

**Strategic Goal 1- He pito mata nō te ākongā ake- (Personalised potential) – seek and celebrate student voice.**

	<b>Strategic Outcomes</b>	<b>Actions - (will include but not be limited to)</b>	<b>Personnel/ responsibility</b>	<b>Budget/ Resources</b>	<b>Indicators/Monitoring Measures of Success</b>	<b>Evaluation / Review (how did we go – data)</b>
1	All staff are trained to use Talking mats or adapted versions.	SLT to train staff	SLT	See budget line	Teachers using Talking Mats to gather student voice on... IEP progress What they enjoy learning	
2	Student councils are held termly	Small committee of teachers to support organisation and running of meetings	SMT		Regular student councils each term with discussions shared with staff and whānau.	
3	Student success is captured on regular class videos and shared. In class and at syndicate meetings	Added to class programme. Added to Teacher meeting agenda	Teachers		Video's uploaded to StoryPark  Added to syndicate meeting agenda	
4	Increase in number of students achieving that have Academic Profiles	Teachers to regularly review progress and strategies they are using.  Literacy support to have target students for extra support.  Increase the percentage of students making progress in concepts about print, to over 90%.	SMT		Teachers are assessing termly reviewing results and adjusting strategies and programmes as necessary.  Literacy support reviews students termly, meet to discuss who remains on the programme and considers new students for the time table in consultation with classroom teachers <b>TBA at the end of the school year</b>	

		<p>Develop smaller benchmarks for JAM Levels so all progress is recorded.</p> <p>Consistency of assessment for asTTle across the school, by training of staff and moderation meetings.</p>			<p>Jam assessment has been broken down by each section, the raw score is now added up and the total score is recorded rather than the stage. Staff with academic students will receive PD on how to use this scoring</p> <p>Not completed yet</p>	
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**Strategic Goal 2 Hauora- Wellbeing – Increase opportunities for whole school activities and senior and junior collaboration.**

	<b>Strategic Outcomes</b>	<b>Actions -(will include but not be limited to)</b>	<b>Personnel/ responsibility</b>	<b>Budget/Resources</b>	<b>Indicators/Monitoring Measures of Success</b>	<b>Evaluation / Review</b>
1	Termly Whole school events	Each term will have an event	Chantelle	See budget line	Students engaging in a range of activities. Whānau attending whole school events.	
2	School buddy system	Pair senior and junior classes for termly outings and fun days at school. Senior and Junior students buddied up during student council meetings.	Teachers		Matariki Celebration day Circus Kapahaka Whole school fun day	
3	Transition to seniors through joining in senior programmes.	Juniors join in sports time at the seniors. Develop buddy reading in new library.	SMT		Some jnr students join snr sports to participate or watch. This is limited to a few student at this stage because of staffing. Buddy reading will begin in term 4 Tui will be the snr readers. Jnr school to identify who would benefit from this. Timetable to be completed by Literacy Support.	
4	Increase PD focused staff meetings	4 PD sessions per term	SMT		Term dated reflect P.D sessions  Teachers and Ta's accessing more PD across the year.	

