

Tauranga Special School

ANNUAL IMPLEMENTATION PLAN: 2026

STRATEGIC GOALS & OUTCOMES

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GOAL 1: KIA AKO / CURRICULUM - Develop engaging and empowering curriculum that are relevant and strengths based

OUTCOME: Every student is engaged in a responsive, individualised curriculum that upholds mana and builds upon strengths and identity. These learning pathways nurture student hauora, and ultimately foster potential and success.

GOAL 2: KIA HONO / CULTURE & COMMUNITY - Establish and embed a positive, consistent, and innovative school culture by fostering deep reciprocal relationships and collective wellbeing

OUTCOME: School values, grounded in tikanga principles, consistently guide daily interactions, decisions, and practices, ensuring that manaakitanga (care, hospitality) and whanaungatanga (relationship, belonging) are central to our school culture. As a result, stakeholders express a deep sense of connection, respect and mutual support.

Te Huanga Whānui: Overall Outcome

(The Broad/Collective Success)

Every learner realises their full potential within a culture where aroha and whanaungatanga are the foundation of all relationships, leading to engagement, achievement and holistic wellbeing.

KEY:

LT= Leadership Team, **WLG** =Wider Leadership Team, **TT**= Therapy Team, **CT** = Classroom Teachers, **SS** = Support Staff **CC** = Curriculum Committee

KIA AKO / CURRICULUM:

Develop engaging and empowering curriculum that are relevant and strengths based

INITIATIVE	ACTIONS	WHO	TIME FRAME	RESOURCES	REVIEW / FOLLOW-UP
Implement NZ Curriculum revisions such as Structured Literacy and Mathematics, and other NZC changes as released	Capability & Collaborative Practice				
	Tiered Professional Learning: Ensure all new teaching staff complete foundational BSLA and Numicon training, while facilitating ongoing Communities of Practice (CoPs) for teachers, therapists, and support staff	CC/LT/ CT/TT	Cohort 1 - Term 2 Cohort 2 - Term 4	Cohort 1 & 2 BSLA training Numicon courses Curriculum budget	KEY: Blue: Not started Purple: Initial steps Green: In progress Yellow: Urgent/ barrier Red: Complete

	Integrative Planning: Schedule at least one collaborative staff meeting per term dedicated to "Cross-Disciplinary Planning," where teachers and therapists align Structured Literacy goals with communication (AAC) and sensory profiles.	CC/CT/TT	Termly	Staff meeting time/SOD	
	Shared Wisdom: Link with external partners (Host schools, STOS) to share our unique adaptations of the New Zealand Curriculum (NZC) for specialist settings.	CT/Host schools/STOS	Ongoing	Te tai wheneke/ Tauranga Peninsula kura/host kura /STOS team	
	Resources & Accessibility				
	Universal Access: Invest in and curate high-quality, diverse resources—including a growing bank of New Zealand pūrākau	CC/Cultural Lead / Ngā Hau e Whā	Termly	Curriculum Budget	
	Universal Access - ongoing purchasing of technology to support accessing the curriculum	IT/CC	Termly	IT Budget	
	Monitoring & Systems				
	Research data-Informed progressions: researching and budgeting student goals and progressions on Edge, advocating for and utilising "Expanded Curriculum" frameworks to accurately capture the "small-step" successes of our ākongā.	CC/LT/IT	Term 2	Expanded Curriculum	
	Implement student goals and progressions from Expanded Curriculum for reporting through Edge meeting new reporting guidelines from MOE	CC/LT/IT	Term 4	EDGE software and cost	
Review, formalise and implement our TSS Senior Curriculum	Trial, Feedback & Refinement				
	Active Pilot & Pulse: Implement a Term 1 and 2 trial of the draft Senior Curriculum across all senior sites, utilising a "Feedback Loop" system to collect regular practical insights from kaimahi on what is engaging and empowering for ākongā.	TT/CT in Senior classes CC	Term 1/2	Senior curriculum budget Senior classes time Staff meeting time	
	SPEC & NCEA Realignment: Conduct a targeted review of the SPEC (South Pacific Educational Courses) framework in light of NCEA changes to ensure our senior pathways remain	CC	Term 3	Curriculum Committee time	

