

TE KURA TAKAWAENGA O WHANGĀREI TERENGA PARAOA



# STRATEGIC PLAN

MĀ TE WHANAUNGATANGA

KA WHAI MĀTAURANGA TE AKONGA

KA TŪ RANGATIRA

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# TE KURA TAKAWAENGA O WHANGĀREI TERENGA PARAOA



## Whānaungatanga



## Mātauranga



## Rangatira



### Mā te Whanaungatanga

Through developing and maintaining strong relationships

#### Our tamariki are...

Embracing Language, Culture & Identity

### Ka Whai Mātauranga te Akonga

Knowledge can be found

#### Our tamariki are...

Embracing Technology

### Ka Tū Rangatira

Which will allow the learner to stand with confidence

#### Our tamariki are...

Embracing Teamwork

### We measure success by...

- Parental/Whānau involvement
- Ākonga walking the school values
- Greater awareness of our community and other cultures

- Student Engagement
- Skills for the 21st-century learner
- Student managing their own learning

- A climate of goal achievement
- A climate of leadership
- A climate of positive and caring, learning environments



# GOALS



MĀ TE WHANAUNGATANGA

KA WHAI MĀTAURANGA TE AKONGA

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WHANAUNGATANGA - Our students are embracing culture, language and identity



Inputs	Output Activities	Short Term Outcome	Medium Term Outcome	Long Term Outcome	Ultimate Goal
Staff, Time, Money, Resources	Teaching and learning reflects culture, language and identity	Parawhau units of work are developed for English Medium classes	Units of work are workshopped and refined over time	The stories of Parawhau are known and shared	<b>School Vision:</b>  Ma te Whanaungatang a Ka Whai Maturanga te Akonga Ka Tu Rangatira  Through developing and maintaining strong relationships knowledge can be found which will allow the learner to stand with confidence
		Measured by student's ability to tell the stories	Measured by student's ability to tell the stories	Measured by student's ability to tell the stories	
		All teachers are attending weekly te reo Maori classes. Te Reo Maori is taught concurrently in their classes. Karakia and waiata are used daily to reflect a Maori environment	All teachers are attending weekly te reo Maori classes. Te Reo Maori is taught concurrently in their classes. Karakia and waiata are used daily to reflect a Maori environment	Teachers and tamariki are confident users of te reo Maori	
		Measured by teachers participation/feedback and taura feedback	Measured by teachers participation/feedback and taura feedback	Measured by students speaking te reo Maori at school. Teachers using te reo Maori as part of daily instruction and communication	
	Ako – positive teacher student relationship are evident	Learning behaviours are taught in every classroom according to the matrix of expectations	Students and teachers are positively working together.	Ako practice is in the classroom and beyond	
		Measured by student voice being extracted termly	Measured by behaviour interruptions are minimal	Measured by capturing the voice of the community through the community survey	
	Student success is founded on whanaungatanga	Teachers providing contexts for learning whereby the language, identity and culture of Māori learners and their whānau is affirmed: Māori succeeding as Māori	Teachers actively engaging in respectful working relationships with Māori learners, parents, whānau, hapū, and iwi.	Mahi tahi is demonstrated between home and school: working together	<b>Well Balanced Inquiring Successful</b>
		Measured by student attendance (school daily and Triadics) and student achievement	Measured by student attendance (school daily and Triadics) and student achievement	Measured by student attendance (school daily and Triadics) and student achievement	

MĀTAURANGA... Our students are embracing technology



Inputs	Output Activities	Short Term Outcome	Medium Term Outcome	Long Term Outcome	Ultimate Goal
Staff, Time, Money, Resources	Skills for the 21 <sup>st</sup> century learner	Most students are connected to learning	All students are connected to learning	Confident users of technology	<b>School Vision:</b>  Ma te Whanaungatang a Ka Whai Maturanga te Akonga Ka Tu Rangatira  <i>Through developing and maintaining strong relationships knowledge can be found which will allow the learner to stand with confidence</i>
		Measured by number of students enrolling in digital immersion classes	Measured by the effectiveness of the curriculum delivered in a total digital learning landscape (Wolf Fisher)	Measured by student led parent workshops	
		eLearning teachers are google certified teachers	Most classroom teachers are google certified teachers. Some eLearning teachers are google certified innovators	All classroom teachers are google certified teachers. All eLearning teachers are google certified innovators	
		Measured by google certification	Measured by google certification	Measured by google certification	
	Student managing their own learning	Students 'driving' their own learning, designing their learning journeys/ inquiries	Students participate in digital learning activities and achieve at their potential	Strong collaboration between learner and learner, working on projects	<b>Well Balanced Inquiring Successful</b>
		Measured by reading results	Measured by reading results	Measured by reading and writing results	

RANGATIRA... Our students are embracing team work



Inputs	Output Activities	Short Term Outcome	Medium Term Outcome	Long Term Outcome	Ultimate Goal
Staff, Time, Money, Resources	A climate of goal achievement	Te Tirohanga drives learning and teaching behaviour	Learning behaviour goals are evident	Students' potential is realised	<b>School Vision:</b>  Ma te Whanaungatang a Ka Whai Maturanga te Akonga Ka Tu Rangatira  Through developing and maintaining strong relationships knowledge can be found which will allow the learner to stand with confidence
		Measured by student behaviour and achievement	Measured by student behaviour and achievement	Measured by student behaviour and achievement	
	A climate of leadership	Student leadership roles are developed	Student leadership roles are evident in the day to day operations of the school	Recognition of 'Warrior Learners'	
		Measured by student involvement in the school	Measured by student involvement in the school	Measured by student involvement in the school	
	A climate of positive and caring, learning environments	Reward systems are known and used	Recognition of 'Warrior Learners'	Recognition of 'Warrior Learners'	
		Students are collaborating	Strong collaboration between learner and teacher	Mahi tahi is demonstrated between home and school: working together	
		Measured by student behaviour	Measured by the number of students to achieve the status of 'warrior learners'	Measured by the number of students attaining the 'Warrior Learner' status.  Measured by parent/ caregiver attendance at Triadics	<b>Well Balanced Inquiring Successful</b>





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# Context



Whangārei Intermediate School is a multicultural inner city school. It was built in 1955 and opened in 1957 with only Year 8s to begin with, from various school communities: Maunu, Hora Hora, Whangārei Primary, Whau Valley, Onerahi, Otangarei, Morningside, Tikipunga and Raurimu Ave.

Our association with these communities continues but now includes the outlying communities as well: Glenbervie, Portland, Otaika, Parua Bay, Whangārei Heads, Ruakaka, St Francis Xavier.

W.I.S is predominantly 48% Pakeha and 48% Māori.

We have a strong bicultural focus celebrating the uniqueness of Whangārei.

We have 6 **Te Whānau Waihanga** nga kaiako: Hauora, Matihiko Hangarau, Kai Ora, Nga Toi, Pūoro, Kanikani, and operate 5 teams/whānau: **Te Whānau o Waiarohia**, **Te Whānau o Kauika**, **Te Whānau o Waimirirangi**, **Te Whānau o Tawatāwhiti**, **Te Whānau o Parihaka**.

WIS' equity index is 501, isolation index 0.56 with a roll of 610+ ākonga.



