

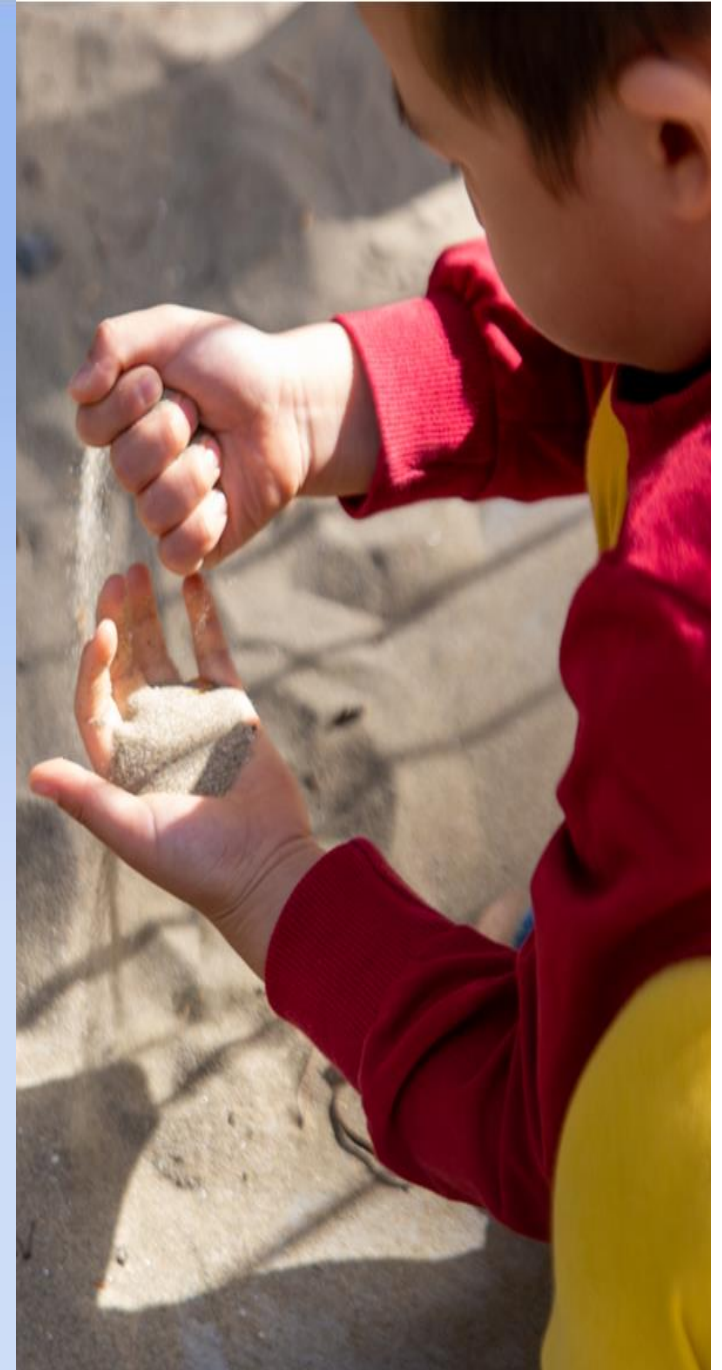
**Charter & Strategic Direction**

**2022 – 2024**

**Engage, Believe, Achieve**





**School Charter, Strategic  
Direction & Annual Plan for  
2022**



# Charter & Strategic Direction 2022 – 2024

**Review of Charter and Consultation: The Board of Trustees in consultation with whānau and staff reviewed and revised the charter in 2021. This document is the outcome of that consultation.**

<b>Principal Endorsement</b>	 Neil Kefford – Principal
<b>Board of Trustee Endorsement</b>	 Gregory Davey – Presiding Member
<b>Submission date to Ministry of Education</b>	<b>2<sup>nd</sup> May 2022</b>

## Contents

Our Charter	Page 3
Annual Plan	Page 5
Our Values	Page 11



## Our Values



## Our Mission Statement

In partnership with whānau, Wilson School will provide personalised Specialist Education to support students to meet their full potential in all areas of life.