### Strategic Goal 3- Te Tiriti o Waitangi- Increase engagement in Te Ao Maōri across the school

	Strategic Outcomes	Actions –(will include but not be limited to)	Personnel/ responsibility	Budget/Resource s	Indicators/Monitoring Measures of Success	Evaluation / Review
1	Kapa Haka group to regularly perform in their local community	Change the time of the Kapa Haka weekly practices so a greater number of students can attend.	SMT	See budget line	<p>Our kapa haka practice time changed to 1pm to allow satellite classes to attend. Thames has attended every week</p> <p>Our kapa haka roopu has performed at the Elim church twice, including hosting the inaugural specialist schools kapa haka competition. We have also performed locally at the retirement home.</p>	•
2	Produce a video of our school song	Create a school wide video for our school song with each class contributing.	Lead teacher		There is a new video of our school waiata available for use on SharePoint with Culliana and Hamiora performing it, complete with sign language	•
3	Increase staff competency in Te Ao Maōri	<p>Continue to use Hikairo schema termly to identify support needed. Several staff are doing various levels of the Te Ahu O Te Reo Māori courses this year, and I will be too.</p> <p>Upskilling staff. This will include training Keith to become our main speech maker as our kaumatua for mihi</p>	Lead teacher	See budget line	<p>Teachers have completed stage 2 of the Hikairo schema. We are working on stage 3 this term (term 3)</p> <p>Staff have completed Manavation te reo training, and some have enrolled in Te Ahu O Te Reo courses.</p> <p>Training has progressed slowly with Matua Keith, but Matua Cam has also been upskilling</p>	•

		whakatau. And also upskilling the likes of Josh and Jacob so we have people who can fill in if others are away.			himself in leading the mihi whakatau	
4	Increase promotion of language use.	SLT and Te reo leader are also working on getting te reo based coreboards and feelings coreboards in te reo throughout the school to help Kaiako promote and use our language.	Team			

**Strategic Goal 4- Hapori- Increase engagement in our community (Local and School)**

	Strategic Outcomes	Actions –(will include but not be limited to)	Personnel/ responsibility	Budget/Resource s	Indicators/Monitoring Measures of Success	Evaluation / Review
1	Increase Class community outings	Students will visit to Library / supermarket / work experience and other appropriate local amenities.	Teachers / SMT	See budget line	<p>Base school - Many of the base school students have IEP goals that involve getting out and about in the community. Regular Kapa haka outings to local venues. Some of these are becoming termly events. Weekly Bush school</p> <p>Piwakawaka – Local walks, bulls wool farm, Te Aroha Hot pools, Thames playground are a part of the weekly timetable.</p> <p>Korora – Attending bush school (One student doesn't attend for safety reasons). One parent attends with their child so that they can attend. When staffing allowed, they did a couple of visits to the Paeroa Domain. Due to the high risk of two of these students their outings are very limited.</p> <p>Pūkeko – Accessing the supermarket,</p> <p>Hoiho – Some of the IEP goals are based on getting out and about in the community which means they have timetabled the</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

					Supermarket and Library trips into their weekly timetable.	
2	Satellites engaging their local community	Visiting local amenities, engage in host school activities.	Teachers Syndicate leaders	See budget line	<p>Te Aroha – accessing hot pools, Supermarket and library</p> <p>MAS – Te Aroha hot pools, local playground,</p> <p>Thames -accessing – supermarket, museum, parks and library.</p> <p>PC –accessing pool, library, supermarket, participating in snr sport at Paeroa college/ special Olympics/ community pool</p> <p>Snr Block – accessing the community:  pool/library/supermarket/gym/ special Olympics/community planting/ Paeroa College sports/ Local parks/ visiting ex students who don't have family support/ outings to local landmarks/ café outings/walks/local community cleanup/ visiting local retirement villages/lwi FM visits and work experience/Visits to Matamata College Special Ed unit/ work experience in the Paeroa community/ KapaHaka performances/community based life skills e.g bank, transport, shopping, garden centre, hardware, refuse centre.</p>	

**Strategic Goal 5- Health and Safety- ensuring we have full compliance across all Health and Safety standards.**

	<b>Strategic Outcomes</b>	<b>Actions –(will include but not be limited to)</b>	<b>Personnel/ responsibility</b>	<b>Budget/Resource s</b>	<b>Indicators/Monitoring Measures of Success</b>	<b>Evaluation / Review</b>
1	Develop a documented Health and Safety management system	SMT to work through sections as part of weekly meetings	SMT	See budget line	Completed doc  Shared with staff  Shared with BOT	•
2	Continue to induct and review our present system for inductions.	Survey – start review of current system	SMT	See budget line	Feedback from surveys  Overlap of staff to support induction across school settings	