# Mission Statement



**'To create a positive, caring learning community that enables ākonga and kaiako to realise their individual potential'**

**Kia hangaia e te whakaaro tika , e te atawhai pono, te kohanga marama hei tau i ngā ākonga, i nga māhita ki ō rātou ake pūkenga.**

We are a learning community where self-development, intellectual empowerment, and lifelong learning are esteemed core values of the school. As set out in our mission statement, our school encourages ākonga and kaiako to 'dedicate their minds to inquiry and lifelong learning'. We nurture each student to achieve his/her full potential, with a focus on the development of the whole child. Student achievement and growth are paramount and are our core business. At W.I.S we want to break through any limitations that may hinder our ākonga from excelling in their learning and developing as people. We promote a problem-solving culture in our school that works and promotes a 'can-do' attitude. We tell our ākonga that having high expectations means being certain that all of us can learn and improve - no exceptions. This document presents a long term and strategic vision for the school's development in the period 2024 – 2025. It was developed after consultation involving the Board of Trustees, staff members, and parents, and provides:

1. An overview of the school's major aims and current strengths
2. An outline of the school's strategic priorities
3. Ongoing direction for the school in terms of:

- ✓ Curriculum requirements
- ✓ Documentation and self-review
- ✓ Employer responsibilities
- ✓ Financial and property management
- ✓ Health and safety
- ✓ Legislation

It must be understood, of course, that the board may need to revise this strategic plan so as to take account of changing circumstances that may arise from time to time, e.g. introduction of new legislative requirements, new health and safety concerns. It must also be understood that many goals in this plan need to be focussed further into specific, measurable and time framed objectives, so as to make them manageable and achievable. Such objectives will form the basis of the school's annual plan.



# Strategic Undertakings



- The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 2020:
  - S.75 Board to control management of schools – except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it sees fit
  - S.76 Principals
    1. A school's Principal is the Board's Chief Executive in relation to the school's control and management
    2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal
      - a) shall comply with the Board's general policy directions, and
      - b) subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school's day to day administration
  - s.65 A Board may from time to time, in accordance with the State Sector Act 1988 appoint, suspend or dismiss staff
- Each school is required to have a strategic plan:
  1. The Mission Statement and The Vision and Values – this is a statement about the school's vision, values and it values and sets out what is unique and special about the school.
  2. The Strategic Plan – this outlines the school's direction, priorities and goals for the next two to five years, based on the school's stated vision.
  3. The Annual Plan – this shows how the Strategic Plan will be actioned, and sets strategic goals and actions for the year, including student achievement targets.
- The school will determine its priorities based on national priorities and those identified as pertaining specifically to Whangārei Intermediate and its community. In meeting both the national and local priorities the school relates its targets to those of the National Administration Guidelines and the NELPs.
- The Government's strategy for Māori and Pasifika achievement will remain a focus for the school. We want these ākonga to enjoy educational success as who they are – without shedding their cultural identity at the school gate.
- International mindedness will be an important aspect of the culture of the school. We understand international mindedness to include a growing inclination towards:
  - An understanding and celebration of the value of diversity
  - Empathy for those who are different, while retaining pride in one's own identity
  - Open-minded inquiry accompanied by critical thinking about what is discovered in the inquiry
  - Adaptability and the capacity to deal with change
  - An understanding of the need for balancing interdependence and independence
  - An understanding that individuals can improve the state of the world, and an acceptance of the responsibility to take action.
- Being an inclusive school is important to all at W.I.S welcomes all learners into the school. We are committed to providing an inclusive environment where all ākonga, including those with special learning and behavioural needs, can be fully involved in all school activities and can experience success as learners.

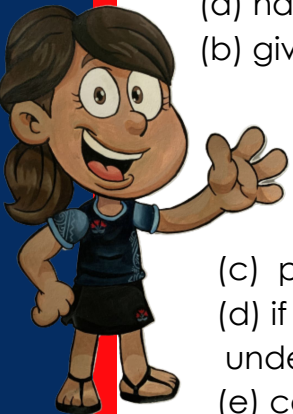




## 127. Objectives of Boards in Governing Schools



- (1) A board's primary objectives in governing a school are to ensure that—
  - (a) every student at the school is able to attain their highest possible standard in educational achievement; and
  - (b) the school —
    - (i) is a physically and emotionally safe place for all students and staff; and
    - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
    - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
  - (c) the school is inclusive of, and caters for, students with differing needs; and
  - (d) the school gives effect to [Te Tiriti o Waitangi](#), including by—
    - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
    - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
    - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
  - (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
  - (b) give effect to its obligations in relation to —
    - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
    - (ii) teaching and learning programmes; and
    - (iii) monitoring and reporting students' progress; and
  - (c) perform its functions and exercise its powers in a way that is financially responsible; and
  - (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
  - (e) comply with all of its other obligations under this or any other Act.



# Procedural Information



- Whangārei Intermediate School will lodge with the Ministry of Education a copy of its annually updated strategic plans/annual plans, and a copy of its Annual Report in March of each year and publish this on the school's website.
- Whangārei Intermediate School consults with its community, including its Māori and Pasifika community, regularly as part of its three-year cycle of self-review. Regular opportunities for community consultation take place through open invitations to BOT meetings and regular events hosted at the school. Consultation is undertaken with regard to all aspects of school life.
- Targets for student achievement will be identified by the teaching team and curriculum leaders with the assistance of the senior leadership team and then will be presented to the Board of Trustees for discussion.
- In addition to the above, the school's Māori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Māori as expressed in the school strategic plan.
- A copy of the school's strategic plan is available to parents on the school website.



# STRATEGIC

## SECTION 1



The following section outlines the strategic objectives and associated tasks that relate to the specific direction of Whangārei Intermediate as identified by the Board, staff, and the wider community.

**MĀ TE WHANAUNGATANGA**


**KA WHAI MĀTAURANGA TE AKONGA**

**KA TŪ RANGATIRA**




# NELP's - National Education and Learning Priorities




NELPs	MoE Priorities	How	Our Actions & Evidence
<p><b>Objective 1:</b></p> <p><b>LEARNERS AT THE CENTRE</b> ensuring that they are safe and inclusive and free from racism, discrimination, and bullying</p> 	<p><b>Priority 1:</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b>Priority 2:</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures</p>	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori- medium learning</p>	<p>Bully surveys are implemented, collated and findings utilised for next steps. We are a PB4L school and have a comprehensive programme teaching our WISE Matrix. We employ restorative practices as part of our building and enabling relationships. We have a student wellbeing focus and include the voice of the students to address inequities in our school programmes and operations. Every term we conduct a 'bullying survey to gather these voices to ensure the safety and wellbeing of our students. Our complaints policy is circulated and shared with staff, community on a regular basis</p> <p>Wellbeing team works on the inclusion across the kura. Rainbow group is available to all students and meets each Friday to connect, communicate and share what their experiences are as LGBTQIA+ students at WIS. This group operates as an advocacy and support group.</p> <p>Open door policy, invite to whānau events, triadics, EOTC events, Noho Marae, Kapa Haka, festivals. We endeavour to build strong relationships with our Whānau, our hapū, our communities by surveying, hosting events and holding Whānau hui. We consult with Mana Whenua as often as possible but are realistic as our Kaumatua are hugely stretched.</p> <p>Teacher's Growth Cycle within Culture Counts and the analysis by the mentor and moderator addresses the notion of high expectations, well managed learning environment, knowing, caring, rejecting deficit theorising.</p> <p>Whānau hui, opportunities to engage with whānau through hui, open nights, Kapa Haka support on noho marae and the haerenga. Creating a partnership with our community that is authentic and inclusive. Our curriculum is designed with learning programmes in which all ākonga can see their language, culture, and identity and understand that self-expression is essential for their personal and collective wellbeing and achievement Te Whānau o Waimirangi operates 2 Rumaki Reo - level 1, 3 Reo Rua classes - level 2. Te Whānau o Tawatāwhiti operates 2 Reo Rua classes - level 4. All other teaching spaces are expected to operate at level 4 te reo Māori.</p>

