



Section 4:

Nag 2 a

AoV



2019

TARGETS



Targets For Improving Student Achievement 2019

English: Oral Language – Augmentative & Alternative Communication

Background Information		Target - 2019		
<p>When reviewing our target for 2018, it was generally agreed that whilst increasing student voice through writing was a useful skill, it was not deemed to be a priority learning need for many students at SKP. We were largely trying to fit in with the COL learning objectives. We believe we need to take a step back and develop students' expressive communication skills, which are a foundation for writing and also vital to their quality of life. Effective communication is necessary for all learning. Participation in learning opportunities is often dependent upon effective communication.</p>		<p>Students who cannot rely upon their speech to make themselves understood will have an AAC system identified for trial. 18 students will be monitored for effectiveness of system – i.e. increased effective expressive language ability.</p>		
Specific Outcomes	Actions Required	Resources	Timeframe	Responsibility
<ul style="list-style-type: none"> <input type="checkbox"/> All students have a baseline assessment & Communication Profiles developed <input type="checkbox"/> Staff trained to support communication strategies <input type="checkbox"/> Increased opportunities across day for students to communicate <input type="checkbox"/> Improved 'communication rich' environment <input type="checkbox"/> Increased achievement of IEP goals related to expressive communication 	<ol style="list-style-type: none"> 1.1 SLTs to do baseline assessments along with class staff 1.2 Support staff assigned to assist SLTs with development of Profiles. 2.1 In-house PD for class teams & whanau to support student systems 3.1 Apply intervention based on what is motivating to the student during sensory studio sessions; circle time; math; English; music sessions; unit studies across the day 3.2 Use a variety of equipment to teach skills including digital technologies and low tech options 4.1 School-wide environmental audit for Communication 4.2 Develop SKP guidelines 5.1 Maintain data on communication opportunities provided as well as student achievement. 5.2 Analyse data gained and review intervention 	<p>AAC devices</p> <p>Release time to train staff and to analyse data</p> <p>SLT staff</p> <p>Research articles</p>	<p>Tm 2 to Wk 5 Tm 4</p>	<p>Kathy, Iliyana, Charlotte</p> <p>Leadership Team, 1 x support staff</p> <p>Class teams</p> <p>Whanau</p> <p>BOT</p>



Targets For Improving Student Achievement **2019**

HEALTH & PHYSICAL EDUCATION: M.O.V.E.

Background Information

Whilst progress was made to an acceptable level last year, our AOV showed that many staff still needed training / retraining. We also need to develop whanau involvement for optimum results to occur for learners. Consistent teaching and practice of skills across the school day is more likely to occur when staff understand the purpose and research behind the programme, and this will impact on continued learning outcomes.

Target – 2019

- All students who cannot sit, stand, or walk independently will make progress against their current skills baseline in the MOVE programme (n= 17) by the end of 2019.

Specific Outcomes	Actions Required	Resources	Timeframe	Responsibility
<input type="checkbox"/> All students have a baseline assessment from Tm 4, 2018 or Feb 2019 if new	1.1 Team review of Term 4 data to check for any regression over summer break 1.2 Team assessment of new students 1.3 MOVE Goals established with whanau and programmes revised	Judy, Shirley, Girlie ↓	Weeks 1 & 2, Term 1, 2019 Weeks 4,5,6, Term 1	Leadership Team Kathy, BoT
<input type="checkbox"/> Staff training	2.1 2-day MOVE training for class teams & some therapists for Rms 2,5,10 2.2 Train all other staff as and when possible starting with Rob Rd, Bader, Rm 3, & Wlea.	TA budget PD Budget – training packs	Jan 31 – Feb 1, 2019 May 29, 30 Term 3 & 4	BOT, Judy, Girlie, Shirley Kathy, Judy, Girlie, Shirley
<input type="checkbox"/> MOVE Lead Team	3.1 Re-Appoint Lead Teacher 3.2 Component of AP Job Description 3.3 Formulate Lead Team: Principal, AP, Teacher, PT, TA	1MU Lead Teacher	Feb, 2019	Kathy, BOT Kathy, Judy Kathy, Judy, Girlie, Shirley
<input type="checkbox"/> Review of school procedures	4.1 Recap of current situation: SWOT analysis by team 4.2 Formulate a strategic plan 4.3 Create an action plan for 2019	CRT Time for meetings	January, 2018 January 2018 March, 2018	Kathy, Judy, Shirley
<input type="checkbox"/> Promote whanau involvement	5.1 Invite whanau to Meet MOVE Director 5.2 MOVE Class Morning Visits 5.3 Equipment shared with home during term breaks	Kai Van access & Driver	April 11, 2018	Kathy, BOT Kathy, Judy Kathy, Judy
<input type="checkbox"/> Maintain MOVE Model Site Status	6.1 Model Site Review by Julie Sues-Delaney, MOVE International Programme Director	Powhiri Kai	9 March, 2018 Terms 2 & 3	MOVE Team

