

Strategic Plan 2024 - 2025



Our Vision

Equipping young people for life

Our Values

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.

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.

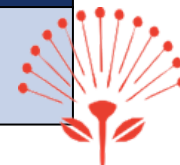
To realise our vision, we aim to:

- 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 whānau.
- Ensure all students are supported to communicate effectively.
- Embrace digital technologies to support learning and communication.





Goal 1	Goal 2	Goal 3
<p>Boosting teaching and learning outcomes by employing an evidence-based approach, incorporating Te Mātaiaho, the refreshed NZ Curriculum.</p>	<p>Enhancing our digital capabilities, accomplishing efficiencies, growth, and staff development.</p>	<p>Supporting our whānau with learning opportunities, strengthening cultural capabilities, and enhancing connections across the wider community.</p>
<p>Initiatives - 2025</p>		
<p>Developing Maths and Literacy curriculum frameworks in line with Te Mātaiaho.</p> <p>Supporting staff to understand Maths approaches for complex learners, working within lower levels (pre-level 1).</p>	<p>Further utilising the school's new student management system, incorporating an increased number of functions.</p> <p>Developing digital tools to support and enhance staff professional learning.</p>	<p>Develop a series of whānau learning workshops focused on identified areas of need.</p> <p>Developing and celebrating cultural arts.</p> <p>Working alongside the Ministry of Education to support development and growth of school provision, supporting students and whānau who require our service.</p>
<p>Outcome</p>		
<p>Students are engaged in learning linked to Te Mātaiaho and where appropriate, Ministry recommended structured approaches are used.</p> <p>An increase in staff confidence linked to the Geometry and Measure strand within Maths.</p>	<p>Increased use of tools and functions linked to the newly implemented Student Management System.</p> <p>Staff can access and benefit from bespoke and specialist digital professional learning opportunities.</p>	<p>Whānau are supported with commonly identified areas of need via termly whānau learning workshops.</p> <p>Cultural arts are celebrated and enhanced within school.</p> <p>The school can support all students who require our service.</p>
<p>National Education and Learning Priorities (NELPS)</p>		
<p>1.2, 2.3, 2.4, 4.7</p>	<p>3.6, 3.5</p>	<p>1.1, 1.2, 2.3, 3.5, 4.7</p>



Goal 1	Term 1 – 2025	Term 2 – 2025	Term 3 – 2025	Term 4 – 2025
<p>Goal 1 - Boosting teaching and learning outcomes by employing an evidence-based approach, incorporating Te Mātaiaho, the refreshed NZ Curriculum.</p>				
<p>Initiative 1 Developing Maths and Literacy curriculum frameworks in line with Te Mātaiaho. Measure – Structured approaches to Maths and English have been researched and developed in classrooms where appropriate.</p>	<p>Action 1 – Enrol 3 teachers on the Better Start Literacy Programme PLD provided by the Ministry of Education.</p>	<p>Action 2 – Research Structured Maths approaches provided by the Ministry of Education, selecting appropriate tools for use in school.</p>	<p>Action 3 – Professional learning linked to selected Maths tools, promoting adapted use across the school.</p>	
<p>Initiative 2 Supporting staff to understand Maths approaches for complex learners, working within lower levels (pre-level 1). Measure – An increase in staff confidence linked to this specific area of the Maths curriculum and an increase in achievement for an identified group of complex learners.</p>	<p>Action 1 – Identify the group of complex learners to focus support on. Base line staff confidence linked to the strand and delivery.</p>	<p>Action 2 – Identify and deliver appropriate PLD linked to teaching and learning (Maths) for complex learners.</p>	<p>Action 3 – In-class coaching, support and modelling linked to this strand of Maths.</p>	<p>Action 4 – Monitoring B-Squared progress data for the identified group of complex learners. Measure staff confidence linked to delivery.</p>



Goal 2	Term 1 – 2025	Term 2 – 2025	Term 3 – 2025	Term 4 – 2025
Goal 2 - Enhancing our digital capabilities, accomplishing efficiencies, growth, and staff development.				
<p>Initiative 1 Further utilising the school's new student management system, incorporating an increased number of functions.</p> <p>Measure – IEP assessment processes are embedded into the Student Management System.</p>	<p>Action 1 – Work with Hero to share how our current system works, with a view to them hosting it within the tool.</p>	<p>Action 2 – Embedding assessment tool within Hero.</p>	<p>Action 3 – Trialling and testing data and reviewing presentation.</p>	<p>Action 4 – End of Year IEP assessment report is processed through Hero.</p>
<p>Initiative 2 Developing digital tools to support and enhance staff professional learning.</p> <p>Measure – An increased number of units are available within the online learning platform.</p>	<p>Action 1 – All teachers to complete 1 specialist unit from the Hirstwood PLD package. Unit to be selected linked to needs of the student they are supporting.</p>	<p>Action 2 – Expand the number of units available within the school's online learning management system, to include a unit on Privacy.</p>	<p>Action 3 – Expand the number of units available within the school's online learning management system, to include a unit on Manual Handling and Communication.</p>	<p>Action 4 – All teachers to complete 2 specialist unit from the Hirstwood PLD package. Unit to be selected linked to needs of the student they are supporting.</p>



Goal 3	Term 1 – 2025	Term 2 – 2025	Term 3 – 2025	Term 4 – 2025
<p>Goal 3 - Supporting our whānau with learning opportunities, strengthening cultural capabilities, and enhancing connections across the wider community.</p>				
<p>Initiative 1 Develop a series of whānau learning workshops focused on identified areas of need. Measure – Four workshops provided for whānau directly linked to identified areas of need.</p>	<p>Action 1 – Whānau Learning Session – Navigating Disability Supports.</p>	<p>Action 2 – Whānau Learning Session – Accessing extra-curricular activities.</p>	<p>Action 3 – Whānau Learning Session – Welfare Guardianship.</p>	<p>Action 4 – Whānau Learning Session – Showcasing transition opportunities post-school and appropriate disability services.</p>
<p>Initiative 2 Developing and celebrating cultural arts. Measure – The school is able to engage and take part in a cultural arts celebration.</p>		<p>Action 1 – Development of Kapa Haka groups with selected students.</p>	<p>Action 2– Source external support for staff running Kapa Haka groups.</p>	<p>Action 3 – Performance at the Auckland Special Schools Cultural Celebration.</p>
<p>Initiative 3 Working alongside the Ministry of Education to support development and growth of school provision, supporting students and whānau who require our service. Measure – The school can support all students who require our service.</p>	<p>Action 1 – Supporting parent voice, representation and advocacy to promote the importance of parent choice.</p> <p>Action 2 – Continuing to seek support from the Ministry of Education and local members of parliament to understand plans for support for specialist education and Wilson School.</p>			