# NELP's - National Education and Learning Priorities



NELPs	MoE Priorities	How	Our Actions & Evidence
<p><b>Objective 2:</b></p> <p><b>BARRIER FREE ACCESS</b> strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life</p> 	<p><b>Priority 3:</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><b>Priority 4:</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>We have an Attendance Officer and a Student Support Officer who collaborate and work together to help whānau to attend kura. We are flipping the script teaching through a Māori lens (compare and contrast). We are a MAC school. We have 'flipped our script' teaching through a Māori lens. We work with the MOE to ensure transport to school is provided for disabled learners.</p> <p>We provide Enrichment opportunities, accelerated Mathematics and STEM opportunities for our learners. and As a digital school, delivering the curriculum utilising Google Workspace apps and programmes.</p> <p>We apply for government subsidies, scholarships, and grants to minimise financial burdens on families and whānau.</p> <p>We Incorporate project-based learning and group activities that foster communication, problem-solving, and critical thinking skills. We offer extracurricular programmes that focus on interpersonal skills development through cooperation and group work. We provide regular assessments and feedback to support continuous growth in these key capabilities.</p> <p>Students identified are timetabled to increase their reading skills and in turn access the curriculum in both English and Te Reo Māori. Te Eke Tarewa and Te Whare Kowhai are hubs for students to increase their reading capability within English and Te Reo Māori through the Structured Literacy Approach. All learning draws on and expands literacy and numeracy practices and key competencies. Learning also provides ākonga with opportunities to explore and develop values and to deepen their understanding of the production, use, and impact of knowledge. Therefore literacy, numeracy, key competencies, and values are explicitly integrated within each learning area's content.</p> <p>Pacific languages are addressed and acknowledged by knowing the composition of our school roll and targeting <a href="#">Pacific language weeks</a> as they occur throughout the year.</p>




NELPs	MoE Priorities	How	Our Actions & Evidence
<p><b>Objective 3:</b></p> <p><b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau</p> 	<p><b>Priority 5:</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><b>Priority 6:</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/ kaiako to build their understanding of learners' / ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>All hui across our kura begin with karakia/mihi/waiata. It has become our tikanga here at kura, our way of doing things. Te Aka Puāwai set up to help support kaiako with implementing Te Reo me ngā Tikanga Māori into all classrooms. Our teachers have been learning te reo Māori for 11 years and incorporate te reo Māori where possible.</p> <p>Taumata has become an expectation with all Whānau beginning each day with karakia,mihi,mihi,waiata. Whānau now working towards taumata at the end of the week as a opportunity to practice tikanga in relation to powhiri.</p> <p>Te Reo Māori lessons for all kaiako are on Mondays/ Wednesday some staff are also enrolled in Te Rekamauroa for their own PLD. These lessons are tailored to what kaiako are wanting and where they are on their learning journey,beginning, middle, and advanced. We continue to develop our pedagogy based around the key concepts of RBL Profile.</p> <p>Mana Potential PLD is designed to allow Staff to become more confident and competent to teach diverse learners through a Kaupapa Māori approach.</p> <p>Localised curriculum units written in and around local korero. Units of mahi are shared within whānau to allow akonga to see themselves in the mahi.</p>



# NELP's - National Education and Learning Priorities



NELPs	MoE Priorities	How	Our Actions & Evidence
<p><b>Objective 4:</b></p> <p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> 	<p><b>Priority 7:</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	<p>As we teach a unit we speak about employment and career opportunities. At W.I.S. we use the resource "Dream and Discover". Teachers are required to integrate careers into their planning.</p> <p><b>Year 7 teachers include:</b> Look at what makes me "me" into the student's Meology unit by looking at their personal qualities, values and interests. Think about what I can do in everyday learning at school by using their skills in the activities they do every day.</p> <p><b>Year 8 teachers include:</b> Getting students to develop a plan for Secondary School.</p>



MĀ TE WHANAUNGATANGA

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# NELP's - National Education and Learning Priorities



	NELPs	Objectives	Actions
1	<p><b>Objective 1</b> <b>LEARNERS AT THE CENTRE</b> ensuring that they are safe and inclusive and free from racism, discrimination, and bullying</p> <p><b>Priority 1:</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b>Priority 2:</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures</p>	<p><b>Goal #1</b> <b>Our students are embracing culture, language and identity</b> by enhancing the learning environment to support a diverse programme and to improve overall safety and wellbeing</p>	<ul style="list-style-type: none"> <li>❖ Develop an awareness of what engages and inspires young adolescents</li> <li>❖ Cultivate the bicultural and bilingual strengths of the school and the community</li> <li>❖ Imbed the principles and articles of Te Tiriti o Waitangi throughout the school's programmes and operations</li> <li>❖ Identify ways to foster cultural awareness and appreciation as articulated in our local curriculum based on principles of the MAC Marautanga (Te Whare Tapu o Te Ngākau Māori) and Kia Māori Mai</li> <li>❖ Incorporate values into the ethos of the school i.e. PB4L WISE</li> <li>❖ Continue to develop robust HSE/PB4L systems and practices that ensure experiences are challenging, safe and to take steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school</li> <li>❖ Further develop a schoolwide culture of health and wellbeing beyond just physical risks based on the principles of Mana Potential</li> <li>❖ Explore ways to build resilience and address anxiety among young people</li> <li>❖ Cultivate a positive and safe school culture where all are mindful of other perspectives</li> <li>❖ Develop systems, programmes and tools to enable tech safe, savvy and smart ākonga</li> </ul>
2	<p><b>Objective 2</b> <b>BARRIER FREE ACCESS</b> strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life</p> <p><b>Priority 3:</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><b>Priority 4:</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>Goal # 3</b> <b>Our students are embracing teamwork</b> by developing a rigorous, enriching and balanced curriculum underpinned by UKD pedagogy in a collaborative learning environment</p>	<ul style="list-style-type: none"> <li>❖ Develop shared understanding of UKD (Understand, Know, Do) pedagogy</li> <li>❖ Further develop systems to monitor and communicate student achievement</li> <li>❖ Identify the essential elements of an integrated curriculum based on the principles of the curriculum refresh</li> <li>❖ Develop planning and assessment systems to support integrated and explicit teaching and learning</li> <li>❖ Review reporting practices to reflect our curriculum</li> <li>❖ Further, develop the enrichment programme to provide a breadth of experience</li> <li>❖ Develop further our international exchange programme</li> </ul>



# NELPs – National Education and Learning Priorities



	NELPs	Objectives	Actions
3	<p><b>Objective 3</b> <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau</p> <p><b>Priority 5:</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><b>Priority 6:</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>Goal # 2</b> <b>Our students are embracing technology</b> by fostering and promoting an environment of professional growth, development and understanding based on the <a href="#">RBL</a> principles</p>	<ul style="list-style-type: none"> <li>❖ Develop a teacher-led mentoring system (impact coaches) focusing on professional growth and development</li> <li>❖ Build professional networks with PLD providers, tertiary institutions, national and international educational networks</li> <li>❖ Promote opportunities for kaiako to share new learning and to promote the school through national and international presence</li> <li>❖ Full implementation of revised new MOE's Professional growth programme</li> <li>❖ Continue to support PLD to enhance teaching and learning through the use of digital immersion</li> <li>❖ Review te reo Māori programme to help further development in our teacher's capability</li> </ul>
4	<p><b>Objective 4</b> <b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p><b>Priority 7:</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>Goal #1</b> <b>Our students are embracing culture, language and identity</b> by empowering students to discover their passions and potential</p>	<ul style="list-style-type: none"> <li>❖ Introduce practical, real-world projects and activities that show the direct relevance of what they're learning to their lives in New Zealand.</li> <li>❖ Incorporate local case studies and examples into the curriculum, helping students understand how their learning connects to real-life situations in their country.</li> <li>❖ Encourage students to set personal goals and develop a growth mindset, emphasising the importance of lifelong learning and adaptability in the ever-changing world of work.</li> </ul>
5	<p><b>Objective 5</b> <b>Elevate the reputation of WIS as the preferred intermediate school within our community</b></p>	<p>Enhance engagement at all levels of the school community</p>	<ul style="list-style-type: none"> <li>❖ Create an annual communication plan</li> <li>❖ Review in house documentation and outgoing communication to ensure branding is consistent</li> <li>❖ Expand online presence to promote and communicate the WIS experience</li> <li>❖ Strengthen relationships with local schools to provide greater exposure for ākonga and families joining WIS</li> <li>❖ Identify opportunities to understand and address public perceptions of WIS</li> <li>❖ Develop property plans to incorporate long term goals around facilities, including being a community hub and allowing appropriately for growth as forecasted.</li> </ul>

**STRATEGIC PLAN**

**2024 – 2027**



**MĀ TE WHANAUNGATANGA**

**KA WHAI MĀTAURANGA TE AKONGA**

**KA TŪ RANGATIRA**



**'To create a positive, caring learning community that enables ākonga and kaiako to realise their individual potential'**  
 Kia hangaia e te whakaaro tika , e te atawhai pono, te kohanga marama hei tau i ngā ākonga, i nga māhita ki ō rātou ake pūkenga.!

