



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 2022-24
Annual Plan 2022



Overview - Whangamata Area School is a co-educational school which offers a unique educational opportunity with schooling from Year 1 through to Year 13. With a roll of 550 students the school has experienced significant growth in the last 5 years and we are now moving into an exciting three year strategic cycle where we plan to launch a number of evidence based initiatives in response to areas of identified need.

Our core values of KORU drive our operation along with our vision of authentic learning achieved through positive, productive partnerships. Throughout this document, actions focussed on this vision are outlined.

Area Schools are by nature relatively isolated and generally form the educational hub of the communities in which they exist. Whilst WAS is large by the standards of many area schools, we still celebrate the fact that we are a member of this unique Whanau, and the benefits that come with providing education across the entire schooling journey.

The Board of Trustees and senior management of the school are committed to fostering high expectations of student achievement, uniform and behaviour; student leadership opportunities; and positive, productive relationships with Whanau, parents and friends of the school. We passionately believe in designing a curriculum that reflects the needs of our learners, and the uniqueness of our environment and culture. We value the unique biculturalism of Aotearoa, and seek to acknowledge Te Tiriti o Waitangi and its spirit of partnership in our programmes.

Our Plan on a Page



OUR VISION

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

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OUR VALUES



KNOWLEDGE
ORGANISATION
RESPECT
UNITY

Our Strategic Priorities 2022-24

Goal	Initiative/s
We will increase rates of literacy attainment in the primary and lower secondary school to create the conditions for excellence in the qualification years.	<ul style="list-style-type: none"> • Implementation of Structured Literacy Pedagogy in primary years) • Development and implementation of literacy specific strategies in years 9 and 10 • Development of graduate profiles at key transition points
We will increase endorsement and University Entrance achievement rates.	<ul style="list-style-type: none"> • Restructure of Deaning system to support specific year groups • Review and refresh of NCEA curriculum to offer increased number of endorsement opportunities, and curriculum balance for students • Provide mentoring and targeted Careers Education for learners in years 9 and 10
We will improve school wide wellbeing to foster conditions for engagement and achievement. A culture of "high care and high expectations" should guide our work.	<ul style="list-style-type: none"> • Implement Wellbeing Curriculum via Kia Kaha hour • Ongoing PLD and engagement with PEEC • Develop leadership structure within staff and student bodies for wellness and wellbeing • Imbed Tōku Ara in school curriculum
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.	<ul style="list-style-type: none"> • Incorporate cultural competency into leadership structure of the school • Undertake consultation with Iwi and Whānau representatives around "success as Māori" and Local curriculum • Engage with Culturally Responsive and Relational Pedagogy programme with PLD provider, including Rongohia Te Hau measuring tool