	robust, recognised, and relevant to the 2026 educational landscape.				
	Governance Check-in: Facilitate a workshop with the Board of Trustees (BOT) to gather strategic feedback on the draft, ensuring the curriculum aligns with our long-term vision for student transition and community participation.	CC	Term 3	BOT time	
	Bicultural Weaving & Community Connection				
	Te Ao Māori Integration: Formally liaise with Kaumātua and Ngā Hau e Whā to weave bicultural responsiveness into the heart of the Senior Curriculum, ensuring that Mana Motuhake (self-determination) and Tikanga are central to our students' transition journeys.	Kaumātua Cultural Lead / Ngā Hau e Whā CC	Term 2	Kaumātua /iwi koha Time - Ngā hau e whā	
	Whānau Partnership: Share the evolving curriculum with whānau through Storypark, Wā Whakakotahi and Ara meetings seeking their input on how the curriculum can best support their aspirations for their young people beyond the kura.	TT/CT in Senior classes CC Whānau	Term 1 and Term 3	Storypark Ara meeting time	
	Formalisation & Launch				
	The "Living" Document: Transition the draft into a formalised, accessible Senior Curriculum document that clearly outlines pathways for independence, vocational skills, and community belonging.	CC/LT	Term 4	Time	
	Community Share: Launch the finalised curriculum to the wider school community, celebrating the "TSS Senior Way" as a strengths-based model for adult life preparation.	CC/LT	Term 4	Curriculum Committee time	
Strengthen collaborative practice to support effective, engaging curriculum implementation e.g. support staff, teachers, therapists, HAL, BSLA	Collective Knowledge & Resource Innovation				
	Shared Resource Hubs: Develop and maintain a centralised, digital "Resource Bank" for Structured Mathematics and Literacy.	CC/CT/TT	Term 1	Curriculum Budgets	
	Cross-Disciplinary PLD: Facilitate whole-school and team-based Professional Learning and Development (PLD), focusing on the intersection of the HAL (Healthy Active Learning) team, therapy practices, and classroom curriculum.	HAL Team/ LT	Term 1	SOD	

	External Knowledge Exchange: Actively share our learning journey with host schools and STOS partners.	CT/ STOS	Ongoing	Host /STOS class observations and sharing resources	
	Integrative Team Practice				
	Structured Collaboration: Facilitate at least one formal "Collaborative Planning" session per term within teams to share good practice, align IP/Ara goals, and ensure consistent curriculum delivery.	CC / WLG	Termly	Staff meeting and team meeting time	
	Therapy-Literacy Synergy: Formally link Speech Language Therapy (SLT) support to the BSLA rollout , focusing on oral language development, phonological awareness, and the integration of AAC (Augmentative and Alternative Communication) and technology to ensure literacy is accessible to all.	SLT / TT / CC	Term 1 / 2	Management unit allocation	
HAL Participation Strategy: Partner the HAL team with classroom teachers and therapists to design innovative "Access and Participation" strategies.	HAL / TT	Ongoing	HAL team SOD		

KIA HONO / CULTURE & COMMUNITY:

Establish and embed a positive, consistent, and innovative school culture by fostering deep reciprocal relationships and collective wellbeing

INITIATIVE	ACTIONS	WHO	TIME FRAME	RESOURCES	REVIEW
Review, formalise & embed kura vision, values & tikanga	Review				
	What is Tikanga? Develop understanding & consistency of tikanga across the school	Cultural Lead / Ngā Hau e Whā LT/WLG	Terms 1/2	Staff/ team meeting times	KEY: Blue: Not started Purple: Initial steps Green: In progress Yellow: Urgent/ barrier Red: Complete
	Tikanga Audit: Survey staff to identify "The TSS Way."Ask: How do we welcome/celebrate/support through distress? - identify existing, unspoken Tikanga.	"	End Term 1	Staff & team meeting time	

