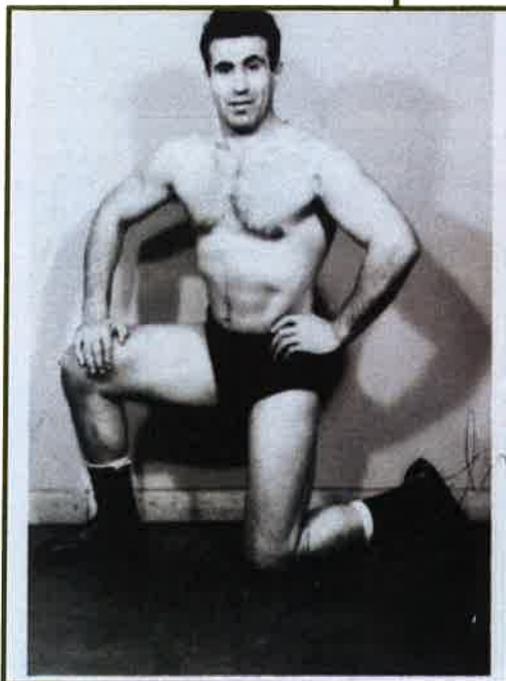


Blomfield- Who are we?

As we enter the 2020's Blomfield School has over 120 students, all of whom are ORS funded. We have grown to include Satellite Units at six other schools,

including the Far and Mid North. We run a successful Outreach Programme supporting ORS students in other schools. We are a co-educational U6 school-the only specialist school in Te Tai Tokerau. We have around 100 dedicated staff.

Our Founder- Lofty Blomfield



- Meynell Strathmore Blomfield (18 July 1908 – 29 June 1971) aka 'Lofty' Blomfield
- New Zealand professional wrestler, inventor of the "The Octopus Clamp"
- Longest reigning heavyweight champion in the history of professional wrestling in NZ.
- NWA British Empire/Commonwealth Champion
- NWA Australasian Heavyweight Championship.
- A successful hotelier-the Whangarei Hotel,
- Involved in numerous charity fundraisers and organizations
- founded the Northland IHC and the Blomfield Special School.
- 1990, officially inducted into the New Zealand Sports Hall of Fame.

We are proud to continue the legacy of such a determined, generous and larger than life benefactor. We believe that Lofty's life and work epitomises our school Mission 'Engaging students to discover their potential'. Lofty was able to discover enormous potential within himself for incredible sporting endeavours and incredible acts of kindness and caring within his community. As an hotelier, who used his mana in the Whangarei community to raise funds through his Penny Piles, he embodied the value of manaakitanga that we see as the fundamental core of Blomfield School.





Our Mission :
Engaging Students to Discover their Potential.





Māori Learners will succeed as Māori at Blomfield School. This means:

Tikanga Māori

...is visibly respected and central to our kaupapa, guided by our community and led by our Team Leader Māori.

Te Rēo Māori

...is spoken, sung and written in all aspects of our māhi

Tāngata Whenua

...are recognised, and our knowledge of our local area and history is intrinsic in what we do.

We value cultural diversity at Blomfield. This means :

- Learners will feel a sense of belonging and acceptance for who they are and all they bring with them.
- We use and value languages, traditions and tikanga of all our ethnic and cultural communities.
- The right of our students to feel a part of a community of like-minded peers is upheld and supported.



Student Learning at Blomfield ... This means:

| | Student Agency | Relevant, Meaningful and Personalised Curriculum |
|------|--|--|
| 2020 | <ul style="list-style-type: none"> • Student input/voice into their own learning plans is actively sought for ALL students. • Assessment and reporting will include student voice either directly or through considered interpretation of responses to learning and what this is communicating. • A systematic approach is developed to ensure students' AAC needs are identified and reviewed in a timely fashion. | <ul style="list-style-type: none"> • Students have increased opportunity to explore aspects of the digital world that may support their quality of life. • Scheduled annual whole school Maths and Literacy assessments are introduced with the support of the relevant Curriculum Coaches and Focus Groups. • Maths and Literacy programmes are based on individual assessments while classroom programmes identify how and when students have access to learning in all strands of these subjects. • Students will be guided and empowered to apply their skills in contexts that are authentic to them. • Cultural context and relevance will be integral to the preparation of learning activities. |
| 2021 | <ul style="list-style-type: none"> • Students or their advocates (Staff, whanau) are able to discuss/show how the student's input has gone into their learning plans. • Teachers actively reflect on extent to which Student agency has been honoured in learning plans. • Students who may have AAC needs are prioritised for assessment and intervention. • Ongoing evaluation of opportunities in the Digital world are explored by the students and staff consider their relevance to student needs and interests. • Literacy and Mathematics programmes are customised to the individual, while enhancing social learning strategies within meaningful community, home and school contexts. • Programmes will enhance our students' sense of cultural value and belonging. | |
| 2022 | <ul style="list-style-type: none"> • Student input into their learning plans and the way their voice has been 'heard' is explicitly documented. • Wherever possible, students have access to the best possible assistive and augmentative communication tools to allow their voice to be heard directly. • All students have access to the digital world and to Mathematics and Literacy in ways which enhance their quality of life now and in the future and support their lifelong learning. • Professionals with the appropriate skills and rapport with the student interpret non-verbal communication in a collaborative way to ensure the student's 'voice' is heard. • Student progress and achievement is explicitly measured against the degree to which their expressed wants and needs have been 'heard'. • Students can be fully themselves in terms of culture, gender, disability as they engage in learning. | |



