

Charter & Strategic Direction

2022 – 2024

Engage, Believe, Achieve





**School Charter, Strategic
Direction & Annual Plan for
2023**



Charter & Strategic Direction 2022 – 2024

Review of Strategic Plan and Consultation: The Wilson School Board, in consultation with whānau and staff, reviewed and revised the charter in 2021 & 2023. This document is the outcome of that consultation.

Principal Endorsement	 Neil Kefford – Principal
Board Endorsement	 Gregory Davey – Presiding Member
Submission date to Ministry of Education	4th May 2023

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Wilson School – Equipping young people for life

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

Equipping young people for life

Whanaungatanga (relationships and connections):

A learner whose sense of belonging and connectedness enables them to cultivate positive relationships through communication and actions

Rangitiratanga (Self management):

A learner who is confident in their identity, has developed their independence to reach their full potential

Kaitiakitanga (Guardianship and respect):

A learner who is respectful of self, others and the environment and actively contributes to society to the best of their ability

To realise our vision, 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 are provided with a personalised learning pathway, documented by an IEP / Transition Plan, which is set collaboratively with whanau
- Ensure all students are supported to communicate effectively
- Embrace digital technologies to support learning and communication

Our Values



Our Special Character

Wilson School is a state school that caters for the learning and care of ORS funded 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: STUDENT LEARNING, DEVELOPMENT AND ENGAGEMENT</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. (A)</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. (K)</p> <p>1.3 Further develop the school’s transition provision, specifically focusing on accreditation pathways and a life skills focused curriculum. (E)</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. (A)</p>	<p>Strategic Goal 2: DEVELOPING AND GROWING OUR TEAM</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. (K)</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. (K)</p> <p>2.3 Equip and upskill all staff around positively supporting behaviour and well-being, providing a positive, safe, and nurturing learning environment. (A)</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. (A&E)</p>	<p>Strategic Goal 3: CULTURE, SUSTAINABILITY AND ENVIRONMENT</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. (E)</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. (K)</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. (E)</p>
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2023 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.

National Education & Learning Priorities (NELPS) Links to: Objective 1, 2, 4, 5

Annual Aims What we want	What/How/When What we will do	Our Evidence What you will see
<p>1.1 Create high quality and functional learning opportunities, focusing on communication skills, independence, and community engagement.</p>	<ul style="list-style-type: none"> • Upskilling staff to support student independence • Increasing individualized mainstreaming opportunities • Termly celebrations of curriculum areas, inviting whanau into school to celebrate learning • Review assessment processes to ensure it provides our staff team with relevant information 	<ul style="list-style-type: none"> - 1x Staff PD focusing on enabling and supporting students to be more independent in a range of activities - 1x Team meeting with all classes identifying independent skills the class to focus on - Focus on independence skills specific to individual classes (displayed on the wall) - Identified target group of students accessing individual curriculum-based classes with the host school - Whanau invited to key events and specific class-based events - Staff survey and feedback information reviewed to ensure assessment processes are relevant and provide valuable information
<p>1.2 Use Sport, Play and The Arts to create accessible hauora-focused opportunities for students, supporting with re-engagement in school following COVID-19 lockdowns.</p>	<ul style="list-style-type: none"> • Raise the profile of Sport, Play and the Arts, with curriculum lead teachers leading focused events across the year. • Provide PD opportunities for staff to support the development of these areas across school • Increase opportunities for students to engage with external providers, building on existing relationships and sourcing new avenues for opportunity 	<ul style="list-style-type: none"> - Key events showcasing the Arts and Sport planned and published for 2023, with responsibilities clearly assigned - Curriculum leads identified and provided appropriate PD, including sourcing external providers as outlined in curriculum action plans - Student wellbeing fund is utilised to maximise sessions and the number of



