

Whenuapai School Strategic Plan 2024 / 2025



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Kaitiakitanga: Embracing the importance of caring for our whānau (family), ourselves, our whenua (land), and te taiao (world).

Goal 2

Ako: By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal 3

Kotahitanga: Creating a culture in which tamariki (children) and our wider school community feel heard, valued and connected.

Goal 4

Mana: Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.

Vision Statement

We partner with tamariki to create a future guided by Mana (Respect for Self), Ako (Respect for Learning), Kaitiakitanga (Respect for Environment) and Kotahitanga (Respect for Others).

Values



Summary


Of the information used to develop this plan / how did you create this plan

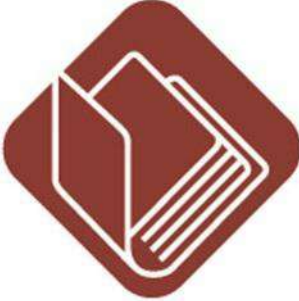
- Engagement - Community Survey Term 3 2023
- Student Survey Term 3 2023
- Staff Survey Term 4 2023
- Senior Leadership Discussion at community and sporting events.
- Teacher discussion with students and parents
- Face to face discussion with whānau (family) on Vision Statement February 2024
- Review of local curriculum and tamariki (children) achievement


Community response was generally positive about our schools current strategic direction and future goals. The goals have been refined to tie them into the schools' current students leavers profile, values and academic goals.


Community was given the opportunity to provide feedback on:

- Leavers Profile
- Vision Statement
- Strategic Goals

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
 <p>Goal 1</p> <p>Kaitiakitanga: Embracing the importance of caring for our whānau (family), ourselves, our whenua (land), and te taiao (world).</p>	<p>Section 127</p> <ul style="list-style-type: none"> 1a 1b - 1.1 ,1.2, 1.3 	<ul style="list-style-type: none"> NELP Priorities 2 Ka Hikitia - Ka Hapaitia Oranga Tamariki Action Plan Pacific Education Plan 2020-2030 The Literacy and Communication and Maths Strategy Te Mataiaho and the Common Practice Model 	<p>Tamariki (children), Kaiako (Teacher) and whānau (family) upholding our Kaitiakitanga capabilities by:</p> <ul style="list-style-type: none"> Showing appreciation Connecting wider than ourselves Contributing Taking action and caring 	<p>Environmental</p> <ul style="list-style-type: none"> Appoint an Enviro Lead teacher and develop an enviro team Enviro Leader to investigate and develop an action plan to support the kura (school) to reach Green Gold status Enviro Leader and team to lead school and staff to meet milestones in the action plan Funding to be allocated for Enviro initiatives in the annual budget Environmental themes to be included throughout our local school curriculum 	<p>Whenuapai School:</p> <ul style="list-style-type: none"> Is recognised as a Green Gold kura within the Enviro School Project Has reduced our environmental footprint
				<p>Communication and Engagement</p> <ul style="list-style-type: none"> Develop a clear school communication and engagement strategy Build connections with mana whenua Host regular school events throughout the year Implement the strategies and requirements from the Ministry of Education - Te Whakangārahu Ngātahi Planning Together 	<ul style="list-style-type: none"> Increased whānau (family) participation in school and events Community feedback on strategic direction, annual plans, school initiatives, community engagement etc
				<p>Student Wellbeing</p> <ul style="list-style-type: none"> Continue to refine and promote inclusivity and belonging by creating a school culture that is welcoming and respectful of all students, regardless of their background, identity, or ability Regularly collect data on student wellbeing: Use surveys, focus groups, and other data collection methods to track student wellbeing over time Gather whānau (family) and community voices about the school culture through a variety of methods - See community and engagement 	<ul style="list-style-type: none"> Improved student wellbeing survey results Feedback from: <ul style="list-style-type: none"> Kaiako (teacher) Tamariki (children) Whānau (family) ERO
				<p>Physical Environment</p> <ul style="list-style-type: none"> Liaise with the Ministry of Education to complete the Senior Campus Implement the 10 Year Property Plan Liaise with the Ministry of Education to initiate the Redevelopment Plan for the Whenuapai Home Campus Work with the school community to complete community funded projects - Playgrounds, Sun Shading, Garden Development 	<ul style="list-style-type: none"> Staff, Tamariki (children) and whānau (family) have access to positive learning spaces, recreational facilities, and outdoor spaces

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
 <p>Goal 2</p> <p>Ako: By growing our responsive teaching practices and strong educational pathways we will empower success for all.</p>	<p>Section 127</p> <ul style="list-style-type: none"> 1a 2b - 2.1, 2.2, 2.3 	<ul style="list-style-type: none"> NELP Priorities 1, 2, 3, 4 Ka Hikitia - Ka Hapaitia Oranga Tamariki Action Plan Pacific Education Plan 2020-2030 The Literacy and Communication and Maths Strategy Te Mataiaho and the Common Practice Model 	<p>Tamariki (children), Kaiako (teacher) and Whānau (family) growing their Ako capabilities by:</p> <ul style="list-style-type: none"> Engaging Questioning Inquiring Problem solving Sense of accomplishment 	<p>Curriculum / Learning</p> <ul style="list-style-type: none"> Refine our local curriculum to ensure clear links to the Curriculum Refresh and Common Practice Model documentation Implement Government learning and achievement directives - i.e. One hour per day for Reading, Writing and Mathematics Establish a robust review process and procedures to ensure the Whenuapai Way is implemented as designed and intended Develop documentation, process and procedures to ensure all staff have the skills, knowledge and pedagogy to deliver the curriculum as intended and designed Establish and refine transition processes into our Kura and from our Kura (school) to secondary school Embed our leavers profile throughout all actions undertaken within our Kura Ensure staff and students are proficient in working with the Kahui Ako Teacher Teacher Efficacy and Student Agency Progressions <p>Achievement / Progress</p> <ul style="list-style-type: none"> Embed Assessment for Learning practice through all aspects of our local curriculum through procedures and upskilling staff Set annual achievement targets Provide resourcing to support progress towards achievement targets Collaborate with whānau (family) to support targeted learners Consult with the community about school strategic directions and goals 	<ul style="list-style-type: none"> Whenuapai Way is embedded across the kura (school) as our way of being (Literacy, Mathematics, Inquiry, Positive Behaviour for Learning (PB4L), Assessment for Learning (AFL), and Te Reo Māori) Fidelity of our core learning programmes is upheld through monitoring, observations, planning, assessment and achievement data Tamariki (children) are well prepared (academically, socially and emotionally) for secondary school All tamariki (children) have access to individualised, flexible, and barrier-free learning programmes and curriculum <ul style="list-style-type: none"> Improved Whole School, Māori and Pasifika achievement data