## Our Vision & Aims

Every learner at Wilson School will have opportunities to a quality of life where they are able to communicate, have and make choices, develop life skills, engage in their community and be valuable members of society.

We aim to –

- Provide a safe, nurturing, and inclusive community
- Uphold a culturally active environment for our diverse population
- Foster courage, independence, and resilience
- Recognise every student as a learner
- Ensure all students will be supported to communicate effectively
- Embrace digital technologies to support students learning

## Our Special Character

Wilson School is a state school that caters for the learning and care of students with a range of abilities and learning needs between the ages of 5-21, from varied and dynamic multicultural backgrounds. The school embraces a totally holistic approach to learning with the support of professionals including teachers, therapists, specialists, and support staff. Students are taught at either the base school in St. Leonards Road or in one of our satellite classes in a mainstream host school. Learners at Wilson School will have opportunities, through a multidisciplinary approach, to engage and achieve in a caring, inclusive, and safe environment.

# Strategic Direction 2022 – 2024

<p>Strategic Goal 1: <b>STUDENT LEARNING, DEVELOPMENT AND ENGAGEMENT</b></p> <p>Students are provided with high quality teaching and learning opportunities, that are personalised to support their growth and development.</p> <p>1.1 Create high quality and functional learning opportunities, focusing on communication skills, independence, and community engagement.</p> <p>1.2 Use Sport and The Arts to create accessible hauora focused opportunities for students, supporting with re-engagement in school following COVID-19 lockdowns.</p> <p>1.3 Further develop the school’s transition provision, specifically focusing on accreditation pathways and a life skills focused curriculum.</p> <p>1.4 Continue our digital journey, supporting all learners to engage in a digitally rich learning environment, building capacity and increasing integration of digital tools to enhance and consolidate teaching and learning.</p>	<p>Strategic Goal 2: <b>DEVELOPING AND GROWING OUR TEAM</b></p> <p>Our team are supported with opportunities to promote professional growth and equipped to meet the learning and development needs of our students.</p> <p>2.1 Develop the use of coaching skills throughout the staff team, impacting on teaching and learning, student, independence, leadership, and collegial support.</p> <p>2.2 Develop the school’s approach to the delivery of Literacy, including assessment for learning, teacher judgement and understanding next steps in learning.</p> <p>2.3 Equip and upskill all staff around positively supporting behaviour and well-being, providing a positive, safe, and nurturing learning environment.</p> <p>2.4 Develop a framework for inquiry, knowledge sharing and reflection, supporting staff to be well equipped to meet the changing needs of the school population.</p>	<p>Strategic Goal 3: <b>CULTURE, SUSTAINABILITY AND ENVIRONMENT</b></p> <p>Working in partnership with our community, we recognise all cultures and strive to develop sustainable and future focused initiatives.</p> <p>3.1 Create further opportunities for whānau engagement and community learning, creating a culture of openness, and sharing.</p> <p>3.2 Recognise Te Tiriti o Waitangi and the variety of cultures represented within Aotearoa New Zealand and within Wilson School, celebrating the principles of protection, participation, and partnership.</p> <p>3.3 Identify areas of the organisation where sustainability can be improved, alongside educating students and staff around the importance of sustainable and healthy practice.</p>
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# 2022 Annual Plan

## Strategic Goal 1: STUDENT LEARNING, DEVELOPMENT AND ENGAGEMENT

Students are provided with high quality teaching and learning opportunities, that are personalised to support their growth and development.

