

# Whenuapai School Annual Implementation Plan 2025



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2. To develop systems for students to have a more active voice in the school

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# Summary Information

## Summary of the plan

During 2025, we plan to:

- Implement the new English and Mathematics curriculum with a focus on raising student achievement.
- Introduce new programmes and tools to support students' positive behaviour and wellbeing.
- Work with the Ministry of Education to complete a number of school building projects.
- Refine and strengthen our community engagement and consultation opportunities.
- Strengthen staff opportunities for induction, professional growth, and the embedding of the 'Whenuapai Way'.

Where we are currently at:

- In 2024, we adjusted our benchmarks in Mathematics to align with the new Mathematics Curriculum expectations. This resulted in a significant drop in the number of students meeting the expectations compared to 2023 (92% down to 76%). Reading and Writing achievement levels remain strong at 89% and 90%, respectively.
- We have strong programmes in place for teaching and promoting Positive Behaviour, but our community is growing rapidly, which means we are having to recalibrate / redesign some of our programmes to support students who join our kura across various year levels.
- Due to roll growth and internal leadership promotions, we have 13 new teaching staff. This is the largest group of new teachers the school has onboarded in recent history. To ensure the school maintains high expectations and community trust, we have focused on staff induction, professional growth, and wellbeing in 2025.

How will our targets and actions give effect to Te Tiriti o Waitangi?

Because:

- We are striving to work in partnership with our whānau (families)
- Kaiako are utilising culturally responsive practices
- Our targets are specifically focused on reducing the achievement differences between Māori Learners and the Whole School.

<b>2025 Goals</b>			
<p><b>Goal 1</b>  <b>Kaitiakitanga - Respect for Environment -</b>            Embracing the importance of caring for our whānau, ourselves, our whenua, and te taiao - our world.</p>	<p><b>Goal 2</b>  <b>Ako - Respect for Learning -</b> By growing our responsive teaching practices and strong educational pathways we will empower success for all.</p>	<p><b>Goal 3</b>  <b>Kotahitanga - Respect for Others -</b>            Creating a culture in which tamariki and our wider school community feel heard, valued and connected.</p>	<p><b>Goal 4</b>  <b>Mana - Respect for Self -</b> Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.</p>
<p>Specific Goal 1 2025</p> <p>Kaitiakitanga: Embracing the importance of providing a <b>safe learning environment</b> for our whānau (family), ourselves, our whenua (land), and te taiao (world).</p>	<p>Specific Goal 2 2025</p> <p>Ako: By growing our responsive teaching practices and <b>strong educational pathways</b> we will empower success for all.</p>	<p>Specific Goal 3 2025</p> <p>Kotahitanga: Creating a culture in which tamariki (children) and <b>our wider school community are involved, heard, valued and connected.</b></p>	<p>Specific Goal 4 2025</p> <p>Mana: Valuing <b>lifelong learning for all.</b></p>
<p>Focus on:</p> <ul style="list-style-type: none"> <li>● Working towards Green Gold Enviro School status</li> <li>● Safe classroom spaces - physically and emotionally</li> <li>● PB4L / Steps A</li> <li>●</li> </ul>	<p>Focus on:</p> <ul style="list-style-type: none"> <li>● New MOE directives (Maths and Lit)</li> <li>● Induction</li> <li>● Targets</li> <li>● Assessment - new</li> <li>● Middle leadership</li> </ul>	<p>Focus on:</p> <ul style="list-style-type: none"> <li>● Community engagement</li> <li>● FOW</li> <li>● Fundraising</li> <li>● Celebrating learning</li> <li>● Transparency</li> <li>● Community relationships</li> </ul>	<p>Focus on:</p> <ul style="list-style-type: none"> <li>● Personal learning journeys</li> <li>● Professional learning</li> <li>● Sustaining teachers (workload etc.)</li> <li>● Unity across campuses</li> <li>● Collaborative teams (All teams - TA's, Office, learning teams)</li> <li>● Middle leadership growth</li> <li>● Culture and identity</li> <li>● Inclusion</li> </ul>



## Strategic Goal 1

**Kaitiakitanga - Respect for Environment** - Embracing the importance of caring for our whānau, ourselves, our whenua, and te taiao - our world.  
 Specific 2025 Goal: Kaitiakitanga: Embracing the importance of providing a **safe learning environment** for our whānau (family), ourselves, our whenua (land), and te taiao (world).