	<ul style="list-style-type: none"> Evaluate impact of provided opportunities to support future planning 	<p>students who have access to externally provided opportunities.</p> <ul style="list-style-type: none"> As per Curriculum action plans, Lead teachers have explored and built connections with new providers. Evidence that all classes have had access to a range of opportunities both within/outside of school Evaluation on completion of opportunities to support understanding of impact and guide future planning
<p>1.3 Further develop the school's transition provision, specifically focusing on accreditation pathways and a life skill focused curriculum.</p>	<ul style="list-style-type: none"> Review current provision across all transition classes with a focus on developing a life-skills focused curriculum Continue to develop and explore work experience and enterprise opportunities for all transition-aged students Explore external accreditation pathways to support students to gain a recognised qualification Work with a range of external agencies to support transition programmes for students in their last year of school 	<ul style="list-style-type: none"> SLT and transition teachers meeting twice termly from Terms 2 2023 to review current curriculum and potentially develop a more cohesive transition curriculum All transition aged Students accessing the community and participating in a range of local and Auckland-wide programmes and events Classes building on existing and developing new enterprise programmes within and across classes. Key enterprise programmes published in Key Events Calendar for 2023 SLT engaged with Te Kura – Supported Learning Standards – to gauge suitability and to develop a process for transition-aged students Transition expo held for whanau of upcoming transition students and links made with a wider range of transition providers
<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</p>	<ul style="list-style-type: none"> A member of the Leadership team identified to continue the promotion and drive of Digital Technologies to support the curriculum 	<ul style="list-style-type: none"> In-class support for new teachers (5) re-use of digital tools in their teaching and learning 1X PD session on breaking down the progress outcome 1 of Computational Thinking (CT)

<p>to enhance and consolidate teaching and learning.</p>	<ul style="list-style-type: none"> • Continue to develop an understanding of Computational Thinking (CT) and Designing and Developing Digital Outcomes (DDDO) and identify areas in classroom programme where students are utilising these skills • Continue the promotion of digital tools, including Seesaw, reviewing the use and upskilling staff. 	<p>and Designing and Developing Digital Outcomes (DDDO) with each syndicate group (4 groups) to capture what this looks like for each cohort of students</p> <ul style="list-style-type: none"> - Documentation representing possible DDDO (Designing and Developing Digital Outcomes) and CT (Computational Thinking) outcomes goals for students working within progress outcome 1 - Liaise with curriculum lead to embed the documentation in Wilson School Curriculum - Review and evaluation of current use, including views from staff and whānau. - Training and refreshers for new staff and those who want further support.
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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.

National Education & Learning Priorities (NELPS) Links to: Objective 3, 5

Annual Aims What we want	What/How/When What we will do	Our Evidence What you will see
<p>2.1 Develop the use of coaching skills throughout the staff team, impacting on teaching & learning, student independence, leadership and collegial support.</p>	<ul style="list-style-type: none"> • Embed Peer Coaching into Professional Growth Cycle for all teachers and therapists • Ensure all new staff undergo appropriate PD to understand how coaching is used at Wilson School. • Ensure time is given to staff for conversations, to show value for the process 	<ul style="list-style-type: none"> - Peer Coaching conversations included in termly Staff Development schedule - New teachers provided with training within the first term of starting at Wilson School and appointed a 'peer coaching buddy' - Process reviewed and feedback received from all staff in Term 4. Feedback analysed and used to further refine the process for 2024



