



# WHS STRATEGIC PLAN - 2023-2025

## STRATEGIC GOAL 1 - OUR LEARNERS / AKONGA

Our students and staff are engaged and empowered in their learning

INITIATIVE	KEY ACTIONS	WHO	TIMEFRAME	2025 OUTCOMES
<p>1a Growing learner agency</p> <p>Links to NELP: Objective 1: Learners at the Centre Priority 1 and 2</p> <p>Objective 3: Quality Teaching and leadership Priority 6</p>	<p>Revisit staff understanding of Learner Agency and provide PLD as required</p> <p>Review statement on <a href="#">Learner Agency</a> on Curriculum Hub - what is working? What is our next step?</p> <p>Look for, and share examples of agentic learning across the school during staff hui</p> <p>During Planning checks/observations by senior management look for and comment on opportunities for Learner Agency</p> <p>On class visits (encouraged through CRT) and school visits, seek examples of Learner Agency</p> <p>Coaching conversations around; flexible learning environments, opt in workshops and self directed learning opportunities (Must do and Can dos etc) Genius Hour or Passion Projects, PBL or STEAM learning opportunities.</p> <p>With A4L PLD - student led conferences where</p>	<p>Kelly</p> <p>Staff</p> <p>Kelly</p> <p>Staff</p> <p>Staff</p> <p>Kelly Tracey</p>	<p>2025 Term 2</p> <p>Term 2</p> <p>Term 2 to 4</p> <p>Term 2- 4</p> <p>Term 2- 4</p> <p>Term 2- 4</p>	<p>Update with 2025 outcomes at EOY</p>

	students are able to talk about their learning, and next steps will lead for more opportunities for Agentic Learning.			
<p><b>1b Strengthen formative teacher practice</b></p> <p><b>Links to NELP:</b>  <b>Objective 1: Learners at the Centre</b>  <b>Objective 2: Barrier Free Access Priority 4</b>  <b>Objective 3: Quality Teaching and leadership Priority 6</b></p>	<p>Review current practice and how formative practice is currently being used across the school. Use <a href="#">Review Template</a> for all review, Based of Effective Internal Evaluation Model</p> <p>Develop a common and shared understanding of what Formative Practice/ A4L is and expectations around; what does it look like in Literacy, Numeracy, and then move to other learning areas.</p> <p>Complete this alongside the CM Review and Refresh for each learning area.</p> <p>Develop models of exemplary practice within the school</p> <p>“Walls that talk” - create learning walls that support learners and teachers to understand what the next learning steps are and to personalise the learning.</p> <p>All PLD will have a formative practice element moving forward</p>	<p>Tineke Emily Kelly Staff</p> <p>Kelly Tracey All staff</p>	<p>Term 4 2023</p> <p>2024 -2025</p> <p>2024 -2025</p> <p>2025</p> <p>Term 1 and 2 2025</p>	<p><a href="#">Formative Practice Review</a> has been completed</p> <p>We have had workshops on Formative Practice/Assessment for Learning at Staff Hui and on Teacher Only Day</p> <p><a href="#">Workshop 1</a> <a href="#">Workshop 2</a> Ali Booth - PDF of her slides is available if required.</p> <p>Tracey/Kelly are working behind the scenes with Dr Lisa Watson and Tania Coutts, on developing Assessment for Learning PLD to led learning in 2025 <a href="#">See google site</a></p> <p>We will present this to staff as part of their Professional Growth Cycle in 2025.</p> <p>Walls that talk - we did start this, but I think we need to have some clear expectations around this for 2025. There were some examples of maths learning early in the year, and people are more mindful of explaining the learning along with the display.</p>
<p><b>1c Create whole school curriculum design using Te</b></p>	<p>Establish a timeline for the review, implementation and embedding of each Curriculum area over the 3 year timeframe Review again in 2025</p>	<p>Kelly</p>	<p>2023</p>	<p>Completed -</p>

