Strategic Aim:	*Individual Student Progress & Development*
Annual Aim:	*Priority Areas of Learning identified in collaboration with student/ākonga & family/whānai through engagement in IEP/ICP process and/or referrel to RSS Specialist Services.*
Target:	*Targeted communication (Using Language, Symbols, and Texts) goals will be successfully completed through the IEP/ICP process.*

REACHING POTENTIAL

Actions *What did we do?*	Outcomes *What happened?*	Evaluation *Where to next?*	Future Directions:
Defined goals for communication was identified and targeted by; • *Discussion and whānau voice at IEP/ICP meetings, whānau had opportunities to add further goals to their child's Communication IEP/ICP meeting.* • *Teachers observing student's communication in classroom routine, in a community environment and were able to set goals.* • *Speech Therapy weekly programmes with individual students or in social group settings.* • *Work experience feedback from providers or identified communication skill on student's report.* • *Individual students, applying student agency- their voice was acknowledged.* • *Examples of how teachers specifically taught aspects of Communication in their classrooms; ACC Device, requesting items, sounding letters, Presentation, Social Games, Open discussion, and collaboration, provide feedback, student agency, asking & answering questions, and communicating in Te Reo.*	*Ensured some forms of targeted goals were in place for all students.* *Communication goals were highlighted and implemented through student's IEPs/ICPs.* *Teachers found not enough communication phases sets on SharePoint* *Teachers were directed to add all bulleted Communication goals from IEP/ICP meetings onto student IEP Data. Doing this, we found students at the end of the year had IEP/ICP Phases needing to be removed as they did not begin.* *New communications goals that were recommended by therapist were shown how to create and upload onto SharePoint IEP Data* *Therapist learnt to create Communication IEP/ICP for students.* *We found at the end of the year Communication goals can also be identified through KC Relating to Others. For example, Student expressing their emotions, daily social skills, giving opinions. They are all based on students using communication but under different KC.*	*Teacher and therapist expand Communication phases onto SharePoint* *Continue having whānau voice input into goals* *Communication goals only to be added onto SharePoint when student is working on.* *Continually working on communication goals through a variety of forms;* • *speech* • *picture exchange/PECS* • *gestures* • *sign language* • *assistive devices/assistive technology* *Communication identified through natural form and loaded onto SharePoint* *Only students referred to therapist achieve targeted area of communication set.* *Communication phases focused target on students receiving and responding to communication*	*Communication plays a vital role in human life* *As teachers we need to ensure that communication goals* • *Incorporate flexibility for the child to say what they want to say when they want to say it.* • *Reflect increasing the ability of the child to use a broad range of communicative functions to express real ideas in real situations through multiple modalities.* • *Do not require the student will have to communicate what someone else wants her/him to "say"* *Speech Therapy input for support Non-verbal (ACC Devise or visuals), Verbal and Group Communication to be uploaded onto SharePoint.* *Communication Goals can not only be identified under Language, Symbols & Text.*

Report completed by:

Marina Marie
Date of Report: 27/11/2022