana Tangata statement of intent from the Naenae College Strategic Plan 2024-26 broadly describes the vision of Te Whare o Te Atawahi. Currently our curriculum, our Individual Education Plans and our Narrative Assessment programme are all based around the Key Competencies (NZ Curriculum). These will need to alter slightly as we transition to Te Matauranga.

Departmental vision, values and philosophy:

The SNU exists to cater for the needs of students within the Special Needs Unit. We develop strategies to implement and reinforce Key Competencies, Values and Visions.

We aim to give each individual pupil the widest possible range of experiences and learning opportunities to enable them to become the best they can be. We want to send our pupils out into the adult world with as much independence and self confidence as they are able to achieve, to allow them to participate and contribute meaningfully within their communities.

The above is the Departmental vision from the Special Needs Unit Management Document (2016).

3.1 Kaimahi Professional Learning	3.1 To ensure all staff receive the professional development and resources to play their part in delivering on the annual plan.

SNU teachers take part in the Professional Development offered to mainstream staff, except as it relates to NCEA (although PY takes part in this and reports back on relevant issues like literacy and numeracy changes and developments).

PD included a project on updating and learning how to use the technology around our touch-screen TVs.

For SNU teachers and teacher aides:

On Teacher Only Days, which in recent years have been focused on changes to NCEA, SNU runs it's own PD focussed on areas of development relevant to SNU. In the last year these have been:

- MoE led professional development on communication with non-verbal students
- A whole-day's training on Sensory Play and Sensory Learning provided by an outside provider
- MoE led professional development on the ALERT programme (using sensory play and learning to teach emotional regulation)
- A short session on trauma-based practise led by an outside provider
- Wellstop session on how to support an incoming student with complex needs (half-day)

3.2 Schoolwide literacy plan	3.2 To improve Literacy Skills in the key areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum.

3.4 Numeracy	3.3 To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements.

3.5 Learning Advisor Rōpū programme	3.4 To deliver a quality LAR teaching programme for each year level which embeds the school values, strengthens belonging, and encourages engagement and academic success.

All SNU students have two dedicated Literacy and two dedicated Numeracy classes per week, except for two Very High Needs students who focus on communication and sensory needs during these sessions.

We have four differentiated groups for LIteracy and Numeracy. These groups operate within NZ Curriculum Level One and the beginning of Level 2.

Four of our seniors also currently attend a LIT100 class (with support).

Literacy and Numeracy experiences are incorporated into other learning experiences within SNU in the following subjects: Science, Integrated Studies, Art, Event Planning, Cooking, Music, ICT and Minecraft for Education.

About half of our students take part in a mainstream LAR (with support). The other half remain in the SNU LAR because the extra transitions involved would be too challenging for them. They have ipad time which allows them time to relax after the demands of the morning programme.

3.6 Celebration of achievement	3.6 To promote and celebrate excellence at every level in the school in culturally appropriate ways.

Success in SNU is celebrated in a number of ways.
We have a weekly class meeting for our more able students ~~approximately half~~ where certificates are given out generated by on-line learning programmes in Maths and Literacy.
We also give out Te Whanau Tahi Certificates at this meeting. The citations are read out and in this way our TWT uara are reinforced with real-life examples of what they mean in the SNU context.

We often celebrate birthdays in the Unit, with parents and caregivers choosing to send along food to celebrate and sometimes joining in themselves. Birthdays are a celebration of a student as a whole person and other students have the opportunity to stand up and voice their appreciation of a peer.

For our Sensory Students success is often celebrated in the moment, when they master an understanding or a task, or make a good choice.
We try to celebrate as much success as possible using our Educa platform which allows us to share success with our Whanau and Caregiver community.

At the end of the year we hold our own SNU prize-giving where we acknowledge all of our staff and celebrate every student.