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
 <p>Goal 3</p> <p>Kotahitanga: Creating a culture in which tamariki (children) and our wider school community feel heard, valued and connected.</p>	<p>Section 127</p> <ul style="list-style-type: none"> 1a 1c 1d - 1.1, 1.2, 1.3 2b - 2.1, 2.2, 2.3 2c 2d 	<ul style="list-style-type: none"> NELP Priorities 1, 2, 3, Ka Hikitia - Ka Hapaaitia Oranga Tamariki Action Plan Pacific Education Plan 2020-2030 The Literacy and Communication and Maths Strategy Te Mataiaho and the Common Practice Model 	<p>Tamariki, Kaiako and Whānau (family) growing their kotahitanga capabilities by:</p> <ul style="list-style-type: none"> Listening Collaborating Sharing Valuing Participating 	<p>Student Voice</p> <ul style="list-style-type: none"> Regular and meaningful engagement with our Kahui Ako to continue to refine and develop collegiality between our kura and local schools to further our understanding of the Student Agency Progressions Support teachers to grow their pedagogical practice to enable meaningful student agency to be part of our local curriculum Involve tamariki (children) in decision making related to their learning and wellbeing through developing student agency i.e. Student Leaders, Inquiry Curriculum, Enviro Heros. Feedback cycles i.e. Wellbeing Surveys, whānau (family) feedback Develop clear staff expectations and pedagogies for student consultation <p>Community Voice</p> <ul style="list-style-type: none"> Implement the strategies and requirements from the Ministry of Education - Te Whakangārahu Ngātahi Planning Together Work with Tangata Whenua, the Ministry of Education, Māori Achievement Collaborative to establish a relationship with iwi and our local marae 	<ul style="list-style-type: none"> Evidence of tamariki (children) understanding and display learner agency within their school day Through a wide range of opportunities for tamariki (children) that enable noticing, observing, and inquiring about other's learning, i.e. term showcases Tamariki (children) voice is promoted, listened to and actioned <ul style="list-style-type: none"> Positive community consultation and hui feedback A positive school relationship with tangata whenua and our local marae

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 <p>Goal 4</p> <p>Mana: Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.</p>	<p>Section 127</p> <ul style="list-style-type: none"> 1a 1c 1d - 1.1, 1.2, 1.3 2c 	<ul style="list-style-type: none"> NELP Priorities 1, 2, 3, Ka Hikitia - Ka Hapaitia Oranga Tamariki Action Plan Pacific Education Plan 2020-2030 The Literacy and Communication and Maths Strategy Te Mataiaho and the Common Practice Model 	<p>Tamariki, Kaiako and whānau growing their Mana capabilities by:</p> <ul style="list-style-type: none"> Managing themselves Showing resilience Upholding honesty Growth mindset Strong sense of identity 	<p>Inclusion</p> <ul style="list-style-type: none"> Translate important communications into multiple languages Seek feedback from families and community members on their needs and experiences Partner with community organisations to offer resources and support Provide resourcing for programmes and staff to support tamariki who have English as a Second Language (ESOL) Enable staff to participate in professional development on cultural competency, implicit bias, and inclusive pedagogy <p>Positive Behaviour for Learning (PB4L)</p> <ul style="list-style-type: none"> Use data to review student wellbeing and behaviour and continually adapt the PB4L programme, as required, to refine and improve student behaviour and meet the community expectations Refine our PB4L practice to make sure <ul style="list-style-type: none"> Expected learning and social behaviours are actively role modeled and taught Inclusive practices are being promoted We are using inclusive language and avoiding stereotypes Individual differences and achievements are celebrated <p>Culture</p> <ul style="list-style-type: none"> Organise events to allow tamariki (children) and their whānau (family) to celebrate their culture within the school and learning context Provide opportunities for students to include their culture within the everyday classroom. Integrate diverse perspectives into the curriculum and classroom activities Strengthen our inclusive classrooms by: <ul style="list-style-type: none"> Using culturally responsive teaching practices that acknowledge and value diverse backgrounds Differentiating instruction to meet the needs of all learners Fostering a safe and supportive classroom environment where everyone feels valued Teachers reflecting on their own biases and assumptions 	<ul style="list-style-type: none"> Improved support for tamariki (children) who have english as their second language (ESOL) Translation of important documents to reflect home languages within our community Improved tamariki (children) behaviour Improved student wellbeing matrices A positive culture across the kura that is inclusive of all Learning opportunities, resources and celebrations which reflect the diversity of our community