

Cultural Perspective

Sara Cohen School's curriculum will recognise the unique position of Māori within New Zealand society. It will provide students with experiences and understandings in cultural traditions, language and local and national histories.

The Board will respond to any request for instruction in Te Reo Māori by:

- Advising parents of the current level of Te Reo and Tikanga Māori available at the school
- Advising parents where the nearest school is that provides a higher instruction of Te Reo and Tikanga Māori

The Board will consult with local parents and iwi.

To ensure that these aims are achieved the Sara Cohen Board of Trustees is committed to providing:

Student Achievement	Overall continuous improvement in student progress, achievement and engagement	NAGS 1 & 2
Strategic Planning and Self-Review	Setting strategic direction for the school and a continuous programme of self review.	NAG 2
Personnel	A positive, supportive environment for staff, through quality recruitment, performance management and continual development.	NAG 3
Property	A vibrant, versatile and modern learning environment.	NAG 4
Finance	Budget to fund the school's curriculum, personnel, property and administrative activities.	NAG 4
Health and Safety	A safe and healthy physical and emotional learning environment.	NAG 5
Community Partnership	Opportunity for communication, consultation and engagement with the wider community.	NAG 2

This charter should be read in conjunction with:

- ❖ The Sara Cohen School Annual Plan 2022
- ❖ The Sara Cohen School Governance Policies
- ❖ The Sara Cohen School Operational Procedures
- ❖ Sara Cohen School: Self-Review 2020 - 2022
- ❖ The Sara Cohen School Budget 2022

Strategic Goals 2022

Strategic Goal 1

All Sara Cohen students will be engaged in learning that recognises each individual's needs, language and identity, and reflects the school's visions and values.

Strategic Goal 2

Our whanau and community is actively engaged in the life of our unique school while respecting all cultures represented within the school and recognising the special position of Mā ori culture within New Zealand

STRATEGIC PLAN 2022

Strategic Goal 1

All Sara Cohen students will be engaged in learning that recognises each individual's needs, language and identity, and reflects the school's visions and values

2022	2023	2024
<p>Covid goal - We as a school will work to develop plans and procedures that so that;</p> <ul style="list-style-type: none"> ● the school remains open for face to face learning, ● That students are supported to cope with the Covid environment ● we keep everyone as safe as we can ● people are informed and communicated with in a clear and timely fashion. 		
<p>1.1 Develop and Implement a plan to support the successful transition of students and resources to the new school in 2023 (expected date of completion). This will include;</p> <ul style="list-style-type: none"> - implementing the plan developed by staff - wellbeing of students - storage, sorting and organisation of resources - successfully communicating the process with the students, community and staff - Actual move to new site, staging, planned - Student voice through art/stories/photos 	<p>1.1 Continue to implement our plan for transition.</p> <p>By mid to end of year we would have moved into and been occupying our new school. Embedding plans, monitoring and reviewing to ensure that we get the most out of the new site and ensuring that they best meet the needs of our students.</p> <p>We will also have;</p> <ul style="list-style-type: none"> - Media opportunities - Celebrations - Farewell of base school 	<p>New school - BAU</p>

<p>1.2 Health and Sexuality – We will introduce and support staff and students with the implementation of the health and sexuality curriculum for Sara Cohen students.</p>	<p>1.2 Health and Sexuality – We will continue to develop and support staff and students with the new health and sexuality curriculum for Sara Cohen students.</p>	<p>1.2 We will embed and review, in consultation with parents and caregivers, the Health and Sexuality curriculum. We will survey the various stakeholders and review the effectiveness of the Health and Sexuality curriculum</p>
<p>1.3 We will embed these graduate profiles within our school. These profiles are around student ability; Highly Levels of Support, Supported, Low Levels of Support. Graduate profiles will be aspirational and used as a guide for developing appropriate goals and targets for students.</p> <ul style="list-style-type: none"> - We will review the resetting, effectiveness and appropriateness of goals set - review of reporting to parents and caregivers on the platforms we use to inform them of their child’s learning. - The appropriateness of learning areas. - That parents are happy with the appropriateness of the GPs as a report on progress. 	<p>1.3 BAU</p>	
<p>1.4 Embed systems for the ongoing evaluation of specialist services.</p> <ul style="list-style-type: none"> - implement a plan of recommendations from 	<p>1.4 Review systems for the ongoing evaluation of specialist services.</p> <ul style="list-style-type: none"> - Review the changes we have made to the specialist service. 	<p>1.4 Specialist Services standards Review</p>