<p><b>Ao Maori</b></p> <p><b>Links to NELP:</b>  <b>Objective 1:</b>  <b>Learners at the Centre</b></p> <p><b>Objective 2:</b>  <b>Barrier Free</b>  <b>Access Priority 3</b></p> <p><b>Objective 3:</b>  <b>Quality Teaching and leadership</b>  <b>Priority 6</b></p>	<p>Work with staff to review, and then refresh each curriculum area;  Set clear expectations for the delivery of the curriculum; align these with the MOE Curriculum Refresh model of Understand, Know and Do  Give effect to Te Tiriti of Waitangi in each and every review, and refresh of the curriculum</p>	Kelly	2023-25	<p>Maths CM completed in 2024</p> <ul style="list-style-type: none"> <li>- Delivery Statement</li> <li>- Resources to support all on the curriculum hub</li> </ul> <p>We used the The Learner First PLD to assist us to align our curriculum with the Draft Maths CM.</p>
	<p>Record expectations and delivery models on CM Hub for easy reference by current and new staff</p>	Lead Teachers	2023	<p>2023-25</p> <p>We will need to review this in Term 1 2025, and also embed how to use the MOE Resources</p> <ul style="list-style-type: none"> <li>- Maths No Problem</li> <li>- Oxford</li> </ul>
	<p>Teaching as Inquiry / Professional Growth cycle linked to improved teacher practice in Digital Technology in 2023, The Learner First PLD in 2024, Assessment for Learning</p>	Tineke (WST) Digi Tech	2024	<p>We have had the support of Ali Booth from the MOE to build teacher knowledge of the refreshed curriculum.</p> <p>We have updated the following CM areas on the hub to date:</p> <ul style="list-style-type: none"> <li>- Maths</li> <li>- EOTC</li> <li>- Digital Technology</li> <li>- Social Sciences</li> </ul>
	<p>Implement Structured Literacy PLD across the entire school  BSLA in Year 1-3  iDeal / Learning Matters in Year 3-8  Tracey Morgan Lead Teacher in 2024/ WST in 2025</p>	Tracey Assessment for Learning	2024/5	<p>2025 will see updates for</p> <ul style="list-style-type: none"> <li>- English</li> <li>- Te Ao Maori</li> <li>- The Arts</li> </ul>
	<p>Implement Structured Maths as part of our Maths refresh creating a balanced Maths programme following on from The Learner Frist PLD in 2024. Using the new NZC in Maths,</p>	Tracey Staff	2024/5	<p>Our PGC was linked to Maths in 2024, and the teachers were all observed by either Emily/Tineke during term 3. Professional conversations have occurred as part of the staff and team hui.</p> <p>Leaders had a leadership goal and worked with Paul Shepherd on their goals, they had termly 1:1 professional conversations.</p>

	<p>supported by MOE Maths Resources</p> <ul style="list-style-type: none"> <li>- Maths No Problem Year 1-6</li> <li>- Oxford Maths Year 7-8</li> </ul>			<p>Going back through the Codes and Standards and how these look at WHS will be part of our 2025 initial staff hui.</p> <p>We implemented Structured Literacy in 2024, with iDeal from Year 3-8, and embedded BSLA in Year 1-3. This will be ongoing work in 2025.</p>
<p><b>1d Improving attendance</b>  <b>Aim: 80% attendance for 90% of students by 2030</b></p>	<p>Following the STAR Attendance Plan;</p> <p><u>Support:</u>  Identify reasons for chronic absentee and work with the whanau to reduce barriers.</p> <p><u>Transparency:</u>  Newsletter information around our attendance rate; sharing the importance of learning at school</p> <p>Reply to requests for leave for overseas holidays with a statement that discusses loss of learning, and impact on achievement.</p> <p><u>Accountability</u>  Monitoring attendance 2x termly and letters regarding absence sent to those who are “chronically absent” and/or “moderately absent”, letting whanau know.</p> <p>Report to Board; share the attendance matters report each term.</p> <p><u>Responsiveness</u>  Make case by case plans for chronic</p>	<p>Kelly Tracey Sharon</p> <p>Kelly</p> <p>Kelly/ Courtney</p> <p>Kelly / Courtney</p> <p>Kelly</p> <p>Class</p>	<p>2025 all year</p> <p>Termly</p> <p>2025 all year</p> <p>Week 5 and Week 10 of each term</p> <p>Termly</p> <p>2025 all year</p>	<p><b>Update with 2025 actions at EOY</b></p>

	absenteeism Reflect frequently with staff; what is working?	teachers / Kelly / Courtney		
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## OUR ENVIRONMENT / KAITIAKI

