



WHS Strategic Plan - 2026-2029

Learning in Action

Together we are empowered as learners through a rich, local and meaningful curriculum.

Our learners are confident in their learning journey, understand their next steps and how to get there		Mā te huruhuru ka rere te manu Adorn the bird with feathers and it will fly		
INITIATIVE	KEY ACTIONS	WHO	TIMEFRAME	OUTCOMES
1a. Bringing the refreshed New Zealand curriculum to life	Writing PLD 2026 Create a delivery statement for Writing that reflects the NZC and our localised curriculum. School based PLD in Writing	All staff led by Kelly / Tracey	T1-4 2026 +	
	Professional Growth cycle will be linked to Writing PLD in 2026. Teachers will set 5 weekly goals to lift practice and share back at staff hui.	All staff	T1-4 2026	
	“Walls that talk” - create learning walls that support learners to identify their current goals and next steps.	All Staff	T1-4 2026	
	Te Ao Maori Compare our Te Ao Maori delivery statement to the expectations in the refreshed Te Ao Maori Curriculum and update /share with staff	Tracey	T2 2027	

	<p>Observe all staff take a Te Reo /Tikanga explicit teaching lesson Provide support and coaching were needed</p> <p>Social Sciences, Science, Health, Arts, Technology</p> <p>Create delivery statements and familiarize ourselves with the content and purpose statements for remaining curriculum areas as we plan for each term's Inquiry. Just in time learning</p> <p>Ensure all Inquiry planning in 2007/8 utilises the refreshed NZC</p> <p>Languages</p> <p>Karearea teachers to familiarise themselves with the expectations of the refreshed Languages curriculum and create a delivery statement to guide practice</p>	<p>Kelly All Staff</p> <p>Tracey Penn</p>	<p>Linked to relevant inquiry in 2027/8</p> <p>T1 2028</p>	
<p>1b. Strengthening evidence based, sequential learning; based upon the needs of the learners</p>	<p>Implement required Assessment practices - PAT 20 and 40 week Phonics checks Through our networks monitor the effectiveness of the SmartTool.</p> <p>Update Assessment timeline to ensure we have reliable and valid data that aligns with current teaching practices and MOE expectation</p>	<p>Tracey All staff</p> <p>Tracey</p>	<p>T1 2026</p> <p>T1-4 2026</p>	

	<p>Support for teachers to understand how to draw information from the assessment to inform teaching and learning.</p> <p>Planning includes; Scope and Sequence, and elements of the Science of Learning; drawn from the Curriculum and the WHS Delivery Statements</p> <p>Assist teachers to make accurate OTJs by triangulating data and where possible within and across school moderation</p> <p>Further embed A4L practices across the school. Children should know and understand the current learning goal and next steps</p> <p>Investigate the move to Hero and online reporting; linked to changes in requirements for reporting to parents from the MOE</p>	<p>Tracey</p> <p>All Staff</p> <p>Tracey</p> <p>All staff</p> <p>Kelly / Tracey</p>	<p>T1 - T4 2026</p> <p>T1-4 2026</p> <p>T2 and T4 2026</p> <p>T1-4 2026</p> <p>T3 2026</p>	
1c. Ensuring learners are confident, curious and creative	<p>Ensure all classroom programmes include learner agency; both in what they learn, but also where and how they learn.</p> <p>Review A4L practices across all curriculum areas, and all classes. Provide coaching and support for those teachers who still require it.</p> <p>Coach and support staff who are ready to</p>	<p>Kelly Staff</p> <p>Kelly Tracey</p> <p>Tracey</p>	<p>T1 2028</p> <p>T1-2 2028 T2-4 2028</p> <p>T3-4 2028</p>	

	implement a personalised learning programme. Use AI tutors	Tracey Kelly All Staff	T1-4 2028	
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Culture at Our Place