### Goals

1. Student Wellbeing - To ensure all classroom spaces are physically, culturally and emotionally safe for all students and staff through the refinement and embedment of PB4L practices and the Steps A programme.
2. Working towards Gold Enviro School status

### What do we expect to see by the end of the year

Tamariki, Kaiako and Whānau upholding our Kaitiakitanga capabilities by showing appreciation, connecting wider than ourselves, contributing, taking action, and caring.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<b>Student Wellbeing.</b>				
1. Refining and Embedding PB4L Practices: a. <b>Professional Development for Staff:</b> All new staff to complete online <a href="#">Restorative Practices Mini Essential workshops</a> . b. <b>Clear Expectations:</b> Clearly define and communicate school-wide behaviour expectations through the school values c. <b>Teaching Positive Behaviour:</b> i. Weekly lessons to teach the expected behaviours (PB4L). ii. Emotional Problem Solving for Adolescents <a href="#">STEPS A programme</a> - All Year 7 / 8 students will take part in the programme - delivered by classroom teachers. d. <b>Consistency in Behaviour Management:</b> Use consistent language and strategies for reinforcing positive behaviour and addressing negative behaviour. e. <b>Regular Monitoring and Feedback:</b> PB4L team to continuously assess the effectiveness of PB4L practices by reviewing data in HERO twice a term.. f. <b>Student Voice and Agency:</b> Provide opportunities for students / staff to express their feelings, concerns, and ideas about how to make the classroom and school environment emotionally safe. Encourage open communication and validate students' experiences	Learning Support Coordinator SENCO	NZCER Membership \$2000 approx	On-going	1. Improved tamariki (children) behaviour measured through a reduction in recorded incidents. 2. Steps A programme completed with Year 7 / 8 students. 3. Collection of student and staff voice through NZCER surveys, Pulse. 4. Regular Newsletter updates to parents via newsletters 5. Opportunities provided to parents / community for learning on parenting different ages, online safety, Puberty etc. 6. Teachers implementing Schoolwide PB4L strategies.

<ul style="list-style-type: none"> <li>○ Feedback Tools <ul style="list-style-type: none"> <li>■ <a href="#">NZCER Student and Teacher Wellbeing Survey</a></li> <li>■ <a href="#">NZCER Me and my School</a></li> <li>■ <a href="#">Linewize Pulse</a> ( part of the West Auckland Principal Association Trial)</li> </ul> </li> <li>g. <b>Regular Communication with Parents:</b> Keep parents informed about the PB4L practices, Steps A programme, and any wellbeing initiatives through newsletters, meetings, and school events. Invite them to participate in the process.</li> <li>h. <b>Parent Education:</b> Provide resources and workshops for parents to help them support their children’s wellbeing at home. These may include mental health workshops, conflict resolution techniques, and understanding the school’s PB4L approach.</li> </ul>				
<p><b>Working towards Green Gold Enviro School Status</b></p> <ul style="list-style-type: none"> <li>a. Whole school embedding of sustainable practices education through inquiry and The Whenuapai Way <ul style="list-style-type: none"> <li>i. Rubbish reduced and recycling free of contamination</li> <li>ii. Composting and worm farm systems are embedded in classroom routines</li> <li>iii. Teachers and students actively taking a role in caring for our grounds, our classrooms and wider community environment</li> <li>iv. Learning opportunities through Inquiry to explore sustainability practices and education</li> <li>v. Garden to Table in both Junior and Senior School classrooms</li> </ul> </li> <li>b. Working with wider community groups <ul style="list-style-type: none"> <li>i. Being a part of local sustainability groups and having positive impacts on the local environment.</li> <li>ii. Attending wider Auckland Enviro School groups and meetings</li> </ul> </li> <li>c. Exploring a large scale sustainability intervention</li> <li>d. Promoting decarbonisation through promotion of active ways to commute to school <ul style="list-style-type: none"> <li>i. Provide means for students to safely store bikes and scooters at school</li> <li>ii. Promote bussing between campuses and public transport as a commuting option.</li> </ul> </li> <li>e. Growing staff capability for Enviro interventions: Working with groundskeepers, gardeners and growing teacher responsibility to ensure sustainability of practice in our school</li> </ul>	Principal Property Managers Senior Leadership Enviro Leads Teachers			<ol style="list-style-type: none"> <li>1. Overall reduced waste in our school landfill</li> <li>2. Less waste seen around the school environment</li> <li>3. Students more involved in Enviro Hero activities such as composting, gardening</li> <li>4. Matariki celebration with school community using our garden to offset feeding.</li> <li>5. Whenuapai School presence at local community events such as beach clean ups and community planting.</li> <li>6. Bike and scooter racks are installed at school</li> </ol>