	Ākongā Voice: Use sensory-based data collection - photograph moments of joy/engagement/safety i.e.what current lived vision/values look like. Post to Storypark/other.	WLG/CT /SS	Terms 1 & 2	Storypark + Dedicated SS role for photography at T1/2 events	
	Whānau Aspirations: Host existing/new event (e.g. IPs). Ask whānau: "What are the values you want your child to 'carry' when they leave our kura?"	LT/WLG/ Ngā hau e Whā/ CT	Term 2	Kai - budget	
	Using the above information, refine current kura values to draft new ones: ensure te reo Māori/English alignment, condense into a focused set of accessible, actionable "living values"	WLG /CT	Late Term 2	Ngā hau e whā + Hauora Lead - time	
FORMALISE: Co-designing					
	Raranga (The Weaving) of Values: Work with local iwi/Kaumātua to further draft values and ensure grounding in Te Ao Māori.	LT/WLG/ Ngā Hau e Whā	Term 3	Kaumātua /iwi koha, time - Ngā hau e whā /other stakeholders	
	Use Te Whare Tapa Whā + Team Teach, TSS Way practices etc to formalise how values intersect with neuro-affirming practices (e.g. how Manaakitanga looks in a de-escalation context).	WLG/TT	Term 3	Time	
	Universal Design for Learning (UDL) Values: Create "Symbol-Supported" versions of Vision and Values..	TT/ Curric Lead	Term 4/ Term 1 2027	Time	
	The "TSS Way" Manual: Review/create a digital "Culture Hub" (e.g.via Google Site) with 1-minute videos of staff modeling the Tikanga in action.	LT/WLG/TT/ Ngā hau e Whā	Consider T4 for Term 1 2027	IT budget SS time to develop resources	
Embedding Actions:: The "Living & Breathing" Phase					
	Kaimahi Induction & Rituals: New staff receive a "Culture Pack" -explains the TSS Way. Idea: start Monday Pānui with a "Values Shout-out"	LT / WLG / Executive Assistant	2027	Pack consumables	
	Environment "Visual Cues": Ensure the physical environment across all sites tells the same story. Use consistent colors, cultural designs, imagery	BoT/LT/Kau mātua/ Ngā hau e Whā	Consider T4 for 2027	Budget for physical / visual cues - playground?	
	Review Curriculum Integration: Explicitly link the Kia Ako goals to the values. For example, if a value is	Curriculum Lead / CC	Include in review T 4	Curriculum lead/team time	

	Whanaungatanga, how does the new "engaging curriculum" teach students to relate to one another?				
	Systems Alignment: Review kaimahi, ākonga and whānau support systems. If our vision is "Strengths-based," do our systems reflect strengths?	LT/WLG/TT/CT	Ongoing/Responsive to MoE	Time	
Review and formalise a clear school organisational structure	Leadership & Growth				
	Appoint & Induct: Successfully advertise, appoint, and provide a comprehensive induction for a new Deputy Principal.	Tumuaki/BoT	Term 1	Consultant, advertising fees, DISC fees, time	
	Role Clarification: Co-construct and formalise clear role descriptions for the Leadership Team (LT), Wider Leadership Group (WLG), and other leadership roles	LT/WLG	Term 1 / ongoing		
	Structural Transparency: Develop and distribute a visual Organisational Structure	LT/WLG	Term 1 + reviews		
	Practice & Events				
	Therapy Integration: Formally embed the new Therapy Practice Model	TT / CT	Ongoing	Staff / LT / WLG / class team meeting times	
	Establish a multi-year "Pillar Events Plan" - multi-year plan for major events	WLG / other Leads / CT	Term 2/3	Time	
	Systems & Communication				
	Operational Streamlining: Audit, document, and implement "The TSS Way"	LT/WLG	Consider Term 4/for Term 1 2027	Time	
	Feedback Loops: Establish a scheduled "Systems Review" cycle - collect staff feedback on operational changes.	LT/WLG	"	Time	
Implement and embed an Attendance Management Plan (AMP)	Systems Integration & Training				
	Strategic Implementation (STAR): Implement the STAR (Stepped Attendance Response) framework + ensure all relevant staff are trained in the new protocols	LT / Attendance officer	Ongoing	Time / PD	