### Goal 1...

**Our students are embracing culture, language and identity**

#### Actions

Empowering students to discover their passions and potential

Enhancing the learning environment to improve overall safety and wellbeing

Enhancing the learning to nurture cultural awareness, inclusivity and appreciation

#### Success

A positive and safe school culture, with a focus on students' health, well-being, and resilience. Our curriculum engages and motivates adolescents while promoting cultural awareness and appreciation.

### Goal 2...

**Our students are embracing technology**

#### Actions

Fostering and promoting an environment of professional growth, development and understanding based on the [RBL](#) principles

#### Success

Teacher-led mentoring, strengthened professional networks, and promoted ongoing professional development, with a focus on digital immersion.

### Goal 3...

**Our students are embracing teamwork**

#### Actions

Developing a rigorous, enriching and balanced curriculum underpinned by UKD pedagogy in a collaborative learning environment

Enhance engagement at all levels of the school community

#### Success

A cohesive educational environment with UKD pedagogy, robust monitoring, and strong partnerships with community.



Tahi...

Strategic Goal: 7(1b)	Mā te Whanaungatanga: Develop and maintain strong relationships; our tamariki are embracing Language, culture & Identity		
Link to the NELP & Relevant Strategies/curriculum (7di,ii,iii)	1.1, 1.2, 2.3, 3.5, 4.7	Link to BOT Primary objectives (71b)	
Actions: High level tangible steps to inform the annual targets (7e,7f)  <i>*Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	Success: At the end of three years (7g)		
Enhancing the learning environment to improve overall safety and wellbeing	A positive and safe school culture that promotes health and wellbeing.  Akonga who are educated and armed with the tools they need to be resilient and manage their wellbeing.  Robust HSE/PB4L systems and practices that ensure experiences are challenging, safe and promote inclusivity  PB4L/WISE programme that is effective and reflective of our school values and tirohanga of the school		
Empower students to discover their passions and potential	Te Whānau Waihanga programme is embedded and relates to the vision and belief statements and the local curriculum  The curriculum captivates and motivates young adolescents, forging links and facilitating real-world application  Ākonga who are are to set personal goals and develop a growth mindset, emphasising the importance of lifelong learning and adaptability in the ever-changing world of work.		
Enhancing the learning to nurture cultural awareness, inclusivity and appreciation	Cultural awareness and appreciation is evident as articulated in our local curriculum based on principles of the Te Tiriti o Waitangi, MAC Marautanga (Te Whare Tapu o te Ngākau Māori) and Kia Māori Ma  Bilingual/immersion opportunities are promoted and readily available to our community  A culture where all are mindful of other perspectives.		
Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):			
Identify the essential elements of an integrated curriculum through the lens of Te Ao Māori: compare and contrast based on the principles of the curriculum refresh			



Rua...

**Strategic Goal:  
7(1b)**

**Ka Whai Mātauranga te Akonga:** Knowledge can be found; our tamariki are Embracing Technology

**Link to the NELP & Relevant  
Strategies/curriculum  
(7di,ii,iii)**

3.5, 3.6

**Link to BOT Primary objectives  
(71b)**

**Actions:** High level tangible steps to inform the annual targets (7e,7f)

*\*Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.*

**Success:** At the end of three years (7g)

Foster and promote an environment of professional growth, development and understanding based on the RBL principles

A teacher-led mentoring system (impact coaches) focusing on professional growth and development

Strong professional networks with PLD providers, tertiary institutions, national and international educational networks

Continued PLD to enhance teaching and learning through the use of digital immersion

Kaiako who share new learning and promote the school through national and international presence

**Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):**

Ongoing review of te reo Māori programme to help further development in our teacher's capability to ensure integration and normalisation

Strategic Goal: 7(1b)	Ka Tū Rangatira: Allowing the learner to stand with confidence: our tamariki are embracing Teamwork		
Link to the NELP & Relevant Strategies/curriculum (7di,ii,iii)	2.3, 2.4, 5.0	Link to BOT Primary objectives (71b)	
Actions: High level tangible steps to inform the annual targets (7e,7f)  <i>*Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	Success: At the end of three years (7g)		
Developing a rigorous, enriching and balanced curriculum underpinned by UKD pedagogy in a collaborative learning environment	A shared understanding of UKD pedagogy  Robust systems to monitor and communicate student achievement.  An enrichment programme that provides a breadth of experience  Shared planning and assessment systems that support integrated, explicit teaching and learning		
Enhance engagement at all levels of the school community	Annual communication plans in action  Consistent use of branding  Online presence that promotes and communicate the WIS experience  Strong relationships with local schools to provide greater exposure for ākonga and families joining WIS  Property plans that incorporate long term goals around facilities, including being a community hub and allowing appropriately for growth as forecasted.		
Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):			
Identify the essential elements of an integrated curriculum through the lens of Te Ao Māori: compare and contrast based on the principles of the curriculum refresh			
Review reporting practices to reflect revised curriculum and te ao Māori			



Year	2024				2025			
Term	1	2	3	4	1	2	3	4
Embracing Language, culture & Identity	Enhancing learning to nurture cultural awareness, inclusivity and appreciation							
					Empower students to discover their passions and potential			
	Enhancing the learning environment to improve overall safety and wellbeing							
Embracing Technology	Foster and promote an environment of professional growth, development, and understanding based on the RBL principles							
Embracing Teamwork	Develop a rigorous enriching and balanced curriculum underpinned by UKD pedagogy in a collaborative learning environment							
	Enhance engagement at all levels of the school community				Enhance engagement at all levels of the school community			

Strategic Mapping

**MANAAKI I AHAU / MANAAKI TANGATA / MANAAKI TAIAO**



MĀ TE WHANAUNGATANGA

KA WHAI MĀTAURANGA TE AKONGA

KA TŪ RANGATIRA



<b>Strategic Goal (9a):</b>	<b>Mā te Whanaungatanga:</b> Develop and maintain strong relationships; our tamariki are: Embracing Language, culture & Identity
<b>Starting point (9e):</b>	Identify the essential elements of an integrated curriculum through the lens of Te Ao Māori: compare and contrast based on the principles of the curriculum refresh

<b>Annual Targets (9a):</b> <i>Informed by the strategic actions</i>	<b>Success (9d):</b> <b>What we expect to see at the end of the year</b>
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### Annual Target 1.1

Cultivate a positive and safe school culture where all are mindful of other perspectives	Improved understanding, empathy, safe environment, stronger community bonds, informed critical thinkers, and appreciation of diversity through open communication and inclusivity. Students attending school on a daily basis.
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### Annual Target 1.2

Embedded practices that build resilience and address anxiety among young people	Increased resilience and reduced anxiety, fostering a supportive and mentally healthy environment for young people's wellbeing and growth.
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### Annual Target 1.3

Develop robust HSE/PB4L systems and practices that ensure experiences are challenging, safe and promote inclusivity.	Safe, inclusive, and challenging school environment, free from discrimination, racism, stigma, and bullying, fostering student well-being and success.
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### Annual Target 1.4

Ensure the tangible demonstration of cultural awareness and appreciation in our local curriculum, classrooms, and programmes of teaching and learning	A successful review of the te reo Māori programme resulting in improved teacher capability, increased proficiency in te reo Māori, and a more culturally responsive learning environment for students.
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### Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

The annual targets and actions uphold Te Tiriti o Waitangi by fostering a positive, safe, and inclusive school culture. Emphasizing resilience and addressing anxiety, robust HSE/PB4L systems ensure challenging yet safe experiences. Tangible cultural awareness in the local curriculum, classrooms, and teaching programs reflects a commitment to honoring diverse perspectives and promoting inclusivity.