<p>3. Safe Physical Environment (School Construction):</p> <p>a. <b>Safety on Worksites:</b> Liaise with the MOE to ensure all contractors are inducted into the school and have a clear understanding of the school requirements:</p> <ul style="list-style-type: none"> <li>■ Police Vetting</li> <li>■ Site Security</li> <li>■ Working around children</li> <li>■ Moving vehicles through the school</li> <li>■ Work hours</li> </ul> <p>b. <b>Maintenance and Repairs:</b> Refine processes to ensure all that identified health and safety concerns are:</p> <ul style="list-style-type: none"> <li>■ Isolated</li> <li>■ Repaired quick and efficiently</li> </ul>	<p>Principal Property Managers</p>	<p>\$30,000 Property Manager Senior Campus</p>	<p>On-going</p>	<ol style="list-style-type: none"> <li>1. Playground completed</li> <li>2. 3 new classrooms completed</li> <li>3. 2 Story classroom block completed</li> <li>4. No injuries / accidents or near misses whilst construction is underway.</li> <li>5. No disruption to learning while construction is completed.</li> </ol>
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## Strategic Goal 2

**Ako - Respect for Learning** - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

### Goal

1. To effectively implement the government's new curriculum priorities of structure literacy and mathematics

#### What do we expect to see by the end of the year?

1. Kaiako have developed in-depth knowledge of effective literacy and mathematics programmes
2. Embedment of effective assessment of learning practices utilising new assessment tools

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p><b>1. Develop Teachers' Capability and Knowledge of Structured Literacy Pedagogies and Programmes</b></p> <p>a. All YO-4 teachers will complete a 3-day training program (and 6 online follow-up sessions) with Liz Kane Literacy. Year 5 - 8 Teachers to complete PD with Massey University</p> <p>b. Literacy leaders will establish a Literacy Professional Learning Group, with representation from each teaching team, to:</p> <ul style="list-style-type: none"> <li>■ Review the implementation and success of embedding Structured Literacy. - Board Report June</li> <li>■ Provide ongoing support and professional development (PD) to teachers.</li> </ul> <p>c. Internal professional development opportunities will be provided for teaching <i>The Code</i> (Spelling Programme), led by Literacy Leaders.</p> <p>d. Research and assess the resources needed to implement the <i>Little Learners Love Literacy</i> Programme.</p> <ol style="list-style-type: none"> <li>a. Purchase additional resources within the 2025 budget.</li> <li>b. Establish budget requirements for 2026.</li> </ol> <p>e. Use Ministry of Education (MOE) resources to upskill teachers on phonics and reading assessment tools. Use the assessment tools within the assessment schedule.</p> <p>f. Establish regular check-ins or coaching sessions for teachers to ensure they are confidently applying structured literacy methods in their classrooms through team meetings and professional growth coaching sessions.</p> <p>g. Teachers will observe best practices within the school, as</p>	<p>Deputy Principals Literacy Leaders Teachers WSL</p>	<p>\$4000 Literacy Budget</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. All Year 0-4 teachers have completed:             <ol style="list-style-type: none"> <li>a. Structured Literacy Professional Development with Liz Kane.</li> <li>b. MOE training on Phonics Assessment.</li> </ol> </li> <li>2. Year 5 - 8 Teachers to complete PD with Massey University</li> <li>3. Teachers are implementing the structured literacy programme with fidelity - information gathered via observations by literacy leads and WSL.</li> <li>4. Improvement in student achievement - assessment results. Data gathered with             <ol style="list-style-type: none"> <li>a. MOE phonics check</li> <li>b. Dibels checks,</li> <li>c. Liz Kane assessments,</li> <li>d. Code spelling checks,</li> <li>e. Reading, writing easttle</li> </ol> </li> <li>5. Literacy leaders have successfully reestablished a Literacy Professional Learning Group, with documented representation from each teaching team. This group has reviewed the implementation and success of Literacy, as outlined in the Board Report from June.</li> <li>6. Ongoing support and professional</li> </ol>