<b>Annual Aims</b> What we want	<b>What/How/When</b> What we will do	<b>Our Evidence</b> What you will see
<b>1.1</b> Create high quality and functional learning opportunities, focusing on communication skills, independence, and community engagement.	Strengthen community referenced learning and opportunities for education outside of the classroom.  Improve functional communication outcomes for an increasing range of students who have complex communication needs.	<ul style="list-style-type: none"> <li>- Students in satellite classes regularly accessing and engaging in host school events, activities, and class programs</li> <li>- All classes engaging with increased appropriate EOTC opportunities.</li> <li>- On-going training and coaching for families.</li> <li>- Speech Language Therapists explore text to speech software options.</li> <li>- Identified group of Staff and students supported with their capability to plan for, problem solve and use low tech and high-tech communication tools functionally across the day.</li> </ul>
<b>1.2</b> Use Sport, Play and The Arts to create accessible hauora focused opportunities for students, supporting with re-engagement in school following COVID-19 lockdowns.	Investigate in-house and outside school sporting opportunities.  Explore current play-based opportunities for re-engagement and wellbeing of students	<ul style="list-style-type: none"> <li>- Increased student participation and engagement in sporting activities e.g., Playball, Special Olympics, Circability, swimming.</li> <li>- Teachers confidently using play-based learning in classrooms.</li> </ul>





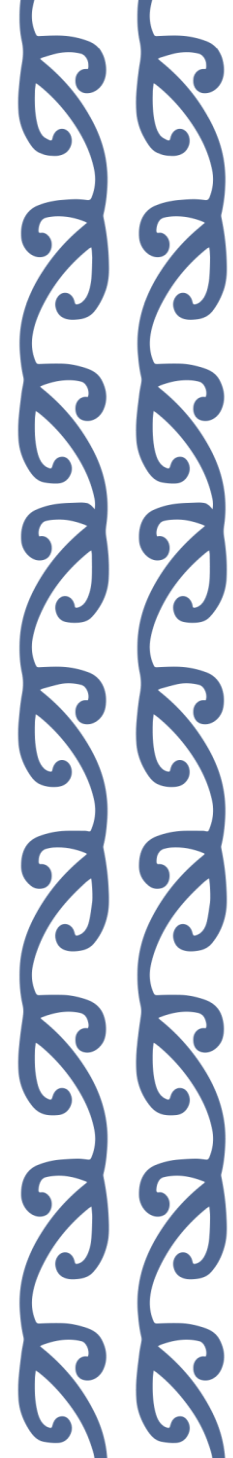
	<p>&amp; provide professional development for all staff on 'Way to play'.</p> <p>Establish a team of teachers to instigate and run fun-based activities across the school.</p> <p>Provide professional development and promote sharing of expertise and ideas to increase teacher competence and confidence using the Arts curriculum.</p>	<ul style="list-style-type: none"> <li>- Students and staff actively participating in fun events and activities.</li> <li>- Drama Therapist running Professional Development session with teachers.</li> <li>- Student participation in Arts evidenced through projects such as the Canvas art project, Peninsular Art Exhibition, Raukatauri (inc satellites), Lakehouse Arts, Calendar Arts, Dance Challenge, Drumming, etc.</li> <li>- Team of teachers identified to share expertise and ideas with all staff.</li> </ul>
<p><b>1.3</b> Further develop the school's transition provision, specifically focusing on accreditation pathways and a life skills focused curriculum.</p>	<p>Investigate accreditation pathway, SPEC/MSL, to support students to gain recognised qualifications.</p> <p>Continue to build partnerships between the school and the local community with a focus on work-life experiences.</p> <p>Seek opportunities for students to take part in activities in their local communities.</p> <p>Review adult curriculum and establish a life skills programme.</p>	<ul style="list-style-type: none"> <li>- Students participating in identified accreditation pathway.</li> <li>- Community-based work experience opportunities sought for most 18 – 21-year-old students.</li> <li>- Students having the opportunity to participate in community-based education, which may include use of local resources e.g., library, shops, parks, leisure centres, gyms.</li> <li>- Revised adult curriculum focused on life skills.</li> </ul>

		<ul style="list-style-type: none"> <li>- Students provided with opportunities to develop enterprise ventures.</li> </ul>
<p><b>1.4</b> Continue our digital journey, supporting all learners to engage in a digitally rich learning environment, building capacity and increasing integration of digital tools to enhance and consolidate teaching and learning.</p>	<p>Continue to work with TTS facilitators to incorporate and implement digital learning in the classrooms to create digitally competent thinkers and creators in a phased roll out.</p>	<ul style="list-style-type: none"> <li>- Phase 1 teachers confidently using digital tools to support students to create digital content.</li> <li>- New teachers trained and supported to use Seesaw more collaboratively and for student learning.</li> </ul>

## **Strategic Goal 2: DEVELOPING AND GROWING OUR TEAM**

Our team are supported with opportunities to promote professional growth and equipped to meet the learning and development needs of our students.