### Describe how the annual targets &/or actions support student progress (*literacy/numeracy/students whose needs have not been met*) (9f):

The annual targets and actions support student progress by implementing targeted literacy and numeracy interventions. For students with unmet needs, personalised support programmes and differentiated instruction are employed to address specific challenges, ensuring equitable access to quality education and fostering individualized growth across academic domains.

**Strategic goal: Mā te Whanaungatanga:** Develop and maintain strong relationships; our tamariki are embracing Language, culture & Identity

### Annual Target 1.1:

Cultivate a positive and safe school culture where all are mindful of other perspectives

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
Promote open communication for all by encouraging respectful expression of thoughts and opinions.	PB4L resources Mana Potential CoL2 Connections and transitions programme	Cultivation of an atmosphere where all students feel comfortable expressing their ideas without fear of judgment.	Ongoing	All	
Embrace diversity and inclusion through cultural events and empathy teachings	Local curriculum enacted	Students have the ability to navigate and interact with individuals from diverse backgrounds with respect and understanding.	All year	Hauora	
Provide restorative practice training to create a safe space for differing viewpoints	PB4L resources Restorative care	Students have the capacity to navigate disagreements in a respectful and empathetic manner, contributing to a positive and inclusive environment.	Term 1	SR	
Foster community spirit with collaborative activities.	Whānau planning and events	Students have the ability to work collaboratively with diverse peers to achieve common goals.	Each term All year	SR Hangarau Matahiko	
Educate on media literacy for a more informed worldview	Netsafe	Students have The ability to critically evaluate information sources, distinguishing between reliable and biased content.	Ongoing	SLT	
Encourage students to attend school every day through newsletters, student-led conferences, home visits, whānau hui	Promotional activities and communication	Higher levels of student engagement and participation in school activities, signifying a sense of connection and belonging.	Ongoing	All	

**Strategic goal: Mā te Whanaungatanga:** Develop and maintain strong relationships; our tamariki are embracing Language, culture & Identity

## Annual Target 1.2:

Embedded practices that build resilience and address anxiety among young people

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Incorporate mana potential practices into daily routines to help young people stay present and manage stress effectively.</li> </ul>	Mana Potential: Tuku Iho Hauora	The development of enhanced well-being and stress management skills.	Ongoing	All	
<ul style="list-style-type: none"> <li>Teach practical strategies to manage stress and anxiety, like deep breathing and positive self-talk.</li> </ul>	Mana Potential: Tuku Iho	Students demonstrate the ability to apply deep breathing techniques and positive self-talk in high-stress situations. Increased resilience and a proactive approach to managing stress and anxiety.	Ongoing	Hauora & All	
<ul style="list-style-type: none"> <li>Foster open discussions and cultivate a sense of belonging to address concerns and share experiences through weekly class meetings</li> </ul>	Timetabled to occur every Mane from 9~9:30	Increased participation and engagement in weekly class meetings, reflecting a sense of connection and community. A willingness to openly discuss concerns, share experiences, and support classmates.	Ongoing	All	
<ul style="list-style-type: none"> <li>Plan activities like yoga, meditation, or art therapy to promote emotional wellbeing</li> </ul>	Hauora Mana Potential	Improved ability to manage and regulate emotions, leading to a more balanced emotional state. Survey students twice termly	Each term, weeks 5 and 10	Hauora, Nga Toi	

**Strategic goal: Mā te Whanaungatanga:** Develop and maintain strong relationships; our tamariki are embracing Language, culture & Identity

### Annual Target 1.3:

Develop robust HSE/PB4L systems and practices that ensure experiences are challenging, safe and promote inclusivity.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Conduct regular reviews and updates of HSE/PB4L systems to maintain effectiveness and relevance, ensuring challenging yet safe experiences for students.</li> </ul>	Class Culture surveys wiki 9 each term	Regular assessments and updates to HSE/PB4L systems, reflecting a commitment to ongoing improvement through Class Culture surveys	Each Term	GT	
<ul style="list-style-type: none"> <li>Implement comprehensive anti-racism, anti-stigma, and anti-bullying policies, with clear consequences for any discriminatory behaviours. Identify such behaviour through Bullying Surveys</li> </ul>	Class Culture surveys wiki 9 each term	Reduction in instances of bullying and discrimination based on survey feedback and proactive intervention.	TBD	CTI	
<ul style="list-style-type: none"> <li>Provide training for staff and students on recognising and addressing discrimination, promoting inclusivity and empathy.</li> </ul>	Mana Ake services Hauora Student Support Te Hononga EAP services	Evidence of improved relationships among staff and students, characterised by increased understanding and empathy. Decreased incidents of discriminatory behavior, with a more supportive and respectful atmosphere.	Ongoing	ER/KR	
<ul style="list-style-type: none"> <li>Establish support mechanisms for victims of discrimination, offering counselling services.</li> </ul>	Mana Ake services Hauora Student Support Te Hononga EAP services	Evidence of improved well-being and resilience among individuals who have accessed the support services. A reduction in the negative impact of discrimination on affected individuals.	Term One, on	DH	
<ul style="list-style-type: none"> <li>Engage with the school community to promote awareness and create a culture of acceptance and respect for all individuals.</li> </ul>	Puanga Celebrations Te Whakaputunga events Student-Led conferences WIS Extravaganza 2024	Enhanced community engagement, indicating a collective commitment to fostering a culture of inclusivity.	Fortnightly newsletter	SLT	



**Strategic goal: Mā te Whanaungatanga:** Develop and maintain strong relationships; our tamariki are embracing Language, culture & Identity

#### Annual Target 1.4:

Ensure the tangible demonstration of cultural awareness and appreciation in our local curriculum, classrooms, and programmes of teaching and learning

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Conduct a comprehensive evaluation of the te reo Māori programme, including teachers' strengths and areas for growth.</li> </ul>	Te Reo Māori nga kaiako	The measure of success is reflected in the positive impact on students' learning experiences and their engagement with te reo Māori.	Term 1	ER/KR/WR	
<ul style="list-style-type: none"> <li>Provide targeted professional development to enhance teachers' proficiency and confidence in te reo Māori.</li> </ul>	Te Reo Māori nga kaiako	Positive feedback from teachers and students indicating improved language instruction and communication in te reo Māori. Observable growth in students' understanding and appreciation of Māori language and culture.	Ongoing	WR/NW/NA/K SI	
<ul style="list-style-type: none"> <li>Encourage collaboration and sharing of best practices among teachers to foster continuous improvement.</li> </ul>	Learn to learn pedagogy staff hui/ whānau hui foci	Implementation of best practices by teachers in their classrooms based on shared insights. Observable improvements in teaching methodologies and strategies.	Ongoing	WR/NW/NA/K S	
<ul style="list-style-type: none"> <li>Regularly assess the impact of the programme on teachers' capability and adjust accordingly to ensure ongoing development.</li> </ul>	Nga Tumuaki Tuarua Curriculum facilitators	There is sustained growth and improvement in the teaching practices and skills of participating educators. Learn to learn pedagogy is evident	Termly	WR/NW/NA/K S	

