



Te Whānau o Otu Mātua

Our Vision

Whakarangatirahia: Be the best you can be.

Our Purpose

To empower ākonga with a sense of self and purpose, to enable success and lifelong engagement within their local communities.

Our Values



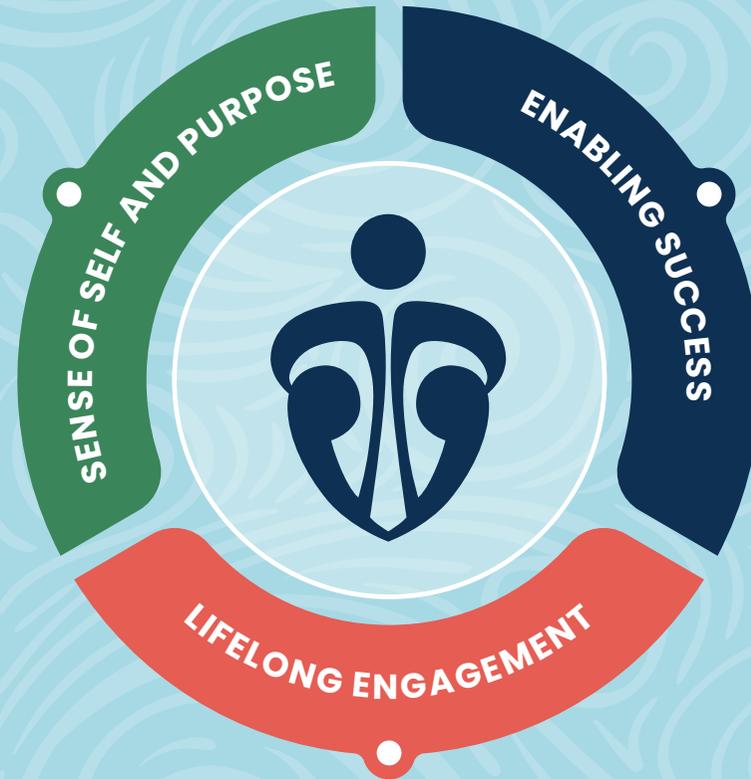


Te Whānau o Otu Mātua

Our Strategic Themes

Sense of Self and Purpose

Focus on enhancing a therapeutic and nurturing environment where whānau feel a sense of safety, belonging, and cultural identity.



Enabling Success

Focus on dynamic individualised programmes for ākonga to experience success and develop resilience while making authentic connections between school and the real world.

Lifelong Engagement

Focus on ākonga using strategies to sustain their successes. Kaiako reflect on what works for the ākonga to increase meaningful and sustainable outcomes.





Te Whānau o Otu Mātua

Wishes of Our Community

Mana Whenua

- **Equitable Outcomes**
For Māori in ways that are beneficial for Māori.
- **Rangatiratanga**
Authentic ways of honouring this style of leadership are present across kura.
- **Governance**
The vision, story and success are represented clearly and accurately represent the relationship with mana whenua.



ĀKONGA



Ākonga

- Make friends, belong and fit in
- Learn to cope with their anxiety/frustrations
- Get better at learning



Whānau

- Be able to handle big emotions
- Be happy and accepted
- Learn life skills and become more independent



Kaiako

- Create opportunities where all ākonga can experience success
- Meet the individual needs of our ākonga
- Make a meaningful difference to ākonga and whānau



ERO

- Improve learner outcomes through targeted teaching
- Enhance kaiako capability and confidence
- Clearer understanding, tracking, and monitoring of ngā ākonga needs



Referrer

- Give ākonga the tools required to manage their emotions
- Support the development of social skills
- Engage ākonga in education



Ministry of Education

- Improve services to identify barriers and lift attendance
- Professional learning and support for evidence-based teaching
- Strengthen the data and evidence system





Te Whānau o Otu Mātua

How We Achieve Our Vision/Purpose

HOW

Provide a therapeutic and nurturing environment where tamariki feel a sense of safety, belonging and cultural identity, and purpose.

Engage tamariki in learning experiences that best suit their individual needs.

Mahi tahi with tamariki, mana whenua, whānau, and outside agencies to implement an aligned and unified intervention plan.

Tailored programmes and responsive teaching provides new skills to support ākonga to engage effectively with their curriculum and achieve educational outcomes that are purposeful for each individual.

Kaiako are highly effective specialists who apply evidence-based training and engage in ongoing reflective practice.

Our service gives effect to Te Tiriti o Waitangi and supports the teaching and learning of te reo me ona.

Learning is Shaped Through

Individualised Programmes
Mātauranga Māori
NZ Curriculum
Three Pillars of Transformative Care
Ako – Collaborative Learning

Success is Shared Through

All About Me A.A.M
DLE – The Therapeutic Use of Daily Life Events
OTM – Outcomes That Matter
Regularly celebrating learning milestones
Community Events