<p>evaluation of previous systems.</p> <ul style="list-style-type: none"> - Focus on effectiveness of therapeutic interventions - Use our findings to enhance therapeutic outcomes? - Embed effective reporting systems, both formative and summative for stakeholders. 	<ul style="list-style-type: none"> - review the effectiveness of therapeutic interventions - Review our therapeutic outcomes? - Review the effectiveness of reporting systems, both formative and summative for stakeholders. 	
<p>1.5 Embed wellbeing initiatives at Sara Cohen. These initiatives are designed to provide opportunities to increase and support the emotional and physical well-being of students. These include;</p> <ul style="list-style-type: none"> - Implementing mindfulness and yoga across the school - creating a gym/training space - providing personal training our students that would most benefit from it - provide support for classes to create and perform in a concert - increase swimming to an all year activity with instructor support 	<p>1.5 Review our wellbeing initiatives at Sara Cohen that are designed to provide opportunities to increase and support the emotional and physical well-being of students. This will include meetings surveys from our school community, meetings staff and parents, CLP meetings etc..</p>	<p>1.5 BAU</p>
<p>1.6 We will review the extent to which teachers have developed their own cultural capacity and embedded their new learning to positively impact on student learning. We will continue to develop and include components of a</p>	<p>1:6 BAU</p>	<p>1.6 BAU</p>

culturally motivating curriculum within the school that recognises and values the culturally diverse makeup of our school. Making our welcoming and affirming for all students and their families.		
1.8 We will review the effectiveness of our 'enterprise' programmes. In order to measure the extent to which we have fostered our school vision and values and the extent of a beneficial impact on student learning.	1:8 BAU	

<p style="text-align: center;">Strategic Goal 2</p> <p style="text-align: center;">Our whānau and community is actively engaged in the life of our unique school while respecting all cultures represented within the school and recognising the special position of Māori culture within New Zealand.</p>		
2022	2023	2024
2.1 BoT and staff undertake PLD in the Treaty of Waitangi/Te Tiriti o Waitangi. PLD opportunities will build on the actions from these.	2.1 The impact of the PLD training in cultural responsiveness undertaken by BoT and teaching staff will be reviewed and next steps identified.	2.1 BAU ensures that we maintain these learnings for subsequent boards.
2.2 Build strong links with the agencies who will share our Riselaw site. So we can develop meaningful and supportive partnerships. Share professional development, knowledge and skills.	2.2 Once on site provide opportunities, both professionally and socially, to involve the organisations that occupy the buildings. These could include; <ul style="list-style-type: none"> ● formal welcome ● social occasion 	2.2 Develop and provide opportunities for Sara Cohen staff and the staff of agencies who share our space together to develop a relationship. That will provide opportunities to share professional knowledge and skills

	<ul style="list-style-type: none"> • Shared lunch • Shared professional development 	and create a culture between our organisations.
2.3 Build strong links with the wider community to promote and grow Sara Cohen School. Develop partnerships with key partners like the Polytechnic. University. For Sara Cohen to be visible, positive and productive (service). Take opportunities for this to be recognised within the community/media.	2.3 Ongoing	2.3 Ongoing
2.4 Te reo me ona tikanga Māori is extended into our school and class environment.	2.4 Ongoing	2.4 Ongoing
2.5 Community engagement plan is implemented and reviewed. We plan that this will include CLP meetings, Meet the teacher, digital platforms, face to face opportunities, regular community events. We will regularly consult with and survey parents about what they would like to see in these meetings.	2.5 Ongoing	2.5 Ongoing
2.6 Build a relationship with local iwi (Ngāi Tahu) and Sara Cohen School and develop the relationship with Ngai Tahu to support us to the new school site.	2.6 Maintain and extend a relationship with local iwi (Ngāi Tahu) and Sara Cohen School	2.6 Review the relationship with local iwi (Ngāi Tahu) and Sara Cohen School