<b>Strategic Goal (9a):</b>	<b>Ka Whai Mātauranga te Akonga:</b> Knowledge can be found; our tamariki are: Embracing Technology
<b>Starting point (9e):</b>	

<b>Annual Targets (9a):</b> <i>Informed by the strategic actions</i>	<b>Success (9d): What we expect to see at the end of the year</b>
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<b>Annual Target 2.1</b>
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Develop a teacher-led mentoring system (impact coaches) focusing on professional growth and development	An effective teacher-led mentoring system (impact coaches) that fosters relationship-based learning, promoting professional growth and improved student outcomes.
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<b>Annual Target 2.2</b>
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Incorporate local case studies and examples into the curriculum, helping students understand how their learning connects to real-life situations	A curriculum enriched with local case studies and examples, enabling students to grasp the practical relevance of their learning and apply knowledge effectively to real-life situations, enhancing their overall educational experience.
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<b>Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):</b>
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Foster Te Tiriti o Waitangi by implementing a teacher-led mentoring system, emphasising professional growth, and integrating local case studies into the curriculum.	The success lies in creating a culturally responsive and inclusive educational environment, aligning with Te Tiriti o Waitangi, and enhancing student learning through real-life connections.
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<b>Describe how the annual targets &amp;/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):</b>
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Annual targets and actions support student progress in literacy, numeracy, and meeting diverse needs through tailored interventions, data-driven strategies, and inclusive teaching practices.	The success is evidenced by improved student outcomes in literacy and numeracy, particularly among those with unmet needs, demonstrating the effectiveness of targeted interventions and inclusive teaching approaches.
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**Strategic goal: Ka Whai Mātauranga te Akonga:** Knowledge can be found; our tamariki are embracing Technology

**Annual Target 2.1:**

Develop a teacher-led mentoring system (impact coaches) focusing on professional growth and development

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Continue to train teachers to become impact coaches, emphasising relationship-based learning approaches.</li> </ul>	Impact coaches/critical friends	Students benefit from teachers with enhanced coaching skills, fostering positive relationships, personalized learning, and an inclusive atmosphere conducive to academic and personal growth.	Ongoing	ER/KR	
<ul style="list-style-type: none"> <li>Create a sustainable structured mentoring programme that supports professional growth and student development.</li> </ul>	Impact coaches/critical friends	Students experience positive impacts through improved teaching practices, fostering an environment conducive to holistic development.	Ongoing	ER/KR	
<ul style="list-style-type: none"> <li>Foster a culture of continuous improvement through regular feedback and reflection.</li> </ul>	Impact coaches/critical friends	Regular feedback enables students to identify strengths and areas for growth, fostering a commitment to ongoing improvement and a proactive approach to personal and academic development.	Ongoing	All	
<ul style="list-style-type: none"> <li>Provide resources and ongoing support to ensure the success and sustainability of the mentoring system.</li> </ul>	Impact coaches/critical friends	Students benefit from consistent mentorship, ensuring their success, well-being, and continued growth throughout their academic journey.	Ongoing	All	

**Strategic goal: Ka Whai Mātauranga te Akonga:** Knowledge can be found; our tamariki are embracing Technology

**Annual Target 2.2:**

Incorporate local case studies and examples into the curriculum, helping students understand how their learning connects to real-life situations

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Collaborate with local experts and businesses to identify relevant case studies and examples that align with the curriculum.</li> </ul>	Parents and super heroes in our community	Students gain practical insights and real-world connections, enhancing their understanding and application of academic concepts to real-life situations, fostering a more engaged and well-rounded learning experience.	Ongoing	Kaiako	
<ul style="list-style-type: none"> <li>Develop teaching materials and resources incorporating these real-life scenarios to enhance student engagement and practical understanding.</li> </ul>	Curriculum refresh planning	Increased student engagement and practical understanding. The creation of relevant resources ensures that students can apply theoretical concepts to real-world situations, fostering a more dynamic and effective learning experience.	Ongoing	Kaiako	
<ul style="list-style-type: none"> <li>Organise field trips and experiential learning opportunities related to the local unit studies, allowing students to see theory in action.</li> </ul>	Budgets Transport Parent helpers	Students benefit from hands-on experiences, deepening their understanding of local unit studies and gaining practical insights, contributing to a more holistic and impactful learning journey.	Ongoing	Kaiako	
<ul style="list-style-type: none"> <li>Encourage student projects and presentations using local examples, fostering critical thinking and application of knowledge to real-world situations, and the application of technology</li> </ul>	Te Waihangā nga kaiako	Students engage in applying knowledge to real-world situations, utilising technology to enhance their presentations. This fosters a deeper understanding and prepares students for practical application in various contexts.	Ongoing	Kaiako	



<b>Strategic Goal (9a):</b>	<b>Ka Tū Rangatira:</b> Allowing the learner to stand with confidence: our tamariki are embracing Teamwork
<b>Starting point (9e):</b>	<p><b>Communication Skills</b> - Some students may struggle with expressing their ideas clearly, actively listening to others, or providing constructive feedback. Effective communication is crucial for successful collaboration, and lacking this disposition can hinder team dynamics.</p> <p><b>Collaboration and Cooperation</b>- Not all students naturally possess strong collaboration skills. Some may find it challenging to work harmoniously with others, share responsibilities, and contribute to group goals. A lack of collaboration disposition can lead to conflicts and reduced team effectiveness.</p> <p><b>Flexibility and Adaptability</b> - Students may sometimes struggle to adapt to changes in team dynamics, project requirements, or unexpected challenges. A lack of flexibility and adaptability can hinder the team's ability to navigate obstacles and find creative solutions.</p>

<b>Annual Targets (9a):</b> <i>Informed by the strategic actions</i>	<b>Success (9d): What we expect to see at the end of the year</b>
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<b>Annual Target 3.1:</b>	
Identify the essential elements of an integrated curriculum through the lens of Te Ao Māori: compare and contrast based on the principles of Te Mātaiaho: curriculum refresh	A culturally rich and integrated curriculum that honours Te Ao Māori principles, fostering meaningful learning experiences for all students.

<b>Annual Target 3.2:</b>	
Develop robust systems to monitor and communicate student achievement	An effective system that monitors and communicates student achievement in Te Ao Māori, fostering engagement, support, and culturally responsive education for all learners.

<b>Annual Target 3.3:</b>	
Enhance engagement at all levels of the school community	A cohesive and strategic annual communication plan will ensure consistent branding in all communications, fostering a positive reputation for WIS. Stronger relationships with local schools will enhance exposure for students and families joining WIS. Identifying and addressing public perceptions will lead to a better understanding of the school's strengths and areas for improvement.

<b>Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):</b>	
Annual targets and actions reflect Te Tiriti o Waitangi by integrating Te Ao Māori principles into the curriculum, aligning with Te Mātaiaho. This involves a comprehensive curriculum refresh, robust systems for monitoring student achievement, and initiatives promoting engagement throughout all levels of the school community, fostering cultural inclusivity and responsiveness.	

<b>Describe how the annual targets &amp;/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):</b>	
Annual targets and actions support student progress by implementing targeted interventions in literacy and numeracy. For students with unmet needs, personalized support programs and differentiated instruction are employed to address specific challenges, ensuring equitable access to quality education and fostering individualized growth across academic domains.	