Our environment drives our curriculum inside and outside the school gate

[Kaitiakitanga Journey slide for 2024 with evidence](#)

INITIATIVE	KEY ACTIONS	WHO	TIMEFRAME	2024 OUTCOMES
2a Create whole School culture shift to kids being guardians/kaitiakitanga	Unpacking kaitiakitanga with hapu or iwi with staff	Dane / Kelly	2024	In Term 4 I co hosted with Zeralda, Enviroschools Facilitator, a reflection hui on our Kaitiakitanga / Enviro Ed journey this year. Key feedback was received on what challenges there were, what achievements were made, and where to next.
<b>Links to NELP:</b> <b>Objective 2:</b> <b>Barrier Free Access</b> <b>Priority 3</b>  <b>Objective 3:</b> <b>Quality Teaching and leadership</b> <b>Priority 5</b>	Share concept of Kaitiakitanga with children and co-construct expectations for what it looks like in WHS	Staff		This was created throughout the year through: Whanau Hui Kaitiakitanga sessions, our school art expo with a focus on Kaitiakitanga, our big Matariki / Kaitiakitanga working bee day and through out overarching theme across the school 'kaitiakitanga'.
	Enviro Group planning to reflect, or to be built under the concept of Kaitiakitanga	Dane		In 2024 we decided (staff hui T1) to have whole school involved in Kaitiakitanga

	Teachers look for teachable moments to explore the idea of Kaitiakitanga and how our actions impact upon the environment	Staff		<p>actions, rather than just a select few. All students and staff were part of regular actions of guardianship.</p> <p>We had a whole school shift with the overarching theme 'kaitiakitanga'. For our place, our culture (T1), moana (T2), art expo to enhance our kura, and reuse or enhance the look of part of environment (T3) and kaitiaki of community (T4)</p>
<p><b>2b Develop whole school inquiry education programme-focused on environmental Education</b></p> <p><b>Links to NELP:</b>  <b>Objective 1: Learners at the Centre</b></p> <p><b>Objective 3: Quality Teaching and leadership Priority 6</b></p>	Complete Review of current inquiry Learning across all year levels	SLT	EOY 2023	<a href="#">Review of inquiry complete</a>
	Develop a common understanding of how Inquiry Learning is delivered at WHS - work with staff to build pedagogy around what inquiry learning is	Kelly Tracey Tineke	2024/25	<p>We have created a <a href="#">model template</a> for teaching and delivery of Inquiry in 2025</p> <p>A delivery statement and common understanding will be formalised at staff hui in 2025. <a href="#">Draft Delivery Statement</a></p>
	Record expectations on the delivery of Inquiry Learning on CM Hub and embed practice in programmes	Kelly Tracey Tineke	2024/25	<p>With all the new requirements from MOE we have been unable to dedicate time for this from staff, so have made a decision to go ahead with the Kath Murdoch model for Inquiry Learning as most teams were using it in their planning in 2024.</p> <p><b>2025 statement on implementation of Inquiry learning updated at EOY</b></p>
	Consider how Play Based Learning can also be Inquiry Learning and record expectations around this for Year 1-3 akonga	Tracey	2024	Term 1 2024

