



Creating confident, connected lifelong learners, through positive, productive partnerships, and authentic learning experiences.

Kei te mahi tahi tatou ki te ara tika, ki te ara pai, ki te ara o nga whetu.

Strategic Plan 2024-25
Annual Implementation Plan 2024



Overview - Whangamata Area School is a coeducational area school of 570 students situated at the southern end of the Coromandel Peninsula. The school has experienced significant growth over the last 7 years as we have welcomed many new families into the area. We are one of the largest area schools in New Zealand, taking in students from year 1-13.

Our student achievement levels are something that we take great pride in with a philosophy that academic achievement is the most important outcome from a student's schooling. Our curriculum offering across the school is broad with an impressive range of subjects available at senior level, both through taught classes and via E-Learning.

We also believe that the provision of a range of extra curricular activities forms a crucial part of a rounded education, and to this end, we offer a range of sporting and cultural opportunities. In 2024 we will send our first cultural tour abroad with a group of musicians and Kapa Haka students heading to Samoa in term two. We are also proud to run two specialist academies in Surfing and general sport. Several of our students have achieved national selection in surfing over the last three years and we offer a range of other sports both through the school and in partnership with local clubs.

Our strategic plan for the next two years represents a focus on several areas that we have identified as being drivers of further improvement, namely literacy and numeracy development in the primary years, connection and engagement with community, including the reinvigoration of our house culture, and continuing to grow our partnerships with Whanau alongside our capacity in Tikanga Maori.



What we know about our Students

Percentage of Students Yrs 1 - 6 at or above age expected level

	All	Male	Female	Maori Students
Reading	68%	61%	77%	62%
Writing	70%	58%	82%	53%
Mathematics	70%	60%	73%	53%

There continues to be a discrepancy between the achievement of males and females in reading and writing, whilst Maori students are a discrepancy in mathematics. Our strategic focus on literacy is based on a firm belief that literacy competence drives attainment across the curriculum, particularly as a student moves into senior schooling.

NCEA Achievement

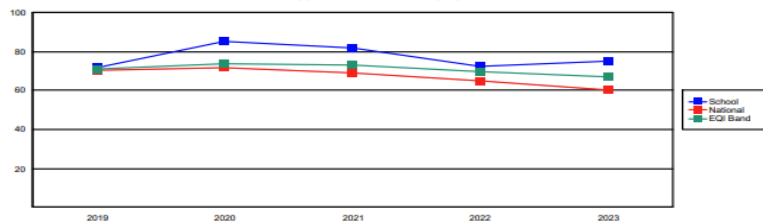
Achievement in NCEA and UE: Whangamata Area School

Generated 11-Feb-2024

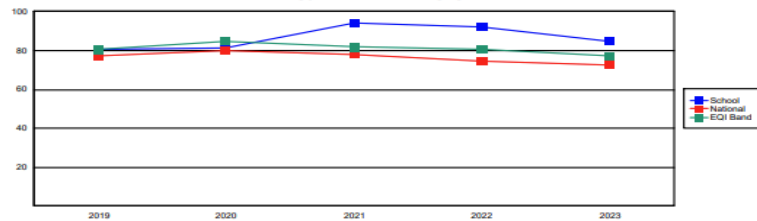
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Whangamata Area School				National				Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	71.8	81.0	62.5	33.3	70.6	77.5	67.3	49.3	71.2	80.4	66.5	45.6
2020	85.4	81.1	67.6	41.2	71.8	80.1	72.1	53.4	73.7	84.4	72.4	50.8
2021	82.0	94.4	78.8	39.4	69.2	77.9	70.5	51.9	73.4	81.7	71.4	49.4
2022	72.7	92.1	83.3	62.5	64.9	74.9	68.2	50.3	69.6	80.4	70.0	49.2
2023	75.4	84.9	90.9	77.3	60.5	72.5	66.8	48.2	66.8	77.5	67.7	44.7

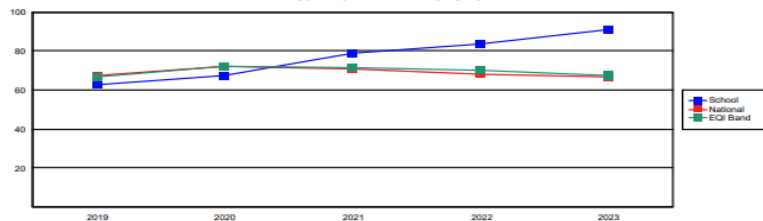
Year 11 - NCEA Level 1



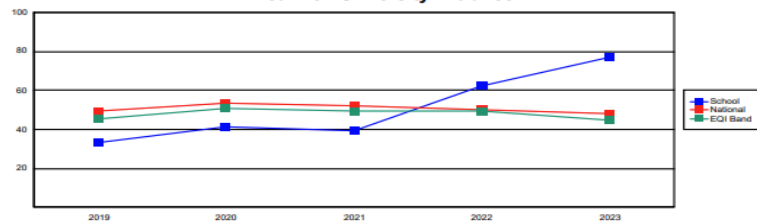
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



NCEA achievement has continued its positive trend with results at all three levels and University Entrance continuing to well above national and EQI band averages. We continue to seek these above average outcomes for our Akonga and we are confident that our strategic intent around building attendance and connection will continue to enhance student achievement.