What we know about our Students

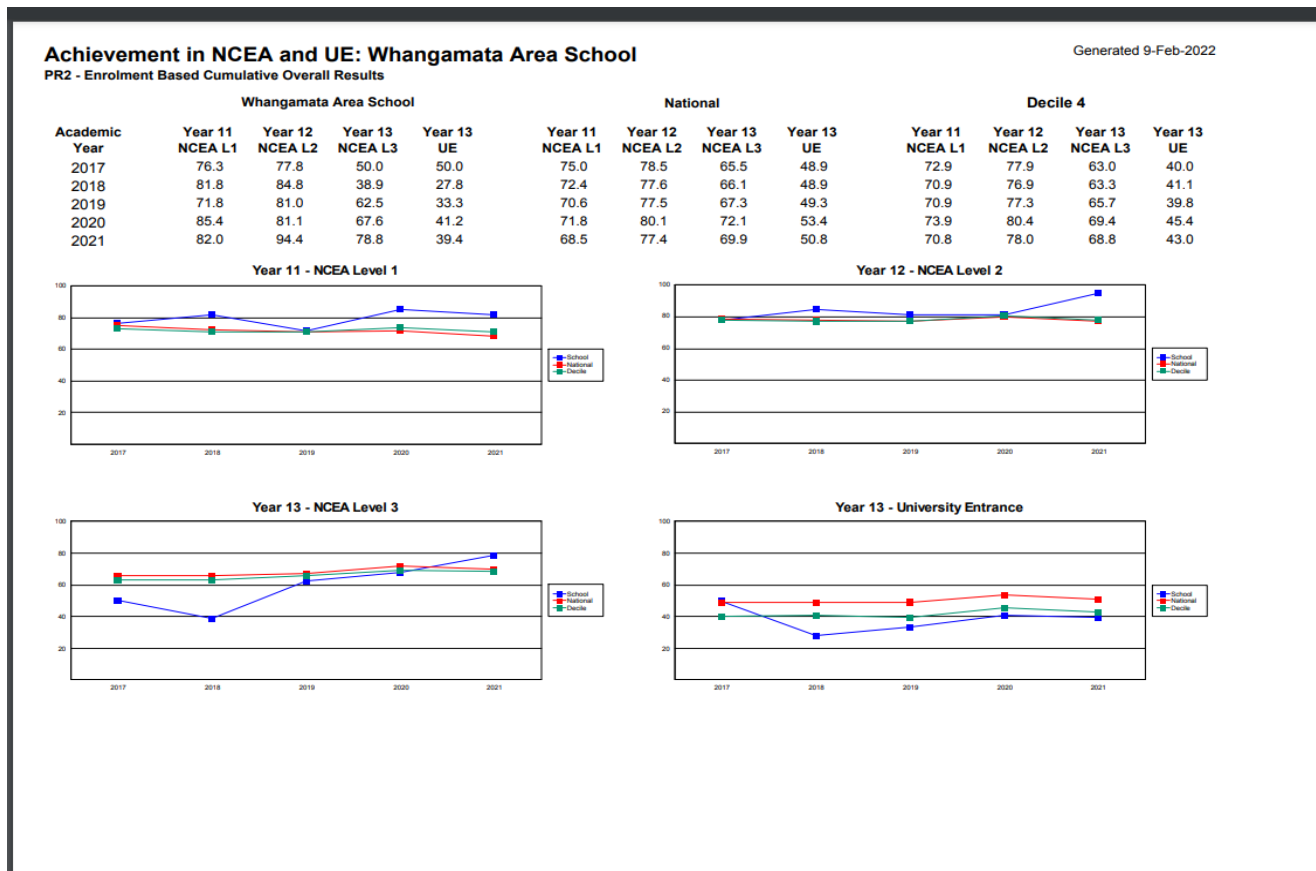
Percentage of Students Yrs 1 - 10 at or above age expected level

	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





Our NCEA results have demonstrated a steady upward trend over the past 5 years, culminating in an excellent outcome in the benchmark Level 2 qualification in 2021. Improvement in NCEA Level 3 results has largely been driven by a significant increase in the achievement rates of male students. Achievement rates for Maori learners at all three levels remain broadly commensurate with those of non-Maori learners. This has been a trend for the past 3 years.



Our Strategic Priorities 2021-23

Goal	Initiative/s	Annual Targets 2022
<p>We will increase rates of literacy 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"> ● Implementation of Structured Literacy Pedagogy in primary years) ● Development and implementation of literacy specific strategies in years 9 and 10 ● Development of graduate profiles at key transition points 	<ul style="list-style-type: none"> ● All cohorts in year 1-6 will demonstrate accelerated progress in reading, measured by Ideal platform testing, and PAT Reading Comprehension. ● All cohorts in Years 7-10 will make accelerated progress in Reading Comprehension measured against PAT Reading Comprehension Scale score progressions
<p>We will increase endorsement and University Entrance achievement rates</p>	<ul style="list-style-type: none"> ● Restructure of Deaning system to support specific year groups. ● Review and refresh of NCEA curriculum to offer increased number of endorsement opportunities, and curriculum balance for students. ● Provide mentoring and targeted Careers Education for learners in years 9 and 10. 	<ul style="list-style-type: none"> ● 50 students across years 11-13 will gain certificate endorsements at Merit or Excellence. This would represent an increase of 9 on 2021 ● 60% of eligible students will achieve University Entrance. This would represent an increase of 20% on 2021
<p>We will improve school wide wellbeing to foster conditions for engagement and achievement. A culture of “high care and high expectations” should guide our work</p>	<ul style="list-style-type: none"> ● Implement Wellbeing Curriculum via Kia Kaha hour. Ongoing PLD and engagement with PEEC. ● Develop leadership structure within staff and student bodies for wellness and 	<ul style="list-style-type: none"> ● Kia Kaha will continue and a student voice data pool will be established to measure and assess impact ● Impact of Wellbeing leadership structures will be assessed through student and staff

	<p>wellbeing</p> <ul style="list-style-type: none"> ● Imbed Toku Ara in school curriculum 	<p>voice evidence gathering</p> <ul style="list-style-type: none"> ● Toku Ara continues in 2023 with further modifications
<p>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.</p>	<ul style="list-style-type: none"> ● Incorporate cultural competency into leadership structure of the school. ● Undertake consultation with Iwi and Whanau representatives around “success as Maori” and Local curriculum ● Engage with Culturally Responsive and Relational Pedagogy programme with PLD provider, including Rongohia Te Hau measuring tool. 	<ul style="list-style-type: none"> ● Whanau Committee established - Success as Maori defined by committee ● Iwi engagement plan established ● Increase in the number of students choosing Te Reo Maori in year 10 in 2023 ● Continue to have no disparity between outcomes for Maori and outcomes for all students in NQF success data.