Together we feel valued, recognised and everyone's uniqueness is celebrated

Our culture is clear and evident to everyone who comes into Our Place; we live and breathe the Ngā Mātāpono and Vision		<i>He aha te mea nui o te ao? He tangata, He tangata, He tangata.</i> What is the most important thing in the world? It is the people!		
INITIATIVE	KEY ACTIONS	WHO	TIMEFRAME	OUTCOMES
2a. Celebrating who we are and where we come from (every culture, gender, neurodiverse, disability)	<p>Review - how well do we celebrate who we are and where we come from?</p> <p>School wide inquiry in 2027 to focus on celebrating uniqueness.</p> <p>Outcome from Inquiry in 2027: What everyday practices can we add to our school culture ? Implement three specific environmental or structural changes to the school grounds based on; - neurodiverse learner feedback - culture feedback - gender feedback</p>	<p>Kelly Dane Tracey</p> <p>All Staff</p> <p>All Staff</p>	<p>T3-4 2026 ready for 2027</p> <p>T1-4 2027</p> <p>T4 2027</p>	
2b. Bringing te reo Māori and tikanga Māori to life	<p>Review Te Ao Maori and tikanga Maori - use Review Template and Hauora MOE tool.</p> <p>Compile a record - how do we bring Te Reo and Tikanga Maori to life at WHS?</p>	<p>Tracey</p> <p>Tracey</p>	<p>T3 2028</p> <p>T3 and 4 2028</p>	

	<p>Observe Te Reo and Tikanga lessons in classrooms; offer feedback for kaimahi.</p> <p>Tauira / whanau voice - gather the voice of Taha Maori. Do they feel valued as Maori at WHS?</p>	<p>Tracey</p> <p>Tracey</p>	<p>T3 2028</p> <p>T4 2028.</p>	
<p>2c. Including, valuing and supporting everyone to “ROCK” (We ROCK up - attendance)</p>	<p>Review - how inclusive are we? Take an inquiring lens over our school. What are we doing well, where can we improve?</p> <p>Learner Voice - create a termly pulse check to assess whanaungatanga and manaakitanga.</p> <p>Unpack the concept “We ROCK” with kaimahi and tauira. Co-create a visual “Expectations Guide” with students that defines what “WE Rock” looks look like in the bush, the classroom, and the community. Can we make an acronym from We ROCK?</p> <p>Attendance Management Plan implemented. See plan for detail.</p>	<p>Kelly Rebecca</p> <p>Kelly</p> <p>Kelly / Tracey</p> <p>Kelly Courtney</p>	<p>T1 2026</p> <p>T2 2026</p> <p>T3 2026</p> <p>T1 - 4 2026</p>	

Growing our Environment

Together we live lightly on the land: growing as environmental leaders and innovators

Our Environment is at the centre of everything we do, inspiring ourselves and others to be and do better		Manaaki whenua, manaaki tangata, haere whakamua If we take care of the earth and take care of people, we will take care of the future		
INITIATIVE	KEY ACTIONS	WHO	TIMEFRAME	OUTCOMES
3a. Applying a nature lens to all planning and learning experiences	<p>2026 Year long Inquiry focus is “Growing Eco Innovators”.</p> <p>Every learner (in a group or class or individually) must produce a tangible “Eco-Solution” (a product, campaign, or restoration project) that is presented to the community in T4.</p> <p>Implement a “Green Light” sign-off system where the Environmental Lead Teacher verifies that the nature lens is <i>central</i>, not an “add-on,” during T1-4 planning hui.</p> <p>Team Leaders to set expectations for the “Nature Lens” in all planning and seek opportunities to engage learners. (Reading, Writing opportunities, Friday fun, Science Fair, Passion Projects.....)</p>	<p>Dane</p> <p>All Staff</p> <p>Dane</p> <p>Dane / Tracey All staff</p>	<p>T4 2025/Term 1 2026</p> <p>T1-4 2026</p> <p>T1-4 2026</p> <p>T1-4 2026</p>	
3b. Delving deeper into sustainability by	Audit current sustainability practices to identify the top 3 high-impact ‘Green Goals’ for the 2027 Action Plan	Dane	T1 2027	

growing our current practices	Set an Action Plan for Sustainability and involve all staff	Dane	T2 - 4 2027	
3c Be inspired and inspire others around environmental and sustainability leadership	Visit other successful Environmental Education Schools and identify areas for growth in our programme	Dane	T1 - 2 2028	
	Celebrate our Environmental Education Programme widely; DOJO learning posts, school newsletter, local facebook page, in Community Newsletter, through Enviro Schools Programme	Dane	T3 - 4 2028	