Our Strategic Priorities 2024-25

Goal	Initiative/s	Annual Targets 2024
<p>We will increase rates of literacy and numeracy attainment in the primary and lower secondary school to create the conditions for excellence in the qualification years.</p>	<ul style="list-style-type: none"> ● Imbedding of Structured literacy programme in years 1-8 ● Development and implementation of a strategic plan for writing and numeracy in years 1-10. ● Implementation of learner profile across the school 	<ul style="list-style-type: none"> ● All cohorts in year 1-6 will demonstrate accelerated progress in reading, writing, and mathematics measured by Ideal platform testing, and PAT Reading Comprehension, and E-AsTTle data.. ● All cohorts in Years 7-10 will make accelerated progress in Reading, writing, and mathematics measured against PAT Reading Comprehension Scale score progressions, examination results and corequisite outcomes. ● At least 60% of our year 10 cohort will achieve the corequisite assessments in Reading, Writing, and Numeracy.
<p>We will continue to enhance the positive culture of our School</p>	<ul style="list-style-type: none"> ● Reinvigoration of the house system through class design and curriculum delivery ● Attendance strategy developed and implemented. ● Implementation of learner profile across the school 	<ul style="list-style-type: none"> ● Students will report strong connection to their house by the end of 2024 measured by survey response. ● Schoolwide attendance will improve by 20% with unknown absence codes reducing to less than 10% of all recorded absences. ● Student connection will improve against regular measurement of this using the Komodo platform.

We will create genuine connection and partnership with Iwi in our curriculum design. This is important as part of a genuine commitment to Te Tiriti O Waitangi.

- Continue to link with and expand Whanau Group
- Re-establish Te Reo Maori as an NCEA option by 2025, staff strategically for this
- Establish and document a WAS Tikanga, including our waiata, and haka. Aim for all students to learn these through Unity learning

- All students in year 9-13 will learn significant waiata
- Staffing appointment made for Te Reo Maori for 2025.
- Whanau group to be on a regular hui schedule and have a visible voice in strategic planning, measured by feedback from this group.



Analysis of Change Priorities 2024-25

Area(s) for Change	Why is this a gap and what tells you this is important?	Focus on this/these area(s) for change so that...	This achieves the vision by...
Literacy and Numeracy Achievement	Literacy learning has improved in the last strategic cycle and the priority focus must now shift from reading to writing, and with a renewed prioritisation of numeracy.	Increasing rates of literacy attainment in the primary and lower secondary school helps to create the conditions for excellence in the qualification years.	Creating “confident” learners who have the ability to engage and “connect” with learning across all learning domains.
Positive culture of School	Our wellness programme is now well entrenched but our feedback data suggests there is room to rebuild elements of our school culture that may have been lost over a disrupted three year period.	Positive culture creates conditions where students can feel safe, take ownership of their learning, and thrive in their quest for knowledge.	Creating connected, confident students who can thrive in their learning.
Whanau Engagement and Cultural Competency	Our Whanau voice has made several suggestions for improving the Wairua of our school. This partnership is establishing and we wish to continue to grow it.	There is a genuine two way partnership between our Kura and our Whanau.	Creating “positive, productive partnerships” to foster “connected and confident” learners.



Strategic Goals and Initiatives 2024-25

Goal	Initiative/s	Measurement of Success
<p>We will increase rates of literacy and numeracy attainment in the primary and lower secondary school to create the conditions for excellence in the qualification years.</p>	<ul style="list-style-type: none"> ● Imbedding of Structured literacy programme in years 1-8 ● Development and implementation of a strategic plan for writing and numeracy in years 1-10. ● Implementation of learner profile across the school 	<ul style="list-style-type: none"> ● Accelerated Literacy progress based on summative and formative assessments. ● Achievement rates in literacy and numeracy co-requisite from 2023 ● Learner Profile embedded in the everyday language of learning at the school.
<p>We will continue to enhance the positive culture of our School</p>	<ul style="list-style-type: none"> ● Reinvigoration of the house system through class design and curriculum delivery ● Attendance strategy developed and implemented. ● Implementation of learner profile across the school 	<ul style="list-style-type: none"> ● House system is seen as again having a prominent place in school culture ● Improvement in attendance rates year on year, particularly in unjustified and medical absences. ● Increase in student perception of their own sense of Hauora at school and increase in students who can identify a significant adult in their lives at school.
<p>We will create genuine connection and partnership with Iwi in our curriculum design.</p>	<ul style="list-style-type: none"> ● Continue to link with and expand Whanau Group 	<ul style="list-style-type: none"> ● Curriculum designed to reflect aspirations of Iwi and Whanau.

