

# Strategic Plan 2024-2025



**Challenge to achieve & grow**  
***"Hīkina te mānuka, kia tutuki, kia tipu"***

## Values



### Respect

To have respect for myself and respect others rights, beliefs, property, environment, and differences.

### Integrity

To recognise and do the right thing even when it is difficult.  
To speak up when I know something is wrong.

### Self-management

To be self-motivated to meet school, social and my own personal commitments.

### Empathy

To have an understanding of how others feel.  
Being able to put myself in someone else's place.

## WISE Learners

### Wonder

Take an interest in the world around me and the issues we all face

### Inquire

See problems as an opportunity to explore the world around me

### Self-reflect

Evaluate & think critically about what I have done, and what I need to do next.

### Engage

Be positive, seize opportunities, get on, do it.



## **Strategic Plan 2024-2025**

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Strategic Goal	To deliver a learner focused curriculum	To develop learner focused relationships	To strengthen Hauora for all
Focus Area	<ul style="list-style-type: none"><li>• Develop a localised WIS curriculum</li><li>• Strengthen teacher practice &amp; knowledge</li><li>• Use assessment data effectively</li></ul>	<ul style="list-style-type: none"><li>• Develop a culture of coaching to support restructure of teams</li><li>• Strengthen culturally responsive partnerships</li><li>• Deliberately celebrate progress, achievement &amp; success</li></ul>	<ul style="list-style-type: none"><li>• Establish positive culture for learning school-wide</li><li>• Deliberately support student and staff Hauora</li><li>• Increase attendance &amp; engagement</li></ul>
So that...	Our WIS Curriculum is engaging, relevant, and differentiated for all	Our partnerships are proactive, collaborative and solution focused	Our people contribute positively, feeling valued & connected to our place

**Respect Integrity Self Management Empathy Wonder Innovate Self reflect Engage**

## **Strategic Goals, Initiatives (Focus Areas) & Success**

Our three Strategic Goals (identified on the previous page), along with the National Educational Learning Priorities (NELP's, MOE 2020) will guide the school development and operation over the next five years and beyond. In developing our Strategic Plan we draw on local iwi aspirations and expectations of Te Taihū (Ngā Kawatau me ngā, 2022).

Initiatives (focus areas) and strategies to achieve these long-term goals are developed each year as part of the annual review and planning process with a view to best meeting the needs of new cohorts, internal school variations and changing requirements of changing governments. Considerations will also include the recommendations of external review (ERO), Waimea Kāhui ako, and quality professional development opportunities in response to our student and staff areas of development.

### **Procedural Process**

As part of the annual review and planning process this plan will be reviewed and updated each year. This process starts in September. Our strategic plan will be submitted to the Ministry of Education by 1 March and confirmed at the first board meeting following this date.

Our progress, achievements and next steps will be reported against in each year's annual report. The community will be reported to and consulted with via

- fortnightly newsletters
- two written student reports
- annual hui with whānau
- consultation on identified topics
- informal parent teacher conferences
- two formal three-way conferences
- Whānau of WIS hui

### **Resources**

Resources (people, property, and finance) will be targeted to support student attendance, achievement, and school priorities for the given year. The school organisation, staffing, and budget allocation will support this and respond to current student needs, with a priority being placed on students whose needs are not being met according to high quality assessment practices and available evidence.

### **Cultural Diversity**

Policies and practices at Waimea Intermediate will reflect New Zealand's cultural diversity. The school acknowledges the unique position of Māori and the importance of maintaining culture. This will be reflected through instruction in tikanga and te reo.

- The school will consult with the parents of Māori children to meet their needs.
- The school will strive to address these needs where possible.
- The school will continue to emphasize tikanga and te reo and consider them in its operation.

### **Operational Guides**

The following guide the operation of the school in conjunction with planning and review systems listed on the next page.

- WIS Curriculum Programme accessed via school log in to office365
- Policies and procedures accessed via SchoolDocs link on the school website



# Strategic Plan 2024-2025

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Goal 1 – To deliver a localised curriculum that is responsive to all learners		
Initiative 1	Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)	<b>Success Statement</b>  <i>Our WIS curriculum is engaging, relevant and differentiated for all learners and celebrate success</i>
Initiative 2	Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on culturally responsive practices (NELP 2.3)	
Initiative 3	Implement and deliver effective assessment practices that acknowledges progress and achievement for all (NELP 2.4)	

Goal 2 – To promote educationally powerful partnerships that are collaborative, and solution focused		
Initiative 1	Develop a culture of coaching that promotes a solution focused approach to school improvement (NELP 3.6)	<b>Success Statement</b>  <i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i>
Initiative 2	Review and strengthen culturally inclusive learning focused relationships and strategies within and across our learning community (NELP 2.3, 3.5)	
Initiative 3	Develop and implement a plan that deliberately celebrates school developments, growth, and student success within the school and wider community (NELP 1.6)	