<b>Annual Aims</b>	<b>What/How/When</b>	<b>Our Evidence</b>
What we want	What we will do	What you will see
<p><b>2.1</b> Develop the use of coaching skills throughout the staff team, impacting on teaching &amp; learning, student independence, leadership and collegial support.</p>	<p>Investigate and secure suitable professional development for all teachers and therapists following the peer coaching model.</p> <p>Identify appropriate peer coaching teams and timetable initial coaching sessions to build relationships and develop confidence in the coaching model.</p> <p>Create opportunities to foster student independence by working with staff teams to examine levels of support in class, look for daily 'moments' when independence</p>	<ul style="list-style-type: none"> <li>- A plan to provide appropriate professional development across the school year. This will be evidenced in PGC documents.</li> <li>- Coaching teams identified and staff development meeting schedules to include time for coaching conversations.</li> <li>- Data collected capturing level of support for all students during a specific time-period.</li> </ul>



	<p>can be promoted and celebrate growing independence across the school.</p>	<ul style="list-style-type: none"> <li>- Staff development meeting set aside to analyse level of support and develop plan to increase moments of independence.</li> <li>- Moments of independence celebrated through Seesaw, social media, and Principal awards.</li> </ul>
<p><b>2.2</b> Develop the school's approach to the development of literacy, including assessment for learning, teacher judgement and understanding next steps.</p>	<p>Support small cohort of teachers in gaining BSLA micro-credential, working with support from Sally Clendon. Focus on assessment and explicit letter and sound knowledge.</p> <p>Develop Literacy Action Plan 2022, focusing on embedding literacy assessment tools in all classes across the school.</p> <p>Develop Literacy Assessment team training and upskilling of teachers in a phased roll out of appropriate assessment tools.</p>	<ul style="list-style-type: none"> <li>- BSLA accredited teachers confidently using assessment and teaching tools to support learning.</li> <li>- Teachers provided with support to develop understanding of literacy assessment by the Literacy team. Literacy progress reported in regular data reports to the Board.</li> <li>- All students assessed using appropriate tools, and data reflected in regular progress reporting documents.</li> </ul>
<p><b>2.3</b> Equip and upskill all staff around positively supporting behaviour and well-being, providing a positive, safe and nurturing learning environment.</p>	<p>Senior leadership team will monitor and track behaviour incidents with coaching and support provided by senior teachers.</p> <p>Provide coaching for teachers to ensure routines and tools are in place, to best support positive behaviour and student well-being.</p>	<ul style="list-style-type: none"> <li>- Positive Behaviour Plans written collaboratively with involvement from therapists and leadership team</li> <li>- The school's Leadership and behaviour team, well equipped to support teaching staff around positive behaviour and well-being.</li> </ul>