Analysis of Change Priorities 2022-24

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 Achievement	Literacy achievement is the strongest link to academic outcomes in upper secondary school. There is currently an achievement disparity between boys and girls.	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.
Endorsement outcomes	Achievement data shows that student performance falls away as students move through the NCEA Levels. This has culminated in lower than desirable success rates in University Entrance.	Increasing endorsement and University Entrance achievement rates is a by product of moving towards a culture of academic excellence and achievement	Creating “engaged” students who are equipped to be “lifelong learners”.
Wellbeing of School Community	Wellbeing is a crucial base for engagement in learning and achievement of individual potential. Wellbeing data collected from across the school in 2019 shows several wellbeing “pinch points” in a student’s school journey.	Wellbeing creates conditions for engagement and achievement. A culture of “high care and high expectations” should guide our work	Establishing “positive and productive partnerships” between our Kura and its key stakeholders.
Local Curriculum Development and Iwi partnerships	Iwi partnerships and the ability, through our curriculum to “tell our story” is an element of Kura development expressed through the	There is genuine connection and partnership with Iwi in our curriculum design. This is important as part of a genuine commitment to Te Tiriti O	Creating “positive, productive partnerships” to foster “connected and confident” learners.

	NELPS. We know our curriculum lacks genuine Iwi voice at present	Waitangi.	
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Strategic Goals and Initiatives 2022-24

Goal	Initiative/s	Measurement of Success
<p>We will increase rates of literacy 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"> ● Implementation of Structured Literacy Pedagogy in primary years) ● Development and implementation of literacy specific strategies in years 9 and 10 ● Development of graduate profiles at key transition points 	<ul style="list-style-type: none"> ● Accelerated Literacy progress based on Ideal and PAT metrics ● Achievement rates in literacy and numeracy co-requisite from 2023 ● Graduate Profiles embedded in the everyday language of learning at the school.
<p>We will increase endorsement and University Entrance achievement rates</p>	<ul style="list-style-type: none"> ● Restructure of Deaning system to support specific year groups. ● Review and refresh of NCEA curriculum to offer increased number of endorsement opportunities, and curriculum balance for students. ● Provide mentoring and targeted Careers Education for learners in years 9 and 10. 	<ul style="list-style-type: none"> ● Endorsement and UE achievement rates equal to, or exceeding decile band comparisons by 2024 - including equity for Maori and male learners.
<p>We will improve school wide wellbeing to foster conditions for engagement and achievement. A culture of “high care and high expectations” should guide our work</p>	<ul style="list-style-type: none"> ● Implement Wellbeing Curriculum via Kia Kaha hour. Ongoing PLD and engagement with PEEC. ● Develop leadership structure within staff and student bodies for wellness and wellbeing ● Imbed Toku Ara in school curriculum 	<ul style="list-style-type: none"> ● Increased wellbeing expressed through Kahui Ako survey, particularly at identified risk points ● Wellbeing and wellness accountability imbedded into leadership structure.

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.

- Incorporate cultural competency into leadership structure of the school.
- Undertake consultation with Iwi and Whanau representatives around “success as Maori” and Local curriculum
- Engage with Culturally Responsive and Relational Pedagogy programme with PLD provider, including Rongohia Te Hau measuring tool.

- Local curriculum documented to reflect aspirations of Iwi.
- Improvement in Rongohia Te Hau trends over three year period
- Accountability for Cultural Competency and Te Ao Maori imbedded into leadership structure.



