*Our**Purpose: Our school will be the centre of expertise and resources, where students with autism and behavioural and learning needs thrive****.***

*Our Vision:*

*Being the best, we can be…*

***Success Statements***

***Initiatives***

***Goalss***

*Collaborative relationships are evident through the sharing of ideas and activities, to provide collegial support.*

*There are collaborative and cooperative projects across the whole of the school.*

*Whanau and staff build relationships and have a sense of belonging to the wider school.*

*Whanau are aware of happenings across the whole school.*

*There are collaborative and cooperative projects across the whole of the school.*

*Initiative Four: Building positive working relationships between staff, that enable collaboration and support for all.*

*Initiative Three: Overcoming the 82km spread of our whanau, staff and classes by implementing new ways to stay* *connected.*

***Goal Two***

*Reconnecting our school community*

*There will be a full complement of skilled leaders committed to developing the school.*

*Our leaders at all levels will effective leaders of their teams.*

*All teachers will use leadership skills to resolve issues and build a positive team culture.*

*Initiative Two: Developing leadership capability through focused professional development and professional discussions. classroom practice.*

*Staff engage in PLD to better understand Cultural Competencies.*

*Staff reflect on their practices to ensure they are embedding the cultural competencies into their practice.*

*Understanding of the diverse cultural competencies is evident in relationships and daily practises across the school.*

*Initiative Five: Staff engage in Professional Development to enhance cultural competencies and deepen understanding of te Tiriti o Waitangi.*

***Goal Three***

*Embedding rich, diverse cultural competencies into the fabric of our school.*

*Staff demonstrate deep knowledge and understanding of core programmes and offer exciting and enriching learning programmes.*

*Programmes and approaches are implemented with intentionality.*

*Staff use online resources to develop their practice.*

*Initiative One: Embedding core special education programmes and approaches into classroom practice.*

***Goal One***

*Enhancing Teaching and Leading*

|  |  |  |
| --- | --- | --- |
| ***Goals*** | ***Initiatives*** | ***Success Statements*** |
| ***One: Enhancing Teaching and Leading***  | ***Initiative One:*** *Embedding core special education programmes and approaches into classroom practice* | * *Staff demonstrate deep knowledge and understanding of core programmes and offer exciting and enriching learning programmes.*
* *Programmes and approaches are implemented with intentionality.*
* *Staff use online resources to develop their practice.*
 |
| ***Initiative Two:*** *Developing leadership capability through focused professional development and discussions.*  | * *There will be a full complement of skilled leaders committed to developing the school.*
* *Our leaders at all levels will effective leaders of their teams.*
* *All teachers will use leadership skills to resolve issues and build a positive team culture.*
 |
| ***Two: Reconnecting our school community*** | ***Initiative Three:*** *Overcoming the 82km spread of our whanau, staff, and classes by implementing new ways to stay connected.* | * *Whanau and staff build relationships and have a sense of belonging to the wider school.*
* *Whanau are aware of happenings across the whole school.*
 |
| ***Initiative Four****: Building positive working relationships between staff, that enable collaboration and support for all.* | * *Collaborative relationships are evident through the sharing of ideas and activities, to provide collegial support.*
* *There are collaborative and cooperative projects across the whole of the school.*
 |
| ***Three:***   ***Embedding rich, diverse cultural competencies into the fabric of our school.***  | ***Initiative Five:****Staff engage in Professional Development to enhance cultural competencies and deepen understanding of te Tiriti o Waitangi.* | * *Staff engage in PLD to better understand Cultural Competencies.*
* *Staff reflect on their practices to ensure they are embedding the cultural competencies into their practice.*
* *Understanding of the diverse cultural competencies is evident in relationships and daily practises across the school.*
 |