	Capability Building: Facilitate targeted PD for LT/Admin teams as appropriate e.g. Edge, Case Monitoring System (CMS)	LT/Admin	Ongoing	Associated PD fees, time	
	Streamlined Referral Pathways: Use STAR to guide referrals. Liaise with Whai Services- referrals made through the new CMS system.	Roles as per MoE requirements:	Ongoing	Time	
	Communication & Whanaungatanga				
	Multi-Channel Stakeholder Engagement: Launch and communicate AMP (including STAR) to all stakeholders using range of accessible platforms	LT/WLG/CT	Termly	Storypark, Edge / email	
	Transparent Expectations: Make expectations of the AMP, STAR and associated Attendance Improvement and Wellbeing Plans accessible e.g. create 'jargon-free' summaries	LT/WLG?CT	Termly	Time	
	Review & Sustainability				
	Continuous Improvement Cycle: Conduct a Term 2 and Term 4 review of AMP implementation.	LT	T1 / T2	Time	
Design and implement a culturally responsive Whānau and Community Engagement Plan	Listening Actions: To understand current barriers				
	Identify "Gateway" Barriers: Audit the physical and digital entry points to TSS. Is signage welcoming? Is jargon overwhelming? Are we only calling when things go wrong?	WLG /Ngā Hau e Whā/ Cultural, Multicultural & Pasifika Leads	Late T 3 / T 4	Time	
	Map our TSS Community: Identify key stakeholders & partners - who should be part of the "village" surrounding our ākongā?	WLG/LT/ TT	Term 3 / 4	Time	
	Whānau Aspiration Audit: Ask: "What are your dreams for your child this year?" Use these aspirations to anchor the plan, use Te Whare Tapa Whā (Durie, 1982) as framework	LT/WLG	Term 1 2027 (plan for in Term 4 2026)	Time	
	Implementation Actions: Visible shifts that change how whānau experience our kura				
	Address Gateway Barriers within the Engagement Plan - these may include: <ul style="list-style-type: none"> ➤ Physical Spaces e.g. a dedicated whānau space ➤ Digital Spaces: e.g. review comms/reports/IPs/hui 	LT, stakeholders	Need to consider these late Term 4 2026 for 2027	Dependent on barriers identified but may involve property/space, furniture,	

	<ul style="list-style-type: none"> ➤ Engagement Channels: explore current and develop alternatives as appropriate 			environment, IT costs	
	Liaise with other mainstream and specialist kura , around successful engagement: practice / strategies	LT / WLK/ CT/ SS/ LT	Ongoing	Time / potential costs associated with gathering together if in person	
	Develop clarity for our TSS Community - this may include: <ul style="list-style-type: none"> ➤ Documenting a bank of local agency/community organisations ➤ Facilitating links with local agencies/organisations: e.g. use documented bank to regularly invite to kura events, share knowledge/ information, make referrals 	LT/WLK/TT	Ongoing	Time, event costs	
	Strengthen Cultural Celebrations as Connection Points: Continue kura events with focus on celebration and connection, zero "agenda"	Cultural, Multicultural & Pasifika Leads	Ongoing + Term 1 27	Event costs - kai, external providers e.g. entertainment	
	Embedding Actions: Kaimahi together				
	Professional Learning on Culturally Responsive Practice: PLD around cultures - focus on the language of connection. Extend PD to facilitate understanding of the backgrounds/ behaviours of all key stakeholders	Cultural, Multicultural & Pasifika Leads, WLK / LT/TT	Consider late T4	Fees if using external PD providers	
	Identify kaimahi with strengths re whānau liaison: mentor others	LT	Term 4	Potential costs re: development of whānau liaison/ mentoring role	
	Draft Engagement Plan & develop a "whānau engagement menu" with range of entry points	Cultural, Multicultural & Pasifika leads	Term 4 + Term 1 2027	Time	
	Add Whānau engagement tracking to LT meeting agenda and regularly review engagement	WLK / LT/TT	Term 1	Time	
Develop a plan to guide Property & Space Development, ensuring long-term sustainability and stakeholder wellbeing	Strategic Alignment & Ministry Liaison				
	Property Audit & Prioritisation: Conduct a review of all current property projects	Leadership team MOE Property Finance	Term 1		

		officer BOT Host schools			
	Master Planning (5YA/10YA): Liaise with the Ministry of Education to review and prioritise our 5-year and 10-year property plans	"	Term 2		
	Growth & Expansion: Partner with MoE and key stakeholders to develop a plan for site expansion and facility modifications to meet increasing roll demands.	"	Term 2		
	Maintenance & Sustainable Operations				
	The "Kura Care" Timeline: Create a centralised, transparent maintenance schedule linked to the 5YA/10YA, ensuring current school is maintained to a high standard	"	Ongoing		
	Sustainable Design Lens: Integrate sustainability and "future-proofing" into all planned maintenance.	"	Ongoing		
	Community Voice & Inclusive Design				
	Co-Design Consultation: consult with all key stakeholders - identify priorities for the development of our current school	"	Ongoing		
	Wellbeing-Led Environments: Ensure all new developments prioritise "Stakeholder Wellbeing"—creating spaces that reduce cognitive load for staff and provide regulating, safe environments for students.	"	Term 3		