Staffing

Faculty: SNU

Learning Areas:

~~HOD: DC~~

Staff code	Responsibility	Y9	Y10	Y11	Y12	Y13
~~DC~~	HOD, Base Class Teacher A4	All SNU classes may contain students of every year level.				
~~HF~~	Assistant HOD, Transition, Base Class Teacher A3					
~~MER~~	Sport Base Class Teacher A2					
~~TH~~	Base Class Teacher A1 SNU LAR Teacher					
~~F~~	~~07?~~ SNU					
~~RC~~	- ~~07? in~~ SNU					

Only include the class codes – we can access other information from the Curriculum Management Handbook

HIghlights and Concerns for the 2023 Academic Year

For each of the goals, could you please evaluate the impact of them. *Consider things* like:
- Did you achieve what you were aiming to do?
- What is happening as a result of our improvement and inquiry actions?
- What evidence do we have?
- Which of our students are/are not benefiting?
- How do we know? Is this good enough?
- Do we need to adjust what we are doing?
- What are we learning?
- Can we use this learning in other areas?

	Charter Goals 2022	Target	Result	Variance
	1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.	All students will be placed in a post-school programme through the Transition Programme,	5 students left. - 1 close to NCEA Level 3 - 1 with NCEA Level 2 - 1 with NCEA Level 1 .	It was possible to place all leaving students in a post-school programme through the Transition Programme.
	2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.	Programmes are aimed at 2-3 levels, with provision for high Sensory Needs and Severe Intellectual Disability	Students are moved between classes as necessary. Teaching staff continuously reflect on teaching and learning.	In 2023 staffing inadequacies in SNT teaching crisis. The BoT provided extra teaching hours and a meeting was held with MoE
	3(b) Te whanau tahi values are evidenced through the culture and practices of the school. *(Reference to LAR programme also)*	To teach TWT directly through Health programme, reinforce through class meetings. Also add to learning stories.	With another large intake of students there were again behavioural issues in Term throughout the year.	It took a lot of work to settle our new intake. The extra staffing provided by the school helped the situation.

I: Report on Senior Achievement

2021 programme pass rates reflections and key observations *(use the course data provided as a basis for this response)*

- ████████ students finished 2023 very close to completing NCEA Level 3. This student plans to go to University ████████████████████████████
- ████████ student finished 2023 having completed NCEA Level 2
- ████████ student gained NCEA Level 1.

- Three other senior students gained some credits towards NCEA Level 1.

Class reports key 2023 observations in courses and programmes from Faculty *(do not provide these reports)*

- Vibe voluntarily returned in Term 4 to work with a group of Yr 10 boys who demonstrate poor social and emotional development. This continued to break down the immature culture within this group. AT the start of 2024 we are observing much improved behaviour and attitudes in this group.

- There are progressively fewer students in SNU who can cope with being part of a mainstream LAR of any mainstream classes. We now run a SNU LAR which contains about half our students.

- A Minecraft for Education course has become established in SNU for 1 Semester for our more capable students.

- The computers supporting the large touch screens tvs in A3 and A4 were replaced, which means that this powerful educational technology can now be incorporated into our lower ability classes.

- There was some engagement with our community through a very successful food bank appeal which we ran in Term3 to support the foodbank run by a church in Naenae. This appeal was school-wide and was well supported.

2023 Goals

Operational issues/concerns/opportunities you would like to discuss with the Principal

- Extra staffing provided by the school is making our programme much more workable this year, thank you. This partly came about due to the MoE clarifying with us in 2023 that the staffing provided ████████ is only considered to be a 'contribution' to SNU staffing. I am wondering what certainly we have that the level of staffing we now have will not be eroded over time.   There is currently no set level or formula for staffing in the SNU.

- We still have ██████████ and some ████████████████████████████████ ████████████████████████████████████. How do we prepare for a large proportion of our experienced staff who may want to retire at about the same time?

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issues/concerns/opportunities you would like to discuss with the Board

- In 2023 the ███ ████████████████████. SNU is necessarily a closed community and we are locked into together all day. This is a different situation to one in which a student has three different classes a day. ███████████████████████████████████t but I think that a representative needs to come and spend some time in the SNU to see the challenging nature of the environment we are dealing with, if you are going to be making critical decisions regarding our safety and well-being.

- ~~I acknowledge that after this student was returned the BoT directed the Principal to provide us with an extra teacher which certainly helped us a lot.~~

Summary (Remember we have your overall results. We only need discussion of the most significant successes and issues/concerns (programme concerns).