<p>identified by Literacy Leaders.</p> <p>h. Deputy Principals will review student achievement and progress each term and develop further action plans for the following term based on data.</p>				<p>development (PD) for teachers have been provided by Literacy Leaders and WSL through professional learning groups and drop in sessions - focus on Structured Literacy and The Code.</p> <p>7. Literacy Learning resources purchased.</p> <p>8. WSL verify assessment tools are being used as per the assessment schedule, as reflected in planning documents and evidence of assessments conducted.</p> <p>9. Regular check-ins or coaching sessions for teachers have been established to ensure they are confidently applying structured literacy methods. Documentation of these sessions, such as meeting notes and coaching reports, confirms ongoing support.</p> <p>10. Teachers have observed best practices within the school, as identified by Literacy Leaders</p> <p>11. Deputy Principals have reviewed student achievement and progress each term, as evidenced by term reports and action plans developed based on data analysis.</p>
<p><b>2. Develop Teachers' Capability and Knowledge of Structured Math Pedagogies and Programmes</b></p> <p>a. All teachers will be involved in 2 Teacher Only Days focused on PR1ME mathematics. PD to be facilitated by Mathematics Curriculum Leaders.</p> <p>b. Mathematics leaders will establish a Mathematics Professional Learning Group, with representation from each teaching team, to:</p> <ul style="list-style-type: none"> <li>■ Review the implementation and success of embedding Structured Mathematics. - Board Report May</li> <li>■ Provide ongoing support and professional development (PD) to teachers.</li> </ul> <p>c. Research and assess the resources needed to implement the PR1ME Programme.</p> <ul style="list-style-type: none"> <li>■ Purchase additional resources within the 2025 budget.</li> <li>■ Establish budget requirements for 2026.</li> </ul> <p>d. Use Ministry of Education (MOE) resources to upskill teachers on Math assessment tools. Use the assessment tools within the assessment schedule.</p>	<p>Deputy Principals Literacy Leaders Teachers</p>	<p>\$4000 Maths Budget</p>	<p>Ongoing</p>	<p>1. All teachers have completed math professional learning via Teachers Only days and / or other means.</p> <p>2. Teachers are implementing the Prime Math programme with fidelity - information gathered via observations by mathematics leads and WSL.</p> <p>3. Improvement in student achievement - assessment results. Data gathered with</p> <ul style="list-style-type: none"> <li>a. Mathematics easttle</li> <li>b. Prime chapter reviews</li> <li>c. Prime online tool.</li> </ul> <p>5. Math leaders have successfully reestablished a Math Professional Learning Group, with documented representation from each teaching team. This group has reviewed the implementation and success of math, as</p>