**Strategic goal: Ka Whai Mātauranga te Akonga:** Knowledge can be found; our tamariki are embracing Technology

**Annual Target 3.1:** Identify the essential elements of an integrated curriculum through the lens of Te Ao Māori: compare and contrast based on the principles of Te Mātaiaho: curriculum refresh

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Incorporate te reo Māori and cultural practices throughout the curriculum to enhance language revitalisation and cultural understanding.</li> </ul>	Curriculum development rūpu	Students develop a deeper appreciation for Māori language and culture, contributing to a more inclusive and diverse educational experience.	Ongoing	ER/KR JN	
<ul style="list-style-type: none"> <li>Align learning experiences with Te Whare Tapu on te Ngakau Māori focusing on the holistic development of students and acknowledging their unique identity within Te Ao Māori.</li> </ul>	MAC facilitation	Aligning learning experiences with Te Whare Tapu in te Ngakau Māori recognises and honors the students unique identity within Te Ao Māori. This approach will foster a sense of cultural belonging, well-being, and an enriched educational journey.	Ongoing	ER/KR/WR/LD	
<ul style="list-style-type: none"> <li>Provide professional development for teachers to deepen their knowledge of Te Ao Māori and its integration into different subject areas.</li> </ul>	Te Aka Puawai rūpu MAC facilitation	Teachers' have a deeper knowledge that enhances the integration of Te Ao Māori across subjects, fostering a more inclusive and holistic educational experience for students.	Term One	ER/KR	
<ul style="list-style-type: none"> <li>Continuously evaluate and refine the integrated curriculum based on feedback from students, whānau, and the wider community, ensuring its relevance and effectiveness.</li> </ul>	Curriculum development rūpu	Continuous evaluation and refinement of the integrated curriculum will result in a more relevant and effective learning experience. Incorporating feedback from students, whānau, and the wider community will ensure that the curriculum remains responsive and aligned with the needs and perspectives of all stakeholders.	Term 3	ER/KR/WR	
<ul style="list-style-type: none"> <li>Continue to develop shared understanding of UKD (Understand, Know. Do) pedagogy</li> </ul>	Curriculum development rūpu	Students benefit from a consistent and effective teaching approach that focuses on deep understanding, knowledge acquisition, and practical application, fostering a more comprehensive and impactful education.	Ongoing	ER/KR/WR	

**Strategic goal: Ka Whai Mātauranga te Akonga:** Knowledge can be found; our tamariki are embracing Technology

**Annual Target 3.2:**

Develop robust systems to monitor and communicate student achievement

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Establish clear assessment criteria aligned with Te Ao Māori principles and values.</li> </ul>	Curriculum development rōpu  Te Whānau o Waimirirangi	The establishment of clear assessment criteria aligned with Te Ao Māori principles and values. This ensures a culturally responsive assessment framework, promoting fair evaluation and recognition of students' achievements within the context of Māori perspectives and values.	Term 1	ER/KR/WR	
<ul style="list-style-type: none"> <li>Regularly monitor student progress and achievement using culturally relevant assessment methods</li> </ul>	Curriculum development rōpu  Te Whānau o Waimirirangi	The regular monitoring of progress and achievement using culturally relevant assessment methods. This approach ensures that assessments align with cultural contexts, providing a more accurate reflection of students' understanding and fostering a culturally inclusive learning environment.	Ongoing	PB/WR/ER/KR	
<ul style="list-style-type: none"> <li>Communicate student progress to parents and whānau in a culturally sensitive and informative manner</li> </ul>	Whānau event with kai and performances  Te Whānau o Waimirirangi	Effective communication of progress to parents and whānau in a culturally sensitive and informative manner. This approach fosters a strong partnership between educators and families, ensuring a shared understanding of student development and enhancing support for the student's educational journey.	Term 2, 4	PB/WR/ER/KR	
<ul style="list-style-type: none"> <li>Use data to inform curriculum adjustments and ensure continuous improvement in supporting student achievement inclusive of Te Ao Māori values and principles</li> </ul>	eTAP Te Rito Pluto  Curriculum development rōpu	The use of data to inform curriculum adjustments, ensuring continuous improvement in supporting student achievement with a focus on Te Ao Māori values and principles. This data-driven approach enhances the effectiveness of educational strategies, promoting a culturally responsive and inclusive learning experience.	Ongoing	PB/WR/ER/KR	

**Strategic goal: Ka Whai Mātauranga te Akonga:** Knowledge can be found; our tamariki are embracing Technology

### Annual Target 3.3:

Enhance engagement at all levels of the school community

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<ul style="list-style-type: none"> <li>Create an annual communication plan</li> </ul>	SLT timetabling plan	The creation and implementation of an annual communication plan. This plan ensures consistent and effective communication, keeping students informed about important events, expectations, and resources, fostering a well-informed and engaged student body.	Ongoing	SLT	
<ul style="list-style-type: none"> <li>Review in house documentation and outgoing communication to ensure branding is consistent</li> </ul>	Curriculum development rūpu Facebook promotions	The review of in-house documentation and outgoing communication to ensure consistent branding. This effort contributes to a cohesive and professional representation of the institution, enhancing clarity and recognition for students and the wider community.	Ongoing	SLT	
<ul style="list-style-type: none"> <li>Strengthen relationships with local schools to provide greater exposure for ākonga and families joining WIS</li> </ul>	Connection and transition initiatives Sports exchanges and coaching Kapa Haka performances	The strengthening of relationships with local schools, providing greater exposure for students (ākonga) and families joining the institution. This effort enhances community engagement, facilitates smoother transitions for students, and fosters a supportive network for families within the wider educational community.	Ongoing	SLT	
<ul style="list-style-type: none"> <li>Identify opportunities to understand and address public perceptions of WIS</li> </ul>	Community surveys Community hui Exit surveys Student led conference questionnaire	One success outcome for a student is identifying opportunities to understand and address public perceptions of the institution (WIS). This proactive approach helps create a positive and accurate image, fostering trust and engagement within the community and beyond.	Ongoing	SLT	





MĀ TE WHANAUNGATANGA

KA WHAI MĀTAURANGA TE AKONGA

KA TŪ RANGATIRA



	2024	2025	2026	2027
<b>Develop and maintain robust, secure and efficient infrastructure</b>	<ul style="list-style-type: none"> <li>❖ Continue to develop and organise teacher shared architecture (classroom drives, google classroom )</li> <li>❖ Continue to develop and revise systems and protocols for pro-active management of student access to accounts and internet including teacher access to accounts</li> <li>❖ Continue developing online reporting through the eTAP parent portal for kaiako (Spotlight)</li> <li>❖ Work with eTAP to enable kaiako to record, store and access and analyse data</li> </ul>			
<b>Provide timely and ongoing training and support with digital immersion pedagogy and administrative tasks</b>	<ul style="list-style-type: none"> <li>❖ Continue to work towards a state where ākonga will experience and participate in a digitally normalised environment.</li> <li>❖ Continue to implement annual training programme for digital immersion pedagogy / flipped learning and systems admin eg. G Suite, eTAP, Zero, IRD, Novopay etc.</li> <li>❖ PLD for the total school community - the staff, ākonga and parents and the wider community to ensure a skill base to enable naturally, almost invisibly, use of their personal choice of digital technology in every facet of the school's operations, educational and administrative.</li> </ul>			
<b>Continue to develop support networks to enhance teaching and learning through the use of IT</b>	<ul style="list-style-type: none"> <li>❖ Develop a strategic programme to achieve meaningful and purposeful integration of IT (Including the Digital Technologies Curriculum) <a href="https://kiatakatu.ac.nz">https://kiatakatu.ac.nz</a></li> <li>❖ Implement the strategic programme to achieve meaningful and purposeful integration of IT (Including the Digital Technologies Curriculum)</li> </ul>			
<b>Continue to develop systems, programmes and tools to enable tech safe, savvy and smart ākonga</b>	<p>Develop skills to support confident digital immersion integration:</p> <ul style="list-style-type: none"> <li>❖ Critical thinking and analysis of information</li> <li>❖ Self management of time and resources and learning through flipped approach</li> <li>❖ Core technical skill competencies. i.e. G-Suite, File management and organisation</li> <li>❖ Digital citizenship and fluency</li> </ul> <p>The skills will support ākonga to be able to:</p> <ul style="list-style-type: none"> <li>❖ Generate and communicate new knowledge ideas and understandings</li> <li>❖ Facilitate effective research and inquiry</li> <li>❖ Utilise Google classroom to support collaborative and independent learning</li> <li>❖ Communicate, collaborate and create in a digital world</li> </ul>			



# STRATEGIC



## SECTION 2



All operational functions and requirements are covered in this section. Although not derived directly from the vision the following plan supports the vision by providing an environment that enables the school to achieve it. Through careful planning and monitoring it is possible for the school to create an ideal learning and teaching environment that caters directly to the needs of the children.