Annual Plan 2022

Strategic Goal 1

All Sara Cohen students will be engaged in learning that recognises each individual’s needs, language and identity, and reflects the school’s visions and values

Update	Goal/Actions	Responsibility	Budget/Timeframe	Reporting

Update	Goal/Actions	Responsibility	Budget/Timeframe	Reporting
<p>28th/4/21 - 1.1.2 - I have employed Sue Stevenson 0.2 to work through and organise our resources.</p>	<p>1.1 Develop a plan to support the successful transition of students and resources to the new school in 2023 (expected date of completion).</p> <p>1.1.1 planning the transition as a staff 1.1.2 storage, sorting and organisation of resources 1.1.3 transparency and communication</p>	Principal Senior Leadership	Storage, staffing	Principal DP
<p>28th/4/21 - 1.2.1- meeting with parents in T4 2020. 1.2.2 - Rachel has had 0.2 release in T1 2021 this will drop to 0.1 for the rest of the year, to focus on developing the framework. We have also engaged the services of Claire Ryan who will be supporting us throughout. 1.2.3 The framework has been developed and presented to staff for consultation. 30/8 We have developed a relationship with Allenvale and will work together on this body of work.</p> <p>26/10/21 Units are being developed in syndicates to populate the health and sexuality framework.</p>	<p>1.2 Health and Sexuality – We will develop, in consultation with our Sara Cohen Community, Staff and external agencies, a health and sexuality curriculum that is appropriate for our students.</p> <p>1.2.1 consultation with the school community 1.2.2 Allocation of resource (staffing, expertise, funding) 1.2.3 Develop a framework from which to work off</p>	Rachael	\$10k - PD, consultant, events, resources/ This will be implemented as per Strategic Plan	Principal
<p>28/06 Team has been sent to look at CASS School to look at how they report. Anna has been working on developing the GP's so that they can be the focus of all units and assessment. 26/7 Work has begun on using the GP as the focus for reporting/student achievement/goals. 30/8 Extra staff meetings around CLPs and goal setting. Developing units and reporting requirements. Universal goals and individual goals.</p> <p>26/10/21 - We have begun our reporting through the seesaw platform. Staff have held first CLP meetings using the Grad Profiles as the goal focus.</p>	<p>1.3 We will embed these graduate profiles within our school. These profiles are around the ability; Highly Supported, Supported, Low Levels of Support. Graduate profiles will be aspirational and used as a guide for developing appropriate goals and targets for students.</p> <p>1.3.1 add detail to framework 1.3.2 extend our goal focus to include a broad range of goals using the GP 1.3.3 Target and plan some units 1.3.4 develop our reporting and assessment to reflect this</p>	Anna	\$2k Staffing, PD, Printing costs.	Principal
<p>28th/4/21 - 1.4.1 Gary, our lead therapist is currently reviewing current systems. He has created an at a glance spreadsheet of therapeutic interventions throughout the school. A therapy brochure has been created that outlines the therapy service. 31/5 - SSSR completed, policy documentation being developed, inquiry changed to; Better Involving whanau in the setting of goals.</p>	<p>1.4 Develop systems for the ongoing evaluation of specialist services.</p> <p>1.4.1 Review current systems 1.4.2 Focus on effectiveness of therapeutic interventions</p>	Gary	\$500 printing of brochures.	Principal