<ul style="list-style-type: none"> <li>e. Establish regular check-ins or coaching sessions for teachers to ensure they are confidently applying structured math methods in their classrooms through team meetings and professional growth coaching sessions.</li> <li>f. Teachers will observe best practices within the school, as identified by Mathematics Leaders.</li> <li>g. Deputy Principals will review student achievement and progress each term and develop further action plans for the following term based on data.</li> </ul>				<ul style="list-style-type: none"> <li>outlined in the Board Report from May.</li> <li>6. Ongoing support and professional development (PD) for teachers have been provided by Math Leaders through professional learning groups and drop in sessions..</li> <li>7. Math learning resources purchased.</li> <li>8. WSL verify assessment tool assessment tools are being used as per the assessment schedule, as reflected in planning documents and evidence of assessments conducted.</li> <li>9. Regular check-ins or coaching sessions for teachers have been established to ensure they are confidently applying Math pedagogies. Evidence documentation of these sessions, such as meeting notes and coaching reports, confirms ongoing support.</li> <li>10. Teachers have observed best practices within the school, as identified by Math Leader.</li> <li>11. Deputy Principals have reviewed student achievement and progress each term, as evidenced by term reports and action plans developed based on data analysis.</li> </ul>
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## Strategic Goal 2a

**Ako - Respect for Learning** - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

### Goal

1. Improve School Wide Achievement in Reading and Writing

What do we expect to see by the end of the year?

In Reading, the cohorts' percentage of tamariki achieving At or Above expectation will be	In Writing, the cohorts' percentage of tamariki achieving At or Above expectation will be
Year 2 - 85%	Year 6 - 80%
Year 3 - 85%	Year 8 - 85%

Baseline Achievement Data From End of 2024

Reading	Percentage of Tamariki Achieving At or Above Expectation	Writing	Percentage of Tamariki Achieving At or Above Expectation
Year 2 Year 3	79% 73%	Year 6 Year 8	72% 75%

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Teacher Professional Development: <ul style="list-style-type: none"> <li>Deliver targeted Professional Development through teacher led(Whole School) and Liz Kane\ (Years 1-4) workshops</li> <li>Kaiako (teachers) to enact new pedagogies within their</li> </ul>	DP, Literacy Leads, Team Leaders	PLD Ministry of Education Funding	On-going	<ul style="list-style-type: none"> <li>Staff discussions and feedback</li> <li>Data tracking (HERO goals, assessment tools)</li> <li>Staff feedback and discussions</li> </ul>

teaching programme				
<p>In-school teams (PLG) to focus deliberately on accelerating Literacy progress so we can provide flexible supports when they are needed.</p> <ul style="list-style-type: none"> <li>• Work effectively with our Learning Support (where available) to provide targeted support</li> <li>• Plan for and implement effective targeted and tailored teaching supports to meet specific learning needs, in response to quality information</li> </ul>	DP, AP, LSC Literacy Leaders WSL		To have started by end of Term 1	<ul style="list-style-type: none"> <li>• Termly data review of student progress</li> <li>• Changes to classroom programmes based on new knowledge</li> </ul>
Use a systematic, spiral of inquiry to regularly identify, plan, and monitor progress at both school and classroom level.	DP, AP, Team Leaders, Kaiako		All year	<ul style="list-style-type: none"> <li>• Termly data review of student progress</li> <li>• Changes to classroom programmes based on new knowledge</li> </ul>
Collaboratively plan, budget and resource strategically to sustain accelerated progress initiatives.	DP, AP, Team Leaders, Kaiako	\$4000 Handwriting supplies Writer's Toolbox Decodable resources	All year	



## Strategic Goal 2b

**Ako - Respect for Learning** - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

### Goal

1. Improve School Wide Achievement in Mathematics

What do we expect to see by the end of the year?

**In Mathematics, the cohorts' percentage of tamariki achieving At or Above expectation will be**

**Year 7 75%**

**Year 8 70%**

- In Mathematics, the percentage of Māori Learners achieving At or Above expectation will be within 5% of the whole school achievement percentage.