	<p>6.2 School must have in its employ accredited MOVE International Trainers</p> <p>6.3 School will implement MOVE programmes throughout the day</p> <p>6.4 School environment will enable MOVE programmes to take place i.e. uncluttered</p> <p>6.5 School must provide Basic Provider Training to all staff who work with individuals utilizing the programme</p> <p>6.6 School will have MOVE teams composed of families, educators, administrators, therapists and other direct service providers or professionals responsible for implementing MOVE programmes</p> <p>6.7 School will have access to adequate equipment to deliver MOVE programmes</p> <p>6.8 School administrator will participate in four contacts with MOVE programme managers annually</p> <p>6.9 School will pay an accreditation Fee annually to MOVE International</p>	<p>See above</p> <p>MOVE timetables, staff</p> <p>Class environment audit on staff only day</p> <p>Staff release</p> <p>Rifton toilet station</p> <p>Hoist</p> <p>Skype</p> <p>\$750.00 USA</p>	<p>12 April / 5 July / 27 Sept / 18 Dec</p> <p>9 March, 2018</p> <p>Ongoing</p> 	<p>Kathy, Judy, BOT</p> <p>MOVE Team</p> <p>Judy, Girlie</p> <p>Kathy, Judy, BOT</p> <p>BOT, Kathy</p> <p>Kathy, Judy, MOVE Team</p> <p>Kathy, Julie King, LT, all staff</p> <p>See above</p> <p>Kathy, Judy, BOT</p> <p>Girlie, Judy, Kathy, BOT</p> <p>Kathy, BOT</p> <p>Kathy, BOT</p>
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Can we offer an
Irresistable Invitation
To Learn?

Is it something
Worth
Communicating about?



ANALYSIS OF VARIANCE 2018



Chara taku toa i te toa takitahi, Engari he toa takitini

The result of one's work and achievement is the product of many hands



Target Information Evaluation 2018

English: Written Language: Writing (COL target)

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

Evaluation

Actual Outcomes / Analysis of Variance

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

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

Where to next?

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



Target Information Evaluation 2018

Health & Physical Education / Participation & Contribution

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

Evaluation

Actual Outcomes

Data

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

Analysis of Variance

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

Where to next?

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



Target Information Evaluation 2018

Student Engagement

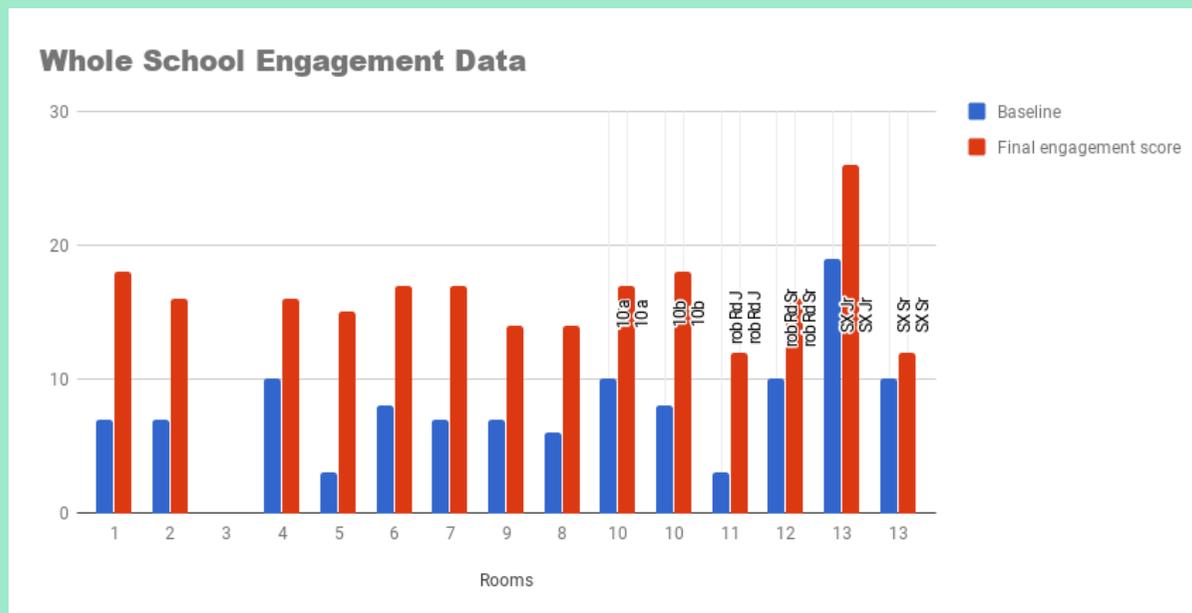
Target	What did we do?
<p>Students at base school and 2 satellite primary classes, (n=95) will demonstrate increased and extended levels of engagement.</p>	<ol style="list-style-type: none"> 1. External Providers and in house Professional development for all staff 2. 10 days consultancy throughout year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