<p>28/06 Therapists have had PD at CASS. Key points have been taken onboard from review and we have taken steps to better include parents in our therapy/curriculum goals. Phones have been purchased for all therapists so that they can better communicate with whanau. 26/7 Therapist will work with teachers to support CLP goals. 30/8 We are working towards having goals supported by therapists rather than two sets of goals that run side by side. 26/10/21 - Therapists have been involved in the construction of education goals in the latest CLP meetings.</p>	<p>1.4.3 Develop effective reporting systems 1.4.4 Develop a plan for implementing recommendations.</p>			
<p>28th/4/21 - 1.5.1 yoga and mindfulness have been successfully implemented across the school. 1.5.2 We have ordered and paid for \$15k of gym equipment. 1.5.5 swimming lessons with our TA/Instructor Caitlin, have been going on for half of the school in term 1. 31/5 - Gym equipment arrived, interview with personal trainer/TA, Hours got from MOE to support the programme. Classes are working towards their performances. Mindfulness and yoga is being provided for the staff on Thursdays. 30/8 New piece of gym equipment purchased. We have made enjoyment/recreation/sport/leisure. Swimming units of work have been created for teachers. 26/10/21 Sam Mephem employed 2 days per week as PT for our students.</p>	<p>1.5 Develop and introduce wellbeing initiatives at Sara Cohen. These will be designed to provide opportunities to increase and support the emotional and physical well-being of students. These include; 1.5.1 Implementing mindfulness and yoga 1.5.2 creating a gym/training space 1.5.3 providing personal training 1.5.4 classes to create and perform in a concert 1.5.5 swimming instructor support. All year swimming. 1.5.6 communication with parents. Through CLPs/student goals, parent meetings on the topic and social media.</p>	<p>Matt Aaron (TA) Caitlin (TA)</p>	<p>\$40k Gym equipment. Staffing</p>	<p>Principal</p>
<p>28th/4/21 - 1.6.1 preparations are underway for all of these events. Hangi dinner celebrating Matariki. New waiata for Polyfest and assemblies. All classes are preparing items for these events. There will be expertise that will be available to support this. 31/5 - Samoan language week. Classes are engaging in Samoan language week. We will be following our olympian Holly through the olympics. Classes planning for the Olympic unit. 28/6 Matariki Celebration Artwork. Classes have been working hard to create this event. Hangi will be part of this community evening. 26/7 Very successful Matariki celebration on the 8th of July. Hangi and art show. 30/8 Polyfest has been postponed. Olympic celebration has been postponed. We observed Cook island language week. 26/10/21 Olympic unit cancelled as well as Polyfest due to covid</p>	<p>1.6 Teachers will continue to develop and include components of a culturally motivating curriculum in their class programmes. That recognise and value students cultural backgrounds, prior knowledge and experiences 1.6.1 key events like polyfest, Maori and pasifika performance, matariki 1.6.2 Olympic unit - will recognise and celebrate cultures represented in our school 1.6.3 whanau hui and fono 1.6.4 language weeks</p>	<p>All Staff Racheal Jocelyn</p>	<p>\$5k for food parent evenings. \$5k for a hangi pit at the riselaw road school. \$1k for resources</p>	<p>Principal Parents</p>

lockdown.				
28th/4/21 - 1.7.1 Staff have feedback on a PMI around our narratives. The findings have been shared with them. 26/7 We will survey parents about our reporting and assessment. 30/8 Survey will take place during CLP meetings.	1.7 Assessment – A comprehensive review of assessment practises and their effectiveness. This will shape the direction for school wide assessment 1.7.1 Survey stakeholders 1.7.2 Analyse data and feedback 1.7.3 Report back findings	Anna Ben		Principal BoT
	1.8 We will review the effectiveness of our ‘enterprise’ programmes. In order to measure the extent to which we have fostered our school vision and values and the extent of a beneficial impact on student learning. 1.8.1 Survey stakeholders 1.8.2 Analyse data and feedback 1.8.3 Report back findings	Tony		
	1.9 Ongoing monitoring and review of reporting to parents and caregivers on the platforms we use to inform them of their child’s learning. These will include CLPs, narrative assessments, digital connections and face to face communication.	Ben		Principal BoT
26/10/21 Survey carried out 25th of September - was overwhelmingly positive.	1.10 A comprehensive review of student and staff welfare that will be conducted by an independent consultant. This will be reported back to board to inform next steps	Matt		BoT

Annual Plan 2021

Strategic Goal 2

Our whānau and community is actively engaged in the life of our unique school while respecting all cultures represented within the school and recognising the special position of Māori culture within New Zealand.