**Baseline Achievement Data From End of 2024 Mathematics**

Mathematics	Percentage of Tamariki Achieving At or Above Expectation
Year 7	63%
Year 8	60%
Māori Learners	59%

**Actions**

**Who is Responsible**

**Resources Required**

**Timeframe**

**How will you measure success?**

Increase in home learning and parent support through Maths Hub, teacher conferencing and goal tracking	Team leaders Teachers	Maths Hub	All year	Parent contacts in HERO Team tracking sheets
Tier 2 interventions Term 1, Term 2 and Term 3	DP, AP Team leaders	Maths Hub Teacher guides and course books	Term 1 - 3	Asttle assessment and Reviews
Explicit tracking of progress	Team leaders Teachers	HERO goals Tracking docs - school wide	All year	HERO goal percentages
Increase in manipulatives and resources across the school	DP Maths team	Shopping List - Materials	Term 1	HERO goals percentages Asttle assessment data
Maths workshops - supporting new teachers to implement PRIME	DP Maths team	Classroom Teacher Hub	Term 1 & 2	Teacher feedback
Maths team acceleration focus - modeling success through buddy systems	Maths Team	Spiral of Inquiry SWOT analysis	All year	SWOT changes Teacher feedback
Participate in te Whiri te Tangata Community of learning Maths PLD with Education Associates	Maths Team WSL		Termly	Maths team feedback



## Strategic Goal 3

**Kotahitanga - Respect for Others** - Creating a culture in which tamariki and our wider school community feel heard, valued and connected.

### Goal

1. To develop stronger connections with our parents and the wider school community
2. To develop systems for students to have a more active voice in the school

### What do we expect to see by the end of the year?

1. Increase in community engagement in school events related specifically to student learning and upskilling community knowledge on school programmes.
2. Teachers are responding to student voice to inform their programmes and support their learners.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p><b>1. Community Engagement:</b></p> <ol style="list-style-type: none"> <li>a. Establish a relationship with a local marae, iwi, and hapū.</li> <li>b. Review communication channels (newsletters, emails, social media, etc.) Gather feedback from the community and adapt / adjust communication methodologies to ensure information is accessible by all members of the school community.               <ul style="list-style-type: none"> <li>■ Keep the community informed about school developments, decisions, and events via multiple channels.</li> <li>■ Provide parents and whānau with clear, accessible, and regular updates on their child's academic and social progress. Encourage regular parent-teacher meetings and feedback sessions.</li> <li>■ Ensure that decisions related to the school's direction, policies, and events are communicated clearly to the wider school community, fostering a culture of inclusivity.</li> </ul> </li> <li>c. Increase school events to enable the wider community to participate in cultural activities, celebrations, and learning initiatives. For example assemblies, learning showcases, or exhibitions where tamariki can present their work and celebrate their learning.</li> <li>d. Create further opportunities for whānau and community members to volunteer in school activities. Ie Garden to Table,</li> </ol>	<p>Cultural Lead Teachers Senior Leadership Team</p>	<p>Nil</p>	<p>On - going</p>	<ol style="list-style-type: none"> <li>1. Parents more involved in school learning celebrations</li> <li>2. Parents responding to community consultation questions</li> <li>3. Increase in Hero post engagement</li> </ol>