Annual Action Planning based on WAS Strategic Targets 2022-24

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

Initiative	Actions for 2022	Accountability
1. Continuing implementation of Structured Literacy Pedagogy in primary years.	<ul style="list-style-type: none"> • Continue relationship with Learning Matters and direct staffing resource in terms of Specialist Classroom Teacher role to continuing professional growth for staff. • Develop a Structured Literacy induction programme for new teachers. 	<ul style="list-style-type: none"> • Principal • Senior Leader - Year 1-6 • Learning Support
2. Develop and implementation of literacy specific strategies in years 9 & 10 programs	<ul style="list-style-type: none"> • Engage Learning Matters to work with year 9/10 teachers around strategies that support structured literacy methodology • Develop a strategic plan for literacy in this area and tie to graduate profile 	<ul style="list-style-type: none"> • Principal • Senior Leader - Year 7-10 • Literacy specialist - Year 7-10
3. Develop graduates profile at key transition points - 6/7	<ul style="list-style-type: none"> • Conceptualise and develop language of graduate profile - including specific 	<ul style="list-style-type: none"> • Principal • Senior Leaders - curriculum

<ul style="list-style-type: none">- 8/9- 13/Leave	competency statements for literacy and numeracy	
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Goal 2 : We will increase University Entrance and Endorsement results

Initiative	Actions for 2022	Accountability
1. Restructure of Deaning systems SLT to support specific year groups and development of tracking and mentoring systems.	<ul style="list-style-type: none"> ● Restructure existing Dean Team to support Year Groups ● Develop Tracking and mentoring system to support students in each phase of the NCEA Journey 	<ul style="list-style-type: none"> ● Principal ● Senior Leader - Year 11-13
2. Review and refresh NCEA curriculum to offer increasing number of endorsement opportunities	<ul style="list-style-type: none"> ● Update Course Handbook to make endorsement opportunities clearer to students ● Track students towards endorsement in a systematic and ongoing manner, including contact with Whanau ● Enable KAMAR Student and Parent Portals to enable real time information to be available to stakeholders 	<ul style="list-style-type: none"> ● Senior Leader - Year 11-13 ● Senior Leader - Year 11-13 ● ICT Network Manager, Senior Leader - Year 11-13
3. Continue to Strengthen Learning Support structures and resourcing across the school	<ul style="list-style-type: none"> ● 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 ● Senior Leader - Inclusion ● Learning Support Coordinator



Goal 3: We will improve school wide wellbeing to foster conditions for engagement and achievement.

Initiative	Actions for 2022	Accountability
1. Improve and imbed wellbeing curriculum throughout kia kaha hour and throughout alignment with health curriculum	<ul style="list-style-type: none"> • Refresh Wellbeing Team and include key personnel from within curricula health 	<ul style="list-style-type: none"> • Principal, Senior Leader - Inclusion
2. Develop Leadership Structure within staff and students bodies for wellness and wellbeing.	<ul style="list-style-type: none"> • Refresh Wellbeing Team to ensure representation from across the school. • Student Wellbeing Team created with representation from across the school • Re surveying of student body to assess wellbeing developments over the last 2 years 	<ul style="list-style-type: none"> • Principal, Senior Leader- Inclusion • Senior Leader - Inclusion, Wellbeing Team. • Senior Leader - Inclusion
3. Imbed Toku Ara into school curriculum	<ul style="list-style-type: none"> • Develop strategic Plan for Toku Ara, including a staffing and financial strategy • Develop a framework to support Toku Ara Graduates as they return to school from Toku Ara. 	<ul style="list-style-type: none"> • Principal, Toku Ara Director • Principal, Senior Leader - Year 7-10, Toku Ara Director



Goal 4 : We will create genuine connections and partnerships with Iwi in our curriculum design, as part of our commitment to Te Tiriti O Waitangi

Initiative	Actions for 2022	Accountability
1. Incorporate Cultural competency into the leadership structure of the school.	<ul style="list-style-type: none"> • Create a role within the Senior Leadership Structure focussing on Cultural competency • Design a three year action plan for engagement with Iwi and local curriculum design 	<ul style="list-style-type: none"> • Principal • Senior Leader - Equity, Curriculum Senior Leaders.
2. Undertake conversation and consultation with Iwi and Whanau representatives arounds "Success as Maori" and Local Curriculum	<ul style="list-style-type: none"> • Identify key people in Iwi Organisations for consultation • Design an engagement plan with our Kahui Ako partner schools 	<ul style="list-style-type: none"> • Principal, Senior Leader - Equity • Kahui Ako Leads.
3. Engage with Culturally Responsive and Relational Pedagogy. PLD with providers, including participation in Rongohia Te Hau	<ul style="list-style-type: none"> • Link CR and RP descriptors explicitly to Professional Growth Cycle documentation • Undertake Rongohia Te Hau as part of ongoing internal evaluation programme 	<ul style="list-style-type: none"> • Principal, Senior Leaders • Principal, Senior Leader