Te Whānau o Otu Mātua HRC

2026 Annual Goals and Intentions

Strategic Themes	Annual Goals and Intentions	Who and How	Outcome Indicators	When
Sense Of Self and Purpose	<p>Tamariki engage in ‘Cultural Exchanges’ with other schools. Ākonga engage in curriculum learning through ‘real life skills’ by organising and hosting a camp-themed experience. Kaiako engage in ‘ako’ with similar specialists to strengthen our residential school collaborative mahi.</p>	Host and visit at least one ‘exchange’ in 2026 with Salisbury School. Whole campus collaboration for delivering the day and evening programme.	<ol style="list-style-type: none"> 1. Tamariki engages in research and present local Māori history to host school. 2. Tamariki learns about other regional Māori history through art, waiata and pūrakau. 3. Engagement in planning and hosting activities for the host school visit. 	Term One, March
	<p>Ākonga experience additional opportunities to choose how they ‘connect’ and ‘engage’. Intention: SLT review to develop and support additional alternatives to digital media and technology.</p>	SLT assesses and evaluates the effectiveness of the ‘recreational and learning’ experience our media resources provide. Create a shared ‘vision’ for our teams.	<ol style="list-style-type: none"> 1. A shared vision for media use generated at SLT. 2. A visual resource created by tamariki outlining the non-media activities they do that they enjoy. 3. Visual media used to create a pūrākau to share at end of year assembly. 	Begin in Term One
	<p>Host at least two community events to celebrate new areas on campus with our wider community. Extend opportunities for our tamariki to develop their social skills and engage with their local and wider community in purposeful and positive ways.</p>	Our newly developed bike track and fire pit to be utilised to create several community-based events to celebrate and engage with the wider community.	<ol style="list-style-type: none"> 1. Tamariki engages in hosting a BMX community event to develop relationships in wider community. 2. Tamariki contributes to community ‘Matariki Celebration’ event to open new ‘fire pit’ space. 3. Tamariki contributes to planning a swimming event accessible for tamariki in the local community. 	Term Two: Bike track. Term Three: Fire pit. Term Four: Swimming pool.

Strategic Themes	Annual Goals and Intentions	Who and How	Outcome Indicators	When
Enabling Success	<p>All tamariki record attendance levels of the day school attendance minimum of at least 75%.</p> <p>The whole team applies the principles of The Purposeful Use of Daily Life Events (DLE) and 3 Pillars of Trauma Informed Care training to support engagement and attendance at school.</p>	<p>Shared focus and review each term by all teams to ensure we are reaching our desired target.</p> <p>Embed systems to check and act before individuals fall below 75%.</p>	<ol style="list-style-type: none"> 1. Tamariki attending for 75% of the time at school. 2. Procedures implemented to respond to individuals who drop below 75%. 3. Focus group to develop additional strategies to support effective transitions. 	Throughout the year
	<p>Tamariki develops their understanding of our 'values' as a visual resource.</p> <p>The tamariki create examples of how they perceive our three values 'living in action'.</p> <p>To be developed visually and used as a tool for the tamariki to independently recognize success.</p>	<p>Leadership Team research and support kaiako to generate visual examples from tamariki.</p> <p>Once completed, encourage their use in day-to-day experiences to identify positive outcomes.</p>	<ol style="list-style-type: none"> 1. Tamariki creates descriptors to add as examples of our three 'values' in action. 2. Tamariki independently uses the values descriptors to identify meaningful learning moments. 3. A 'value' generated award established by students to recognise success. 	Throughout the year
	<p>Increased collaboration across campus: Focus 'learning and engagement' with tamariki.</p> <p>Teams across campus engage in shared initiatives to support learning and engagement experiences for the tamariki.</p> <p>Link to kaiako appraisal process.</p>	<p>Leadership Team to provide several initiatives such as:</p> <ul style="list-style-type: none"> • Whenua development • Matauranga • Child initiatives 	<ol style="list-style-type: none"> 1. All kaiako consistently collaborate and complete work within timeframes for All About Me (AAM) planning. 2. All kaiako show evidence in their appraisal around collaborative initiatives to support engagement. 3. All kaiako participate in our 'community events' held on site. 	Throughout the year

Strategic Themes	Annual Goals and Intentions	Who and How	Outcome Indicators	When
Lifelong Engagement	<p>Trial ‘Outcomes that Matter’ (OTM) as an assessment tool with a sample of ākongā.</p> <p>Explore a new assessment tool to evaluate effectiveness and long-term impact of documenting skills and successes that are transferable after transition.</p>	<p>School and residential teams to collaborate and trial OTM.</p>	<ol style="list-style-type: none"> 1. OTM assessment resource trialed with several ākongā. 2. OTM assessment tool assessed for implementation. 3. Action plan created for any further embedding of assessment tool by end of 2026. 	<p>Begin in Term Two</p>
	<p>Develop transition resources and toolkits for whānau and schools post-transition.</p> <p>This goal is linked to SAMS recommendations to further support positive transitions.</p>	<p>SLT collaborate to create a developed ‘transition tool kit’ for ākongā, whānau and community with post-transition support. Involve MoE staff.</p>	<ol style="list-style-type: none"> 1. Whānau/tamariki tool kit created to support with transitions coming in. 2. Whānau/tamariki tool kit created to support with transitions leaving. 3. Collaborate with MoE to identify any areas to support and strengthen outward transitions. 	<p>Begin in Term Three</p>
	<p>Develop robust assessment.</p> <p>Collaborate with other kura and outside agencies to identify efficient ways of documenting and sharing data that show lifelong success. This is linked to ERO recommendations.</p>	<p>Engagement and learning through Southern Special Needs Group.</p> <p>This is a theme for collaborative discussions this year.</p>	<ol style="list-style-type: none"> 1. Collaborating with Southern Special Principals Group to create an action plan to support quality assessment. 2. Assess SMART as a new assessment tool. 3. Assess OTM as an effective data assessment resource for schools after post transition. 	<p>Begin in Term One</p>