	Environment Lead Teacher to create a statement around how we deliver Environmental Education across the school	Dane		in Year 1 and 2. Completed by Dane <a href="#">Link to 2025 Enviro Education journey</a> slide 2 and 3.
<b>2c Engage local Environment Groups</b>  <b>This is an important local community goal for WHS</b>	Develop list of local environment groups and their scope and how they can be used to support WHS  Enviro Lead teacher to plan and oversee the engagement of local environment groups both across the school, but also for specific classes and for the Enviro Group. Ensure our use of the groups is both reciprocal, purposeful and authentic	Dane	Term 2 2023  Term 2-4 2023	Completed. We have a regular contact with local environment groups <ul style="list-style-type: none"> <li>- BHCT - visits to the reserve, rangers working with tamariki through Enviro Project days.</li> <li>- Predator Free - link with Karearea and Enviro Project days</li> <li>- Backyard Kiwi - visit to Teina team for 'community heroes' topic</li> <li>- Whitebait Connection</li> <li>- EMR</li> </ul>





				<p>Community Newsletter.</p> <p>Engaging with local iwi is still our challenge. I was hoping to use my links with BHCT to link with iwi through another avenue. We had secured a relationship with Winiwini Kingi to be Kaumatua for our kura, but he has a new role and this may need to be reviewed in 2025.</p>
<p><b>3b Building deeper relationships with other education providers</b></p> <p><b>Being connected with other education providers and local community groups is an important local goal for WHS</b></p>	Strengthen out connection to our Early Education Providers	Mary	Term 1 2023	Alex to continue in 2024, fixed term unit allocated. Would like to see termly connections with local Early Education Providers in 2025. Will add to job description for Fixed Term unit.
	Strengthen our connection with neighbouring schools; such as Parua Bay. With a focus on regular engagement at the Year 7 and 8 level for transition to High School	Kelly Tineke Staff	EOY 2023	In 2024 we created a middle leaders group with PBS, Onerahi and Maunu, further developing our links with schools. Through the CoL we are connected with WGHS and Pompalier. We do work with WBHS as part of our Transition from school plan We have asked for writing samples from WGHS to support our writing moderation and leveling
	Engagement with Kahui Ako - Te Manawa o Whangārei Kahui Ako	Tineke WST	EOY 2023	Tineke WST Maths Lead in 2024 Tracey Structured Literacy Lead in 2024
	Identify local schools with exemplary practice for staff to visit	Kelly Tracey Tineke	EOY 2023	Need to continue to encourage this again in 2025. Jamie visited Onerahi, Parua Bay as part of her PCT guidance programme. Tracey and I visited Matarua to see BSLA in action.

	<p>Consider the role of Creatives in School - review and reflect. Is this the next step for us?</p> <p>Manaia View Technology - providing Technology Education for Year 7 and 8</p>	<p>Denise</p> <p>Tineke</p>	<p>Term 4 2023</p> <p>Term 1 and 2 2023</p>	<p>Programme discontinued by new Govt. Not a priority</p> <p>Completed</p>
<p><b>3c Tap into and embed programmes that align with our kaupapa</b></p> <p><b>Links to NELP:</b>  <b>Objective 1: Learners at the Centre</b>  <b>Objective 2: Barrier Free Access Priority 4</b>  <b>Objective 3: Quality Teaching and leadership Priority 6</b></p>	<p>Actively seek programmes that;</p> <ul style="list-style-type: none"> <li>- enhance our kaupapa</li> <li>- align with our current curriculum focus</li> <li>- stimulate and engage akonga</li> <li>- provide resources</li> </ul> <p>Some examples might include;</p> <ul style="list-style-type: none"> <li>- Science Box</li> <li>- E Pro 8</li> <li>- Creatives in Schools</li> <li>- Junior Rangers for Bream Head Conservation Group</li> <li>- Life Education Trust Caravan</li> <li>- Science Roadshow</li> </ul>	<p>Kelly Tracey Dane Tineke</p>	<p>Term 1 2025</p>	<p>This has naturally occurred as part of our ongoing mahi in other areas. We have strong links with local environment groups to support our Enviro Schools kaupapa. Staff are highly skilled at accessing community involvement to enhance learning as they go. Life Ed is booked for 2025, when it fits our Health Focus in Term 3. We participate annually in the E Pro 8 competitions with Northpower. Attend Science Roadshow when it connects with our learning. As well as the Science Fair and Bernina this year.</p>