Goal 3 – To strengthen Hauora for students, staff and whānau		
Initiative 1	Develop, maintain, and strengthen systems and strategies for positive culture for learning schoolwide (PC4L-SW) (NELP 1.1, 1.2)	<b>Success Statement</b>  <i>Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place</i>
Initiative 2	Develop systems and strategies to respond effectively to student and staff Hauora (NELP 3.6)	
Initiative 3	Regularly review attendance data and develop systems and plans to proactively increase attendance & engagement for target students (NELP 2.3)	

## Measuring Our Initiatives to Achieve Our 2024-2025 Goals

Goal 1 - To deliver a localised curriculum that is responsive to all learners					
Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)	Developments to the existing WIS curriculum, incorporating the curriculum refresh and delivery supported	Review existing WIS curriculum in response to the curriculum refresh	Report on changes made to date	Presentation of our refreshed WIS curriculum with identified additions where appropriate	Our WIS curriculum is engaging, relevant and differentiated for all learners and celebrate success
Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on reading and mathematics (NELP 2.3)	Responsive reading practices that are documented and supported by resources resulting in confident teaching practices	Student, teacher and whānau surveys  Reading assessment (PAT, STAR)	Student, teacher and whānau surveys  Reading assessment (PAT, STAR)  Commentary against Inquiry Plan	Student, teacher and whānau surveys  Reading assessment (PAT, STAR)  Commentary against Inquiry Plan	
Implement and deliver effective assessment practices that acknowledges progress and achievement for all (NELP 2.4)	Assessment practices are documented and support teaching and learning decisions in relation to curriculum delivery and responsiveness	Stock-take of current practices Review documentation in relation to WIS curriculum Teacher survey	Commentary against goals identified after review	Celebrating the assessment documentation that reflects best practice, supports WIS curriculum	

## Goal 2 - To promote educationally powerful partnerships that are collaborate and solution focused

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Develop a culture of coaching that promotes a solution focused approach for staff (NELP 3.6)	Positive staff culture that promotes growth, sharing and builds on strengths	Teacher survey identifying areas of strength in promoting growth, sharing, strengths and recognition	Survey follow up	Survey follow up Practices documented	<i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i>
Review and strengthen learning focused relationships and strategies within and across our learning community (NELP 2.3, 3.5)	Strong relationships are collaboratively supported by systems and practice to enhance better learning outcomes	Conduct a stocktake of current systems and practices within and across the WIS learning community.	Report on changes made to date	Documented clear purpose and approach/es to fostering and maintaining educationally powerful relationships at WiS	
Develop and implement a plan that deliberately celebrates school developments, growth, and student success within the school and wider community (NELP 1.6)	Plans are documented and include stakeholders voice	Survey staff and students	Survey staff and students	Survey staff and students	



### Goal 3 - To strengthen Hauora for students, staff and whānau

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strengthen our Tier 1 positive culture for learning (PC4L) strategies by trialling and developing Tier 2 strategies (NELP 1.1, 1.2)	PC4L-SW Tiered Fidelity Inventory	Tier 1 TFI Tiered Fidelity Inventory	Tier 2/3 Tiered Fidelity Inventory – 10 May	PC4L-SW Tiered Fidelity Inventory	<i>Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place</i>
Develop systems and strategies to respond effectively to student and staff Hauora (NELP 3.6)	School Well-Being Survey and ETap Teams Check in app	2018, 2020, 2022 School Well-Being Survey	ETAP Teams Check In App Focus areas	2023 School Well-Being Survey for students and staff	
Regularly review attendance data and develop systems and plans to proactively increase attendance & engagement for target students (NELP 2.3)	ETap attendance data measured against the Ministry of Education attendance targets  Student Surveys	Historical ETap attendance data measured against the Ministry of Education attendance targets  Student Surveys	ETap attendance data measured against the Ministry of Education attendance targets  Student Surveys	ETap attendance data measured against the Ministry of Education attendance targets  Student Surveys	

## Road Mapping Our Goals Over 2 years – Creating Annual Plans

	2024				2025			
Goal	1	2	3	4	1	2	3	4
1 Curriculum	Localised Curriculum (continued from 2023)							
	Differentiated Approaches (Reading Cont.)				Differentiated Approaches (Mathematics)			
		Assessment Practices						
2 Partnerships	Culture of Coaching (Continued from 2023)							
	Powerful Partnerships (Continued from 2023)							
	Celebrating Success (Continued from 2023)							