Reading to students. Etc.				
<p><b>2. Strengthen Friends of Whenuapai</b></p> <p>a. Work with the committee to increase parent involvement.</p> <p>b. Assign a board member and staff member to the Friends of Whenuapai Committee</p> <p>c. Involve tamariki and whanau in deciding what causes or needs to fundraise for.</p> <p>d. Regularly update the community on fundraising goals, progress, and how the funds are being used to support school development.</p> <p>e. Inform the community of current and future projects so that they can make informed decisions about fundraising projects.</p> <p>f. Board to apply for grants to support funding requirements for projects - ie playground.</p>	Board Senior Leadership Team Friends of Whenuapai	Nil	On - going	<ol style="list-style-type: none"> <li>1. Enough funds collected via fundraising and grants to construct a new playground.</li> <li>2. Community aware of Friends of Whenuapai existence and purpose.</li> <li>3. Increase in the number of people actively involved in Friends of Whenuapai.</li> <li>4. Board member and staff member actively involved in Friends of Whenuapai.</li> <li>5. Termly communication with School Community about Friends of Whenuapai.</li> </ol>
<p><b>Collecting student voice to support in achievement outcomes</b></p> <p>Develop culturally responsive ways to grow teacher pedagogical practice to enable meaningful student agency to be part of our local curriculum.</p> <p>a. Work with Kahui Ako PD providers TAFAd upskill around culturally safe ways to gather voice to inform practice</p> <p>b. Promote Tuakana Teina classes across campuses, creating opportunities for teachers and students to feel connect across the school</p> <p>c. Through a wide range of opportunities for tamariki (children) that enable noticing, observing, and inquiring about other's learning, i.e. term showcase</p>	Cultural Lead Teachers Senior Leadership Team Kaiako		On - going	<ol style="list-style-type: none"> <li>1. Students can recognise and talk about their learning next steps</li> <li>2. Teachers recognise student voice as an assessment tool and are competent in using it in their programmes.</li> </ol>





## Strategic Goal 4

**Mana - Respect for Self** - Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.

### Goal

1. Sustain a unified learning culture for students and staff across both campuses
3. To refine and embed inclusive educational practices within our Whenuapai Way to ensure all tamariki and whanau feel included and supported with in our Kura

#### What do we expect to see by the end of the year?

1. Whenuapai Way is being enacted as intended consistently across both campuses.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p><b>1. Supportive and present Leadership Model</b></p> <ul style="list-style-type: none"> <li>• Establish a clear leadership structure with clearly defined roles and responsibilities to enable staff to seamless work across both campuses.</li> </ul>	<p>Senior Leadership Team Leaders</p>	<p>\$8,000</p>	<p>On-going</p>	<ol style="list-style-type: none"> <li>1. Staff survey twice a year to measure               <ol style="list-style-type: none"> <li>a. Availability of Principal - completed each term.</li> <li>b. Availability of Deputy Principals and their impact on teaching pedagogies, curriculum, staff wellbeing</li> <li>c. Review understanding of SLTrole and how well those roles align with school goals.</li> </ol> </li> <li>2. Review of student achievement student achievement</li> <li>3. Team leaders will engage in ongoing professional development with Evaluation Associates. Success is measured by participation in PD, improved leadership skills, and positive feedback from staff via survey.</li> </ol>
<p>2. Connected staff</p> <p>Clear regular communications for all staff across both campuses.</p>	<p>Senior Leadership Team Leaders Teachers Curriculum Leaders</p>	<p>Vans</p>		<ol style="list-style-type: none"> <li>1. Meeting Agendas and Minutes</li> <li>2. Establishment of numerous staff communication channels i.e face to face meetings, Google meets, Email, WhatsApp.</li> <li>3. Meeting locations alternated between campuses - recording in meeting invites.</li> <li>4. Establishment of cross-campus collaboration. All teams and groups are made up with staff</li> </ol>