Successes

- *Narrative Assessment Reports are now well-established and we are looking to further develop and refine them.*

- *Community Engagement: We ran a successful SNU formal in Term One with attendees from several other schools. We had not been able to do this during the Covid years.*

- *We ran a school-wide foodbank drive which was the idea of one of our students. This was well-supported by our main school students and our school parent community.*

- *██████████ a successful sports programme with involvement in AWD Athletics, Basketball, Futsal, T-ball and Netball. We also participated in Sailability and RDA. The majority of our students had the opportunity to participate in one or more of these activities.*

- *In academic terms SNU is divided roughly into our Sensory Group ██████ students and our more able group. There is some mobility between groups for different subjects. In 2023/24 ██████ students in the Sensory Group were moved into the more able group. This transition has proved very successful for both students in terms of both their learning and behaviour.*

Issues/areas of concern

- *On-going certainty of levels of staffing: both teachers and teacher-aides.*

- *How to manage extreme and complex behaviours which we are seeing more frequently now than in previous years.*

Feedback on issues identified for attention in 2022 and actions taken in 2023

- *In 2023 our on-going relationship with the ██████████████████ faded out after she became seriously ill. Currently there is little progress in the communication area for our non-verbal students.*

- *All SNU staff attended a one-day Sensory Learning course, and we had further training from MoE staff about the ALERT programme. This programme uses sensory play and learning to promote emotional regulation. This was recommended to ██████████████████, our MoE Learning Support Advisor as a way to begin to address complex behaviour and learning needs.*

- *All of our staff have completed the Restraint in School module. Our processes around Restraint are now set up and are being implemented.*

Areas of focus for 2024

- *We will need to continue to develop skills in communication for all SNU staff, especially in the area of communicating with non-verbal and semi-verbal students.*

- *In 2024 we are trialling a new sensory-based learning programme (called Super Sensory class) ████ of our students. These students have ██████████████████ well to some of our curriculum-based programmes, e.g Sensory Health, Sensory Art, Sensory Integrated Studies. The extra staffing provided by the school supports this programme, in which most of the students are Very High Needs. We are also working in partnership with ████████████████ and ███████████████████ to integrate aspects of the ALERT programme into this class.*

- *SNU staff need support and training in order to manage the higher numbers of students enrolling with complex learning and behaviour needs. We are planning some more professional development in the area of trauma-based practice. We are also investigating the possibility of providing supervision for staff to reduce burn-out.*

- *Would like to review our SNU curriculum with ████████████████████ and perhaps get it written down in a more comprehensive form*

General comments

- *This year (2024) we have fewer students who can undertake mainstream subjects (with support). There ████████████ currently with the prospect of achieving NCEA at any level.*

- *We are still noticing that, as projected, the ability levels of students are dropping. However these students are designated High Needs, not Very High. We have more students in our Sensory Needs group, and fewer students who are capable of engaging with any main school classes, even LAR.*

Section Three - Analysis of Year 9 and 10 Courses

Please give a general overview of these courses which should include a reflection on highlights and areas for improvement in 2024

- **hope to do this in 2024 as part of a SNU curriculum review ███████████**
████████

Section Four - Where to from here? Department goals and Student Achievement Targets for 2024

These department goals will be linked to the Faculty Goals which will then in turn be linked to the school Strategic Goals, You should pick one or two aspects of the Mana Tangata strand 3.1, 3.2, 3.4, 3.6

Department Goals

2024 Department Goal	School Strategic Goal this links to	Faculty Goal this links to where relevant	Specific Strategies to achieve the goal	Who is responsible	Time Frame for completion
To review our curriculum and write it down. To ensure it is fit for purpose.	All learning and teaching programmes and school activities aim to develop values, skills, knowledge and attributes so that ākonga leave college as confident lifelong learners		- review SNU curriculum ~~with James Hambin ge~~ - continue to develop the Super Sensory class - Refine Narrative reports	SNU teaching staff	by the end of 2024

Additional Information

Please use this section to outline any other concerns, comments, suggestions or areas you are working on not covered above.