<p>This is important as part of a genuine commitment to Te Tiriti O Waitangi.</p>	<ul style="list-style-type: none">• Re-establish Te Reo Maori as an NCEA option by 2025, staff strategically for this• Establish and document a WAS Tikanga, including our waiata, and haka. Aim for all students to learn these through Unity learning	<ul style="list-style-type: none">• NCEA Te Reo Maori offered as a taught subject for 2025 subject selections and staffing appointment sought for this.• All students have knowledge of school Waiata, Haka and narrative based on incremental knowledge acquisition through the year groups.
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Annual Action Planning based on WAS Strategic Targets 2024-25

Goal 1: We will increase rates of literacy and numeracy attainment in the primary and lower secondary years to create the conditions for excellence in the qualification years.

Initiative	Actions for 2024	Accountability
1. Imbedding of Structured literacy programme in years 1-8	<ul style="list-style-type: none"> • Reduce engagement with Learning Matters and implement in school leadership structure for sustainability of SL at WAS. 	<ul style="list-style-type: none"> • Principal • Senior Leader - Year 1-6 • Learning Support Coordinators • Structured Literacy Coordinator
2. Development and implementation of a strategic plan for writing and numeracy in years 1-10.	<ul style="list-style-type: none"> • Continue with cross school working groups for writing and numeracy. • Engage in targeted PLD once legislative framework is clear. • Continue to build Learning Support Register and Kete of information and supports for classroom Teachers and support staff 	<ul style="list-style-type: none"> • Principal • Deputy Principals • Learning Support Coordinators • Lit and Num working groups.
3. Implementation of learner profile across the school	<ul style="list-style-type: none"> • Implement Learner Profile - including development of learning progressions towards relevant levels of competency at 	<ul style="list-style-type: none"> • Principal • Deputy Principals - 1-6, 7-10, 11-13

	transition points.	
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Goal 2 : We will continue to enhance the positive culture of our School

Initiative	Actions for 2024	Accountability
<ul style="list-style-type: none"> Reinvigoration of the house system through class design and curriculum delivery 	<ul style="list-style-type: none"> Restructure Unity hour to include activities tied to house identity. Re introduce Lunchtime interhouse sports Assign staff as “house champions” in both the primary and secondary schools. 	<ul style="list-style-type: none"> Principal Deputy Principal - Year 11-13 Deputy Principal - Year 7-10 Deputy Principal - Year 1-6 Deputy Principal - Inclusion Deputy Principal - Equity
<ul style="list-style-type: none"> Attendance strategy developed and implemented. 	<ul style="list-style-type: none"> Restructure absence response system to reduce the number of “unknown” coded absences. Provide regular updates to community about attendance trends and patterns via newsletters and bulletins, along with messaging about importance of attendance Develop and implement a reward system for students with excellent attendance. Support students and Whanau for whom regular attendance is a challenge 	<ul style="list-style-type: none"> Principal Deputy Principal - Inclusion Deputy Principal - Equity Administration Staff
<ul style="list-style-type: none"> Implementation of learner profile across the school 	<ul style="list-style-type: none"> Continue to provide wellness and inclusion supports that strengthen students’ sense of identity and pride in their school and community as per Learner Profile progressions. (Komodo) 	<ul style="list-style-type: none"> Principal Senior Leader - Inclusion Learning Support Coordinator



Goal 3 - We will create genuine connection and partnership with Iwi and Whanau in our curriculum design. This is important as part of a genuine commitment to Te Tiriti O Waitangi.

Initiative	Actions for 2024	Accountability
<ul style="list-style-type: none"> Continue to link with and expand Whanau Group 	<ul style="list-style-type: none"> Continue with regular group and individual Whanau Hui. Expand conversations to incorporate a greater number of Whanau 	<ul style="list-style-type: none"> Principal Deputy Principal - Equity
<ul style="list-style-type: none"> Re-establish Te Reo Maori as an NCEA option by 2025, staff strategically for this 	<ul style="list-style-type: none"> Identify students who may wish to take Te Reo in the NCEA years and encourage them towards this course Allow staffing to create a Te Reo teaching position from 2025 	<ul style="list-style-type: none"> Principal Deputy Principal - Equity
<ul style="list-style-type: none"> Establish and document a WAS Tikanga, including our waiata, and haka. Aim for all students to learn these through Unity learning 	<ul style="list-style-type: none"> Consult Whanau group and Iwi reps on appropriate Waiata and Haka for our Kura Timetable learning opportunities for our Tikanga across year levels. Develop a Was Tikanaga framework so that our Tikanga is documented and preserved. 	<ul style="list-style-type: none"> Principal Deputy Principal - Equity Deputy Principal - Inclusion

