



Tauranga Special School

Strategic Direction 2023-2025

LEARNING TOGETHER HEI AKO TAHI

Our vision is to provide opportunities for each student to access learning at their level and develop to their full potential as learners and members of their community in New Zealand.

STUDENT CENTRED LEARNING

CURRICULUM

Being responsive to the unique needs of each student. Introducing a curriculum that meets our student's needs and reflects our school values and culture.

CULTURAL RESPONSIVENESS

Building cultural competence in staff to increase cultural understanding for our students and giving them a sense that the culture they bring to the school is valued and a part of school life.

STUDENT VOICE IN LEARNING

Give students the means and opportunities to communicate their own educational goals and be at the centre of their education.

HAUORA

Supporting Hauora for ākonga, whānau and kaiakō by building upon our kete of tools focused on holistic learning and wellbeing.

INFRASTRUCTURE

NETWORK PLAN MOE

Developing a plan alongside MOE with short, medium and long term goals laid out. Seeking strategically placed satellite opportunities to meet the needs of our community.

BOARD FUNDED PROJECTS

Buildings, systems and processes are of the best possible standard and are adjusted to meet changing conditions and requirements.



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Strategic Plan 2023-2025

	2023	2024	2025
CURRICULUM (NELP Priorities 2, 3, 4, 7)	<ol style="list-style-type: none"> 1. Trial draft TSS Curriculum and seek feedback 2. Familiarise staff with refreshed curriculum 3. Embed engagement and inquiry learning and train new staff 4. Differentiated Learning - Investigate Universal Design for Learning PD for staff 	<ol style="list-style-type: none"> 1. TSS Curriculum ongoing, responsive to feedback 2. Staff training ongoing 3. Induction of new staff 4. TBC 5. Literacy 	<ol style="list-style-type: none"> 1. Induct new staff, reflect and review 2. Staff training ongoing 3. Induction of new staff
STUDENT VOICE IN LEARNING (NELP Priorities 2, 3, 4)	<ol style="list-style-type: none"> 1. Increase use of sign and visuals across the school. (Standardise to help students during transitions. Staff to be trained) 2. Students to engage in goal setting and IP/Ara process 	<ol style="list-style-type: none"> 1. Introduce new school sign dictionary, continue staff training, visuals created as needed and standard sets given to all new staff 2. Ongoing 	<ol style="list-style-type: none"> 1. New staff trained as needed, videos available for staff refreshers, visuals created as needed and standard sets given to all new staff 2. Ongoing
HAUORA (NELP Priorities 1, 2, 6)	<ol style="list-style-type: none"> 1. Introduce Te Whare Tapa Whā and the four taha to the staff 2. Begin to develop a range of resources for all staff 3. Continue Zones of Regulation roll out 4. Begin exploration of Te Whare Tapa Whā locatives 5. Continue regular communication with whānau, get feedback on preferences. 6. Reestablish whānau support group 	<ol style="list-style-type: none"> 1. Embed into practice 2. Resources to go to all new staff 3. Resources in all classrooms, training for new staff 4. Explore Te Whare Tapa Whā locatives 5. Continue regular communication with whānau 	<ol style="list-style-type: none"> 1. Ongoing 2. Resources to go to all new staff 3. Resources in all classrooms, training for new staff 4. - 5. Continue regular communication with whānau
CULTURAL RESPONSIVENESS (NELP Priorities 3, 5, 6)	<ol style="list-style-type: none"> 1. Introduce school wide practices for start and end of day (Karakia, gratitudes, waiata). 2. New Tikanga document to be created and introduced to staff 3. Continue increasing staff confidence in use of te reo Māori. 4. Provide broad cultural opportunities for student engagement, i.e. Kapa haka and pasifika. 	<ol style="list-style-type: none"> 1. Embed into practice 2. Embed use of document, add to prospectus and website 3. Continue increasing staff confidence in use of te reo Māori. 4. Provide broad cultural opportunities for student engagement, i.e. Kapa haka and pasifika. 	<ol style="list-style-type: none"> 1. Ongoing 2. Reflect and adapt 3. Continue increasing staff confidence in use of te reo Māori. 4. Provide broad cultural opportunities for student engagement, i.e. Kapa haka and pasifika.



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	2023	2024	2025
	5. Incorporate Rongohia Te Hau continuum into regular reflective practice through discussing at least twice per term during team meetings and team goal setting	5. Incorporate Rongohia Te Hau continuum into regular reflective practice through discussing at least twice per term during team meetings and team goal setting	5. Incorporate Rongohia Te Hau continuum into regular reflective practice through discussing at least twice per term during team meetings and team goal setting
NETWORK PLAN/MOE (NELP Priorities 1, 3)	<ol style="list-style-type: none"> 1. Meet with MOE to develop a written plan with short term, medium and long term goals 2. Welcome Bay move down hill 3. Brookfield satellite to transition to double space at new school in 2024, begin transition process 	<ol style="list-style-type: none"> 1. Ongoing process 2. -- 3. Transition into new spaces at Te Kura o Manunui 	<ol style="list-style-type: none"> 1. Ongoing
BOARD FUNDED (NELP Priorities 1, 3)	<ol style="list-style-type: none"> 1. Increase space in hub 2. Swipe cards block A 3. Modified container to replace modcom behind Room 1 4. Small modified container to be purchased for resource storage 5. Upgrade IT technology across school, increase access in senior classrooms, upskill staff, refine processes (See IT strategic plan) 6. Explore asset tagging and register options (See IT strategic plan) 	<ol style="list-style-type: none"> 1. Explore sensory areas at satellites Brookfield/Pāpāmoa 2. Replace 2 small cars with new larger car (Outlander) 	TBC
ADMINISTRATIVE/ OTHER (NELP Priorities 1)	<ol style="list-style-type: none"> 1. Create 'TSS Way' handbook 2. Review and update induction process 3. Review and update staff job descriptions 4. Introduce Resource assistant role 	<ol style="list-style-type: none"> 1. Incorporate TSS Way into induction process etc 2. Get feedback on new induction process 3. Ongoing 4. Assess role 5. Liaise with TCC around playground development 	<ol style="list-style-type: none"> 1. Embed 2. Embed new induction process 3. Ongoing 4. TBC



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School Wide Goal 2023

“School culture, teaching and learning will reflect the principle of Ako, valuing and being guided by students’ individuality, and agreed best practice.”