				from both campuses i.e curriculum , PB4L, professional learning groups.
3. Ongoing / regular reviews of school policies, curriculum delivery approaches, expectations with staff to ensure everyone has the same understanding and expectations	Senior Leadership Team Leaders Curriculum Leaders WSL Teachers	Vans		<ol style="list-style-type: none"> <li>1. Observations of classroom practice by Curriculum Leaders, WSL and Deputy Principals.</li> <li>2. Teacher Feedback via Staff and team meetings including individual coaching sessions.</li> <li>3. Feedback from teachers observing colleagues.</li> <li>4. Clear documentation of school expectations available to staff (review)</li> <li>5. Evidence of regular professional development for teachers and staff, with opportunities for them to learn new skills, share best practices and create agreed norms.</li> <li>6. Ongoing Professional Learning groups that are responsive to the learning needs of teacher ensuring fidelity of programmes through the school</li> </ol>
<p><b>4. Cultural Safety: Foster a Culturally Inclusive Learning Environment</b></p> <p>a. <b>Culturally Responsive Teaching:</b> Ensure that teaching practices and resources are inclusive of all cultural backgrounds, particularly Māori and Pasifika.</p> <ul style="list-style-type: none"> <li>■ Integrate local languages, customs, and perspectives into the local curriculum through language weeks.</li> </ul> <p>b. <b>Celebrate Diversity:</b> Foster an environment where students' cultural identities are celebrated.</p> <ul style="list-style-type: none"> <li>■ Kapa Haka Group</li> <li>■ Pacifica Group</li> <li>■ Term 3 Cultural Celebration</li> <li>■ Cultural assemblies</li> <li>■ Cultural learning linked to curriculum and identified school cultures.</li> </ul>	Cultural Lead Teachers	\$2,000	On-going	<ol style="list-style-type: none"> <li>1. Learning opportunities, resources and celebrations which reflect the diversity of our community</li> <li>2. Selected language weeks acknowledged and activities organised in the classrooms across both campuses. Community informed via school communication channels.</li> <li>3. Kapa Haka Group and Pacifica Group performing at school and in the wider community.</li> <li>4. Term 3 Cultural Celebration</li> <li>5. Cultural assemblies related to language weeks</li> </ol>

<p>6. Create Opportunities for Feedback, Reflection and Connection for Students and Staff.</p>	<p>Senior Leadership Team Leaders Curriculum Leaders Teachers</p>	<p>Vans</p>		<ol style="list-style-type: none"> <li>1. Children feeling connected             <ol style="list-style-type: none"> <li>a. Capture student voice through NZCER survey, Pulse Website Feedback.</li> <li>b. House competitions held each term to connect students - based on home campus.</li> <li>c. Buddy classes between campuses. Student spend time together at least one a term</li> </ol> </li> <li>2. Termly celebration for staff of achievements, both big and small, across campuses with whole-school events, awards, or shared projects.</li> <li>3. Regularly gather feedback from staff, students, and parents to understand how school culture is developing and where improvements are needed.</li> <li>4. Regular events have been held for staff to maintain connections (e.g., joint staff meetings, shared projects) and ensure key staff rotate between campuses.</li> </ol>
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<p><b>Inclusive Education</b>          Ensure Equal Access to Learning for All Tamariki.</p> <ol style="list-style-type: none"> <li>a. Using the new MOE assessment tools conduct initial assessments to identify the diverse learning needs of all students</li> <li>b. Following the Structured Literacy and Mathematics programmes to provide differentiated teaching methods and resources to meet the diverse learning needs of all students</li> <li>c. Additional support through teacher aides and learning support staff.</li> <li>d. Continuously monitor students' progress to ensure that the differentiated methods and resources are effective.</li> </ol>	<p>Deputy Principals          Learning Support Coordinator          SENCO          Teachers          Teacher Aides</p>	<p>\$249,000          Learning Support Staff</p>	<p>On-going</p>	<ol style="list-style-type: none"> <li>1. All Year 0-4 teachers have completed:             <ol style="list-style-type: none"> <li>a. Structured Literacy Professional Development with Liz Kane.</li> <li>b. MOE training on Phonics Assessment.</li> </ol> </li> <li>2. Teacher completed professional learning on the New Math Curriculum.</li> <li>3. Teachers are implementing the structured literacy and Prime programme with fidelity - information gathered via observations by literacy and mathematics leads.</li> <li>4. Improvement in student achievement - assessment results. Data gathered with             <ol style="list-style-type: none"> <li>a. MOE phonics check</li> <li>b. Dibels checks,</li> <li>c. Liz Kane assessments,</li> <li>d. Code spelling checks,</li> <li>e. Reading, writing and Mathematics easttle</li> <li>f. Prime chapter reviews</li> <li>g. Prime online tool.</li> </ol> </li> </ol>
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