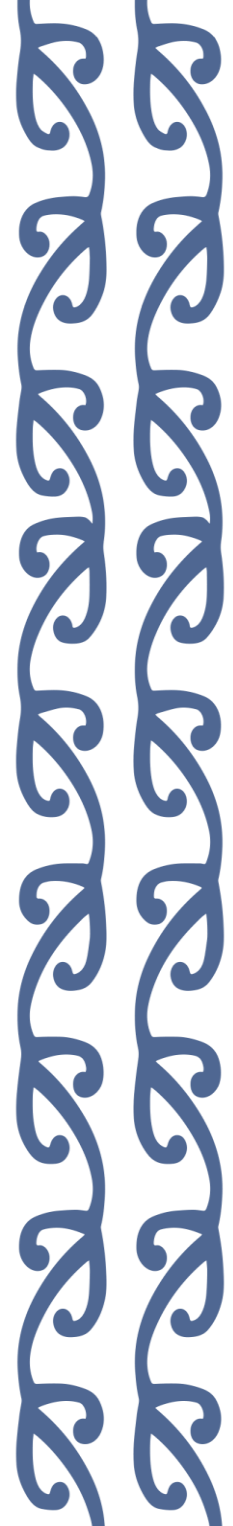


	<p>Establish Team Teach with three teachers trained as Team Teach tutors.</p> <p>Provide Teachers and Therapists with professional development around the Team Teach philosophy with theoretical and practical workshops provided.</p>	<ul style="list-style-type: none"> <li>- All teachers and therapists engaging in Team Teach training and demonstrating positive approaches to managing behaviour.</li> </ul>
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### **Strategic Goal 3: CULTURE, SUSTAINABILITY AND ENVIRONMENT**

Working in partnership with our community, we recognise all cultures and strive to develop sustainable and future focused initiatives.

<b>Annual Aims</b> What we want	<b>What/How/When</b> What we will do	<b>Our Evidence</b> What you will see
<p><b>3.1</b> Create further opportunities for whānau engagement and community learning, creating a culture of openness and sharing.</p>	<p>Encourage and plan whānau friendly events, encouraging visits and engagements at school (once COVID restrictions allow).</p> <p>Support whānau learning by providing regular workshop events focused on areas of interest identified via parental consultation.</p> <p>Promote and support family network groups and link families with other agencies that can provide support.</p>	<ul style="list-style-type: none"> <li>- A range of events across the school year, including whānau bbq, celebration ball, sports day, end of year celebrations.</li> <li>- A menu of workshops published for delivery across the year.</li> <li>- Whānau linked with relevant agencies where appropriate, through interactions with whānau and by using the school's digital communication tools.</li> </ul>



	<p>Design a transition pathway information event, collaborating with Wairau Valley Special School.</p> <p>Support and guide all classes to provide class open morning / morning tea for parents to visit twice a year.</p>	<ul style="list-style-type: none"> <li>- An information event held for transition age students and their whānau, highlighting the range of opportunities available post 21.</li> <li>- Whānau given the opportunity to visit classes, celebrate achievement and better understand activities that are provided for their young people.</li> </ul>
<p><b>3.2</b> Recognise Te Tiriti o Waitangi and the variety of cultures represented within Aotearoa New Zealand and within Wilson School, celebrating the principles of protection, participation, and partnership.</p>	<p>Celebrate other cultures through exploring different traditions / customs e.g. Diwali, international days.</p> <p>Work alongside the school's Kaiwhakaako identifying local areas of interest within Maori culture. Support staff and students to visit and / or understand the cultural significance, supporting cultural connections locally.</p> <p>Promote culturally significant events throughout the year, supporting appropriate understanding and engagement for our learners.</p> <p>Promote the use of Te Reo throughout the school.</p>	<ul style="list-style-type: none"> <li>- Evidence of cultural celebrations displayed and shared on social media and within the school.</li> <li>- Professional development and support for staff. EOTC visits and links to our curriculum.</li> <li>- Celebrations of Matariki, Te Wiki o Te Reo Māori, sharing of local stories.</li> <li>- Professional development for staff, Te Reo evident in lessons, school displays / environment.</li> </ul>
<p><b>3.3</b> Identify areas of the organisation where sustainability can be improved,</p>	<p>Engage with a sustainability consultancy, such as 3R Group, to better understand how</p>	<ul style="list-style-type: none"> <li>- Evaluation of our current practice, guided by external recommendations.</li> </ul>

alongside educating students and staff around the importance of sustainable and healthy practice.

we can improve waste reduction, resource recovery and behaviour change. Develop our learning of Kaitiakitanga (interaction between people and the environment).

### Our Values: Ako ~ Learner

Acceptance



Knowledge



Opportunities



Engage



### Our Motto

Believe



Achieve

