

<p>Strategic Aim:</p>	<p><i>As set out in the Charter</i> To provide individualised education programmes that are tailored to the students' needs and give them the opportunities to experience a curriculum that will help equip them with the skills for life in their community. -Students will develop Work and Study Skills -Year 10-15 students will develop workplace skills</p>
<p>Annual Aim:</p>	<p><i>As set out in the Annual Plan</i> -Students, Family /Whānau and Teachers will identify Key Competencies that will become individualised priority learning goals through the IEP/ICP programme.</p>
<p>Target:</p>	<p><i>As set out in the Annual Plan</i> Progress and achievement of IEP/ICP goals will be reported to students, families & whānau through meetings, home-school communication, school celebrations, student profiles of Achievement and digital platforms.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>Where to next?</i>	Future Directions:
<ul style="list-style-type: none"> -Initial Transition Meetings with chosen provider held. -Timely, ongoing Transition meetings with akonga, whanau, Kura and Transition Provider. -Recording of Transition meeting outcomes. Dissemination of Transition and Work/ Community, Experience, Course updates/info to akonga, Whanau, Teachers, Leadership, Transition agencies, Community and Tertiary course and experiential providers. Feedback sought via face to face, and digital communication. - Liaison with and ongoing relational development with new and/or existing Transition providers, Work /Community Experience providers, Tertiary and Community course providers. -This year a TA was assigned to work with the Transition Teacher completing specific Transitional and Work Experience liaison and actions. 	<ul style="list-style-type: none"> -Recording and dissemination of outcomes, etc as listed in previous section. -All 9 Transition Students have plans evolving and/or in place for 2022. -There has been an increase in both Work/ Community Experience placements and Tertiary course providers, but somewhat hampered by C-19 restrictions. -Anecdotal post lockdown observations see some akonga hesitancy to reengage with some Work/Community Experience and/or Course opportunities preferring to stay close to the SIT base. Recently a course was held on. Site at SIT which assisted with this. -Work Experience ICP's/Reports reviewed. 	<ul style="list-style-type: none"> -Potentially hold all Transition Meetings at the school Flat. -At Initial Transition Meetings ensure the Transition provider clearly outlines support options post Transition year. Some providers abilities to provide services have been impacted by ongoing internal systemic changes and C-19 requirements. -Continue to work on student agency in developing student choices in Work/Community Experience placement and Transition Experiential opportunities. -Teachers are aware of and have planning in place to further work on student agency, self-assertiveness, developing akonga confidence in Kura and community settings inclusive of student feedback contributing to all planning. -Ongoing Star funding for courses and TA support to enable akonga activity participation and engagement. 	<p>Identify and develop new relationships with Transition, Work Experience and Community Providers.</p> <p>Expand student reporting by increasing Transition, Work/Community Experience, Course option presence on Seesaw, whilst maintaining other communication methods.</p>
Report completed by:			
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