School Culture at Blomfield... This means:

| | Student and Staff Well being | Inclusive Practice |
|-----------|---|--|
| 2020 | <p>-The Positive Outcomes Programme will be reinforced to new and existing staff as the Blomfield approach to setting up students for success. School leaders, in particular the DP, and APs will have a key role guiding and monitoring this approach throughout the School.</p> <p>- We will introduce a co - leadership (Property and Personnel Coordinators) model into our Health and Safety Team. We will need to modify some of the roles and responsibilities in accordance as we introduce this new approach.</p> <p>-A Wellbeing Lead Team and Leader will be established to attend the Wellbeing Community of Practice Hui (COP) as part of our Kahui Ako Challenge. This team, in conjunction with the school leadership, will develop actions to enhance the wellbeing of the staff.</p> | <p>- Oromahoe School Blomfield Satellite Unit is developed to enable students in the mid North to access the Blomfield curriculum and delivery model within their community from Term 1 2021.</p> <p>-An agreement with MoE and an appropriate Host school to set up a mid - North secondary unit is established.</p> <p>- We will include and support students, staff and whanau from other schools or communities to feel welcomed into our community and we will share our expertise and respect and learn from them.</p> |
| 2021-2022 | <p>The POP Approach will be embedded in our teaching practice and considered in Teacher Appraisal and Observation throughout the school. Arts therapies will be better understood and opportunities for this and other holistic learning approaches are maximised throughout the school.</p> <p>Our Health and Safety Team will be co-lead by our Property and Personnel Coordinators to enhance workplace and student safety and to ensure that ongoing monitoring processes are in place.</p> <p>Through our work in the Kahui Ako we will have a core of staff with better expertise and capability in the area of staff wellbeing.</p> | |



Teaching at Blomfield.... This means:

| | Relationships Based learning | Professional Learning |
|-----------|--|--|
| 2020 | <p>-Support our new Within School Leader and two new Assistant Principals to train as Impact Coaches. Encourage a range of teachers to engage in the coaching process as these Coaches develop their practice. Incorporate relevant aspects of the RBL approach into our Observation and Appraisal processes. -Utilising the holistic approach of our Blomfield Curriculum Document, Teachers will understand that getting to know and develop rapport with each student is an essential first step in the learning process.</p> <p>Teachers will be supported by Assistant and Deputy Principals and Team Leader Kaitaia to strengthen their reflective inquiry based approach to improving their practice.</p> | <p>Mathematics planning and implementation will be broadened and systemised through the acquisition of a greater shared range of resources and specific Professional Development.</p> <p>An increasingly holistic approach to engaging students will be developed. Therapeutic approaches including Music, Art and other therapies will be explored for effectiveness alongside our existing therapeutic approaches.</p> <p>Teachers will maintain their enthusiasm to enhance their professional understanding of aspects of Special Education practice and share this with colleagues.</p> |
| 2021-2022 | <p>Continue to value and practically support efforts of our Teachers to connect at a relationship and cultural level with our students. Spread these practices throughout the staff and support more teachers to train as Impact Coaches. Our Therapeutic toolbox will be more extensive and provide multiple opportunities for students to engage in learning. Teachers will be proactive in following areas of professional interest and sharing this with colleagues.</p> | |