Update	Goal/Actions	Responsibility	Budget/Timeframe	Reporting
<p>28th/4/21 - 2.1.1 Professional development opportunity for a ToW conference with Dunedin principals. In term 2. 31/5 - Went on professional development. Reported to the BoT. We will begin staff meeting Te Reo lessons in June.</p>	<p>2.1 BoT and staff undertake PLD in the Treaty of Waitangi/Te Tiriti o Waitangi. PLD opportunities will build on the actions from. 2.1.1 Professional development opportunities 2.1.2 Staff meetings to support understanding of ToW obligations</p>	Matthew	\$1k Pd \$1k Matt ToW course	
<p>28th/4/21 - 2.2.1 Signing of contracts is imminent. I have also made contact with the principals of the various schools. 2.2.2 Sara Cohen has provided excellent service in getting the school to an acceptable standard for occupancy. A lot of trouble shooting and ensuring that things get done. We have established ourselves as the host school. 31/5 - Still ironing out some problems. This money has come out of SC funds and will be refunded. 28/06 The handover period is essentially over. We will request a refund of monies spent. Need to sign contracts. 26/11 Blinds put up in agencies rooms.</p>	<p>2.2 Build strong links with the agencies who will share our Riselaw site. So we can develop meaningful and supportive partnerships. Share professional development, knowledge and skills. 2.2.1 opportunities to meet and greet 2.2.2 provide good service to them as a host school</p>	Matthew Gary O Justine	\$\$\$\$\$\$\$	
<p>28th/4/21 - 2.3.1 had a meeting with Brayden Murray from OP. They are still very interested and things will progress next term. We will look to develop an MOU. 31/5 - Meeting with Brayden Murray for lunch on Friday. Possible MOU. 2.3.2 Sara Cohen will be hosting students from numerous organisations - OT, Physio, Nursing, Social Work, Mental Health, Medical. Possible partnership with the school of psychology and/or clinical psychology. Partnership with OT for holiday employment for staff. 28/06 Draft MOU with OP/SCS 2.3.2 We are currently hosting a number of student</p>	<p>2.3 Build strong links with the wider community to promote and grow Sara Cohen School. Develop partnerships with key partners like the Polytechnic. University. For Sara Cohen to be visible, positive and productive (service). Take opportunities for this to be recognised within the community/media. 2.3.1 partnership with OP</p>	Matthew Therapists		

<p>placements. Had a visit from the SLT from the Teachers College. Very positive and they are looking to place students at SCS. 2.3.3 possible fund holder for Tangata Moana 26/7 Numerous media exposure. TV1 news/ The Star 26/10/21 One network news article on Holly. Yet to hear back from Polytech. Have a number of students from different faculties on site. Developing a closer relationship with College of Ed.</p>	<p>2.3.2 hosting students 2.3.3 partnerships with other organisations</p>			
<p>31/5 - Te reo lessons for staff at staff meetings to begin in June 28/06 We have regular Te Reo lessons in staff meetings. In which the staff learn a word or phrase for the week.</p>	<p>2.4 Te reo me ona tikanga Māori is extended into our school and class environment.</p>			
<p>28th/4/21 - Parent evening around sports for people with special needs. Parent evening with the architects at Riselaw. CLP evening completed. 28/06 Matariki celebration 8th of July. 26/7 Successful evening had for Matariki. 30/8 providing an online experience during lockdown. 26/10/21 - Next community engagement will be the school disco and leaver BBQ.</p>	<p>2.5 Community engagement plan is implemented and reviewed. We plan that this will include CLP meetings, Meet the teacher, digital platforms, face to face opportunities, regular community events. We will regularly consult with and survey parents about what they would like to see in these meetings.</p>	<p>Rachael Matt</p>	<p>\$3k for associated costs for functions.</p>	<p>BoT</p>
<p>28/06 We are looking to complete the cultural narrative. This has been difficult. 26/7 Contact has been made with Kai Tahu and they have appointed Megan Potiki from the UO will do this body of work for the cultural narrative.</p>	<p>2.6 Build a relationship with local iwi (Ngāi Tahu) and Sara Cohen School and develop the relationship with Kai Tahu to support us to the new school site.</p>	<p>Matt</p>		