Evaluation

Actual Outcomes

- We started the year with Professional development for all staff – divided into two groups. Staff teams were grouped into senior school and junior school groupings, with syndicate leaders and therapists joining them. Each group attended a 2 day Attention Autism Course presented by Gina Davis (an SLT from the UK). The focus was on teaching students with autism and intellectual disabilities to focus, sustain and shift their attention; understanding how to teach, encourage and support communication; understanding how to foster group learning skills; understanding how to embed early social interaction skills into group work; and how to set up and run the intervention with groups of children. Feedback from staff mentioned how effective it was training together in class groups.
- Syndicate leaders and Julie King (external facilitator) supported the staff to implement AA during the day through modelling and observation / feedback; to produce resources; and to find motivating tasks / items. This continued throughout the year.
- New staff were provided with an overview of the training and supported as above
- Lead Teacher for EFL & AP supported staff to use the EFL process to identify and work with students demonstrating low engagement. Three new teachers were given training in term 1. In term 2 lead teacher conducted a refresher staff meeting about using EFL; other new staff received training. Each class team selected a student using the first tool – whole class Engagement ladder. A focus/target student was chosen and then an Individual ladder was completed in each class.
- The second tool which is the Engagement profile was then worked on and each week the class teams observed and gathered baseline data on each of the Engagement Profile bubbles. Staff recorded short 3 minute video clips of their student, on each of the 7 Profile circles, which are, Curiosity, Investigation, Discovery, Anticipation, Persistence, Initiation, and Responsiveness. Suggested way of gathering data on an A3 sheet accessible to all staff so they can write observations at any time.
- Teachers uploaded videos on the EFL folder on the SKP server and backed up was uploaded to individual teachers' drive.

- At the end of the term class teams/teachers completed the Baseline data for each of the 7 Engagement profile circles giving them a detailed snapshot of their focus student in terms of what subject/curriculum areas, environment, material and people that they engage with.
- A low engagement video of identified student was taken. Team members viewed the video and completed the engagement scale ranking the student's engagement across the 7 indicator areas. The lower scoring indicators became the teaching focus point for next steps. Staff continued to utilise the engagement scale, focussing on particular low scoring indicators and scoring them over the following weeks. Teachers used the information gained from the students' engagement profile and ladder to weave in preferred engagement environments, materials, people traits and functional activities. It is through this process that some staff were able to lift each student's engagement across the 7 indicator areas. Teachers met up with their buddies to view the videos or did so with their own class teams to get a different perspective on the students' engagement. Teachers also had professional learning discussions with other teachers and therapists on how the engagement process was working for them and got more ideas and implemented them.
- Teachers continue to use this as a strategy and have submitted all the data that has been collated. .
- There has been a shift in the engagement of the target students in the rooms that worked on 'Engagement for Learning'



Analysis of Variance

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

Where to next?

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





Section 4

2019 Targets for Improving Student Achievement

2018 Analysis of Variance

Sir Keith Park School Charter : 2019

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