Leading and Managing at Blomfield This means:

| | Educational Leadership | Operational Leadership | Strategic leadership |
|-----------|---|--|--|
| 2020 | <p>-Support our two Beginning Teachers towards achieving Full Registration, and their Mentors, by providing training via the University of Auckland.</p> <p>Provide support and professional guidance / opportunities for STC Teachers working towards Full Registration.</p> <p>A Teacher trainee will be supported by an Associate Teacher to enhance her practice and carry out successful placements at Blomfield school throughout the year.</p> <p>Our new Assistant Principals will be well supported by the mentorship of the Deputy Principal and Principal to develop into their roles.</p> | <p>With the support of the Leadership Team, the Property Coordinator will drive, guide and collaborate on the development of the School Learning Hub, the Oromahoe satellite, the Kamo satellite and their furniture and equipment needs.</p> <p>Works on the 2019/20 5YA Plan will commence.</p> <p>A programme for the replacement of school vehicles will be implemented.</p> <p>The Personnel Co-ordinator will assume responsibility for all identified personnel areas with the guidance and support of the Leadership and Administration Team. Opportunities for a working relationship with Regent Training to assist with staff recruitment will be explored.</p> | <p>The Leadership Team will maintain an oversight and up to date knowledge of developments and opportunities in the relevant sectors for a Specialist School. These will include :</p> <ul style="list-style-type: none"> -Local initiatives in post school options for living and learning. -Kahui Ako engagement. -Specialist Education developments and delivery in local schools. -National level MoE Reviews and Initiatives. |
| 2021-2022 | <p>-Continue to support our two Beginning Teachers in Year 2 of their achieving Full Registration.</p> <p>- Works on the 2019/20 5YA Plan will be nearing completion.</p> <p>-Personnel Coordinator will have capability to manage the School's Personnel Management matters with greater independence.</p> <p>Assistant Principals will have a clear understanding of their roles and are able to operate more effectively in collaboration with the DP.</p> | | |



| <i>Governance at Blomfield.... This means:</i> | | | |
|--|---|--|---|
| | Satellite Development | Strategic Relationships | Operational Oversight |
| 2020 | We will seek to establish a collaborative strategic plan with the Ministry of Education for moving forward with expansion of our school, while ensuring our key focus remains on quality educational delivery for our current students. | <p>The Board will maintain an oversight of developments and opportunities in the relevant sectors for a Specialist School. These will include :</p> <ul style="list-style-type: none"> -Health and Disability -Kahui Ako engagement -Local MoE -National level MoE reviews and Initiatives.- - SEPAnz (Special Educational Principals' Assn) | Board will monitor the progress and achievement of students and maintain an active oversight of operational matters, and how these contribute to student achievement. |
| 2021- 2022 | <p>Plans for strategic expansion of the school will be agreed and understood by MoE and the Board.</p> <p>Student Progress will continue to drive Board decision making.</p> <p>The voice of Blomfield as a Specialist School will be heard and considered in terms of national and local policy direction.</p> | | |



Community Engagement at Blomfield.... This means:

| | Community linkages | Whanau Support | Educational Networking |
|-----------|--|--|---|
| 2020 | <p>Dental clinics, community Paediatric Clinics and Wheelchair clinics will be offered at school on a regular basis, in collaboration with Health. Particular attention will be given to ensuring equitable access for students throughout the different locations of the school, to such opportunities to maintain health.</p> <p>Through the Principal and Deputy Principal, and other relevant staff as appropriate, ongoing liaison with Oranga Tamariki will seek to remedy welfare concerns for any identified students.</p> | <p>Opportunities for whanau to meet, support one another, and form connections will be developed.</p> <p>Provision of parent training /courses which are accessible, timely and directly relevant will be developed.</p> <p>Whanau Group will be renewed under the guidance of our new Team Leader Māori.</p> <p>Through our website, newsletters and Facebook Page, information that is useful in connecting students and their whanau with their community will be provided.</p> | <p>Blomfield will remain an active part of the Te Tai Raki Whangarei Kahui Ako.</p> <p>The Principal will remain engaged with the Tai Tokerau Principals Association and Auckland Special schools Assn.</p> <p>Our Outreach service will continue to network amongst Local schools and SENCOS and develop relationships with Learning Support Coordinators.</p> <p>We will develop and maintain good working relationships with our Host schools and their key personnel.</p> |
| 2021-2022 | <ul style="list-style-type: none"> • Increased opportunities for easy and collaborative access for whanau and students to health and disability services will be sought by the school. • Good working relationships with key people in community organisations including Oranga Tamariki, NorthAble, Work Experience providers will be ongoing. • The educational sector will have a better understanding of our role and areas of expertise. | | |