# Curriculum Review Process



Stage	Key Questions	Major Actions
<b>Evaluation...</b> Checking that the curriculum provides appropriate direction 	<ul style="list-style-type: none"> <li>❖ Are ākonga achieving the desired learning outcomes?</li> <li>❖ Does the curriculum accurately reflect the school's mission and vision?</li> <li>❖ Is the curriculum based on current research and understanding about teaching and learning as well as our ākonga's needs?</li> <li>❖ To what degree is the existing curriculum resourced and implemented?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Analyse the effectiveness of the curriculum (student achievement; student and teacher feedback)</li> <li>❖ Identify key issues and needs across year levels</li> <li>❖ Compare to other curricula (Kia Māori Mai) and current research</li> <li>❖ Establish short and long term goals, including recommendations for curriculum revision</li> <li>❖ Continue to 'flip the script' incorporating our local history as part of learning across the curriculum</li> </ul>
<b>Revision...</b> Using the findings of the evaluation process to systematically refine or revise the curriculum	<ul style="list-style-type: none"> <li>❖ What features will be included in the curriculum?</li> <li>❖ How might it be organised or restructured?</li> <li>❖ How might these changes impact teaching and learning?</li> <li>❖ How will it align across programmes?</li> <li>❖ What impact might these changes have on resourcing and professional development?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Curriculum development team (kaiako and leadership) meet throughout the year to review evaluation data and conclusions and revise the curriculum:                             <ul style="list-style-type: none"> <li>○ Essence statements</li> <li>○ Policies</li> <li>○ Overview</li> <li>○ Assessment programme</li> </ul> </li> <li>❖ Plan to support implementation the following year</li> </ul>
<b>Implementation...</b> Starting to use the new curriculum	<ul style="list-style-type: none"> <li>❖ What's working well?</li> <li>❖ What are the challenges?</li> <li>❖ What additional support and/or resources might be needed?</li> <li>❖ How are these changes being communicated to the school community?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Incorporate curriculum changes into 'Rich Learning Tasks'</li> <li>❖ Staff development</li> <li>❖ Feedback from kaiako</li> <li>❖ Parent sessions</li> </ul>
<b>Monitoring...</b> Checking that the curriculum is being implemented	<ul style="list-style-type: none"> <li>❖ How is the curriculum being implemented?</li> <li>❖ How is student learning being impacted?</li> <li>❖ What evidence do we see of agreed upon teaching methodologies?</li> <li>❖ How are new staff being supported?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Gather feedback from kaiako</li> <li>❖ Gather feedback from parents/caregivers</li> <li>❖ Moderate student work</li> <li>❖ Collect data</li> <li>❖ Minor changes made as necessary</li> <li>❖ Offer PD related to approaches to teaching as needed</li> </ul> 





# Documentation & Self Review



## Strategic Goals...

2.1	To develop and monitor annually the school's strategic and operational plans in all areas of school operations within the schools operational funding
2.2	To establish an ongoing programme of self review/policy review as per annual calendar and annual plan
2.3	To report to the BOT on the achievement of ākonga, and of Māori and Pasifika ākonga
2.4	To communicate and consult effectively and appropriately with the community through a variety of means
2.5	To undertake BOT training and development as required.

	Action Required	Who	When	Expected Outcome	Variance
2.1.1	To complete, amend and adjust the annual plan	Principal BOT	Term 4	Review completed in line with MOE requirements	
2.2.1	To establish a self review cycle as per strategic and annual plan.	Principal SLT	Ongoing	Review cycle is implemented and school will have direction for further planning	
2.4.1	Continue with annual reporting cycle to BOT	Principal SLT	Ongoing	Board will be informed on student achievement Refer target action plan	
2.5.1	Communicate with the community through a variety of means	BOT Principal Staff	Ongoing	The community will be consulted on student achievement and school celebration	
2.6.1	To plan and provide BOT training as required	BOT	When required	Competent BOT members who are able to make an informed decision on school governance	
2a.1.1	Reporting cycle completed on an annual basis	SLT All staff	Ongoing	Parents/Caregivers will be informed on student achievement	





# Personnel



## Strategic Goals...

3.1	Develop and further refine procedural frameworks which promote high levels of staff performance through the professional growth cycle (appraisal) External consultant for leadership appraisal
3.2	Staff the school to reflect the priorities stated in the school's curriculum
3.3	Ensure a professional development plan as identified in NAG 1 which will equip staff to deliver quality teaching and learning. This will be a combination of (a) whole-staff focus (b) individual as identified through the appraisal process
3.4	Establish systems to ensure the BOT fulfils its role as a 'good employer' and to continue policy & procedure development

	Action Required	Who	When	Expected Outcome	Variance
3.1.1	Continue with appraisal systems and develop Leadership Development Plans	SLT	Ongoing	Appraisal completed as per PMS	
3.1.2	External appraiser completes Principal's appraisal from PLG	External	Ongoing	Appraisal completed and BOT notified	
3.2.1	BOT to release Senior Staff to monitor & support classroom programmes	Team Leaders	Ongoing	Classroom programmes will be enhanced which will improve student learning	
3.2.2	Implement Professional Development plan as identified in NAG 1 of the strategic plan	Principal SLT	Ongoing	Staff development will provide kaiako with the knowledge and skills to implement high quality learning programmes	





# Finance & Property



## Strategic Goals...

4.1	Allocate funds to reflect and support the school's strategic and operational plans through the annual budget review.
4.2	Implement an efficient programme for maintenance for school buildings and facilities through the 5 year property plan
4.3	Develop school facilities to reflect priorities as stated in the schools strategic plan

	Action Required	Who	When	Expected Outcome	Variance
4.1.1	To review and prepare Annual Budget	Principal Presiding Member	Final-Feb' Revised-June Draft-Nov'	Workable budget established within operation grant limit and locally raised funds	
4.2.1	Finalise next 10YPP and commence next 5YPP	Property Committee	Ongoing	Implementation of 5YA	
4.3.1	To carry out identified projects in 4.3	Property Committee	Ongoing	Projects	





# Health & Safety



## Strategic Goals...

5.1	To provide a safe physical environment for ākonga and staff through regular policy updating and 5YPP
5.2	Develop or review, as appropriate Health and Safety legislation, policy and procedures and ensure identified staff have current first aid qualifications
5.3	Consult community regarding Health and PE curriculum

	Action Required	Who	When	Expected Outcome	Variance
5.1.1	Review existing policies as required	BOT Policy rep and SLT	Ongoing	Policies up to date – a safer learning environment established	
5.2.1	To train identified staff in First Aid	St Johns	Ongoing	Identified staff will be trained and gain a recognised qualification	
5.2.2	Accident register incident requiring medical attention will be reported to BOT	Office Staff	Ongoing	BOT will be informed and aware of accidents within the school	







# Legislation



## Strategic Goals...

6.1	Develop systems to comply with all current legislation through policy and procedure
6.2	Board will take note of any legislation requirements and ensure that management have the opportunity to enhance their legal literacy
6.3	Ensure all legislative requirements are met regarding the care and protection of International ākonga

	Action Required	Who	When	Expected Outcome	Variance
6.1.1	Maintain legislation file	Principal and Business Mgr	Ongoing	Policies up to date – a safer learning environment established	
6.2.1	Attend relevant PD to understand current requirements	Principal	Ongoing	Legalwise seminars Relevant BOT Training	