	<ul style="list-style-type: none"> Review the process and evaluate the impact on teaching & Learning, student independence, leadership and collegial support 	
<p>2.2 Develop the school's approach to the development of literacy, including assessment for learning, teacher judgement and understanding next steps.</p>	<ul style="list-style-type: none"> Provide ongoing support for literacy planning and assessment, led by Literacy Curriculum lead New Teachers supported to develop an understanding of Wilson schools' approach to literacy curriculum Specific targeted literacy approach embedded for PMLD classes 	<ul style="list-style-type: none"> Termly Literacy Assessment focused staff meetings Termly moderation of B Squared assessment data supporting staff to understand next steps Teachers identified and regular in-class coaching provided by the lead teacher Tell Me literacy programme embedded in targeted classes
<p>2.3 Equip and upskill all staff around positively supporting behaviour and well-being, providing a positive, safe and nurturing learning environment.</p>	<ul style="list-style-type: none"> Ongoing in-class behavior support with a released Team Teach tutor supporting in-class as needed Train new staff members end of term 1 and end of term 3 (if needed) Ongoing staff PD on behaviour management in staff meetings Refresher course for Team Teach tutors Re-establishing a Team Teach culture at Wilson School 	<ul style="list-style-type: none"> Process created to triage behaviour incidents and outline how/where support is directed. 2x year Team teach training provided for new staff members 3x staff meeting PD sessions focusing on the 95% of strategies such as structures and routine, effective social communication as preventative and de-escalation measures 3x Team Teach attending a Team Teach refresher course Behaviour plans are evident in classes and accessible to all adults Help scripts on the class walls and being used by staff members
<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>	<ul style="list-style-type: none"> Investigate and Explore Engagement for Learning framework as an inquiry model for teachers to use Design Wilson School's own school-based inquiry project around the Engagement for Learning Framework 	<ul style="list-style-type: none"> Two lead team members engaging in appropriate PD and liaising with other special schools on how they are using Engagement for Learning to drive teacher inquiry



		<ul style="list-style-type: none"> - Action plan developed on upskilling staff and implementing the Wilson School Inquiry model
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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.

National Education & Learning Priorities (NELPS) Links to: Objective 4, 5

Annual Aims What we want	What/How/When What we will do	Our Evidence What you will see
<p>3.1 Create further opportunities for whānau engagement and community learning, creating a culture of openness and sharing.</p>	<ul style="list-style-type: none"> • Key events calendar created for the year, outlining opportunities for whānau engagement and sharing learning • Continue to offer regular whanau workshops on a range of topics • Develop relationships with local schools and community organisations to provide greater learning and community opportunities 	<ul style="list-style-type: none"> - At least 2 whanau workshops held per term - Key events calendar shared, with 3-4 events celebrated per term. Staff identified to take responsibility for events across the year - Whanau invited into school termly to celebrate learning - Existing relationships maintained with community groups and organisations and relationships developed with 2-3 new schools and/or organisations
<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>	<ul style="list-style-type: none"> • Kaiwhaako supporting teachers with planning, teaching, and learning opportunities to greater develop understanding of Te Tiriti o Waitangi and associated Tikanga • Lead team to develop Wilson Schools' local curriculum supported by Kaiwhaako and curriculum leads • Developing cultural links with other school and local organisation. 	<ul style="list-style-type: none"> - Successfully applied for PLD contract and working with Dr Debbie Lomax from Cognition education across 2023 to support development of Local Curriculum and ongoing changes to NZC - Curriculum action plan created highlighting the support provided by Kaiwhaako to develop planning, teaching, and learning, including an audit of teacher capability and confidence



	<ul style="list-style-type: none">• Unpack and implement ANZ Histories Curriculum across the school	<ul style="list-style-type: none">- In collaboration with whānau, staff and students, our Wilson School Curriculum is developed to show our alignment with Te Tiriti O Waitangi. Links with other schools strengthened, creating opportunities for engagement with cultural activities.- Regular PD across 2023 provided to ensure staff have an understanding of the ANZ Histories curriculum and to develop planning and resources in line with MoE timeline for rolling out the NZ Curriculum Refresh
<p>3.3 Identify areas of the organisation where sustainability can be improved, alongside educating students and staff about the importance of sustainable and healthy practice.</p>	<ul style="list-style-type: none">• Work with Auckland Council to complete a school-wide audit of sustainability practices• Engage in professional development to build awareness and understanding of sustainable practices and how to embed this into classroom learning• Increase community-based involvement with environmental and sustainability groups	<ul style="list-style-type: none">- Auckland Council providing PD for teachers on the Enviro Schools programme and its implementation at Wilson School- School-wide sustainable practices evident, following advice from Auckland City Council to meet the Bronze Enviro Schools Criteria- Targeted transition students working and learning in the community to support environmental and sustainable practices at 2-3 locations- Targeted base senior/transition classes working around base school and the Wilson Trust site developing and maintaining a sustainable garden