



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 2024-26
Annual Implementation Plan 2026



Overview - Whangamatā 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 Whānau alongside our capacity in Tikanga Maori.



What we know about our Students

Percentage of Students Yrs 2 - 8 at or above age expected level (Adjusted to reflect mid-year 2025 OTJ's)

	All	Male	Female	Maori Students
Reading	62%	53%	74%	46%
Writing	61%	51%	66%	43%
Mathematics	68%	64%	74%	58%

NCEA Achievement

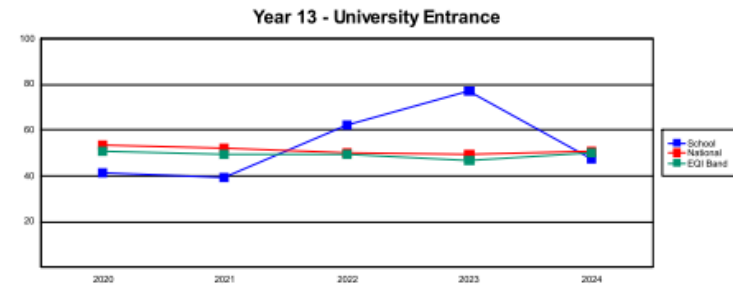
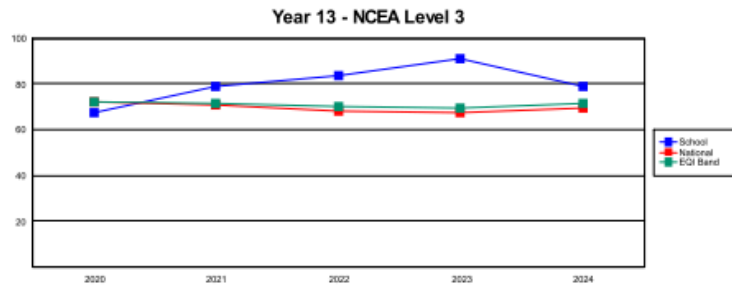
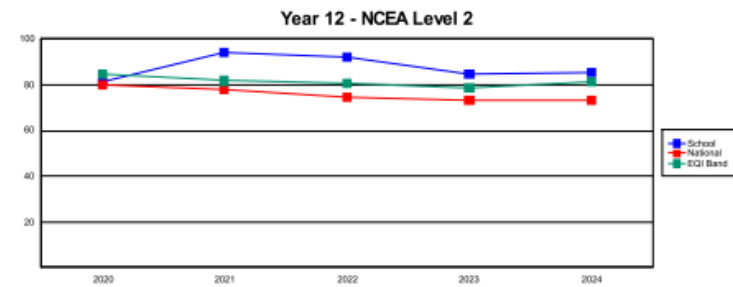
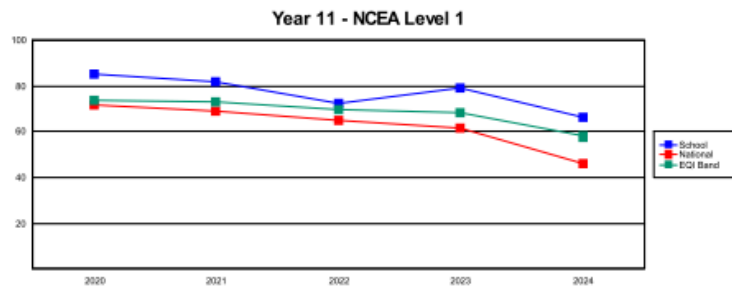
Achievement in NCEA and UE: Whangamata Area School

Generated 8-Mar-2025



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
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	78.9	84.9	90.9	77.3	61.7	73.2	67.7	49.7	68.2	78.5	69.1	46.7
2024	66.7	85.1	78.9	47.4	45.9	73.6	69.4	50.6	58.0	81.4	71.7	50.0



NCEA achievement continues to be pleasing when measured against both national and EQI band averages. While there was a dip in level one outcomes in 2024, this was consistent with a dip across the whole country, largely due to tightened literacy and numeracy requirements. While University Entrance achievement was also down on 2024, it is satisfying that we have now established an

improvement trend in this area over the last three years. We are also pleased that these outcomes are also being accompanied by larger cohort sizes, so more senior students are remaining at school for longer, and achieving better outcomes.



Our Strategic Priorities 2024-26

Goal	Initiative/s	Annual Targets 2026
<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"> ● Māori and male students in years 3-10 will make accelerated progress in writing to bring their achievement to within 10% of that of female students. ● At least 60% of our year 10 cohort will achieve the corequisite assessments in Reading, Writing, and Numeracy. ● NCEA success rates, including endorsements, will match or be above national and EQI band averages. ● 60% of year 13 students will achieve university entrance.
<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"> ● Schoolwide regular attendance will improve to 55% of all students and 80% of students will be attending 80% of days. ● Our Attendance Management Plan will be implemented to support progress towards this target ● Curriculum will be reviewed with stakeholders to ensure it fulfills the aspirations of the school community, and meets the outcomes articulated in the learner profile.

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 Whānau Group
- Re-establish Te Reo Māori 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 our significant waiata
- Feedback from whānau hui will be actioned and whānau group will meet at least 4 times during the year to continue their input into the offerings at WAS



Analysis of Change Priorities 2024-26

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 Whānau 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 Whānau.	Creating “positive, productive partnerships” to foster “connected and confident” learners.



Strategic Goals and Initiatives 2024-26

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 Whānau Group 	<ul style="list-style-type: none"> ● Curriculum designed to reflect aspirations of Iwi and Whānau.

<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 Māori 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 Māori 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 2024-26

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 2026	Accountability
1. Imbedding of Structured literacy programme in years 1-8	<ul style="list-style-type: none"> • Imbed Structured literacy and sustain in 2026 without the support of external provider. 	<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"> • Develop approaches to teaching of writing in years 1-8 based on external provider intervention in 2025. • Develop a set of expectations for student writing in year 9 and 10, and deliberately incorporate writing opportunities across the curriculum. 	<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"> • Review curriculum to ensure alignment with learner profile and community aspirations. • Review Learner profile alongside review 	<ul style="list-style-type: none"> • Principal • Deputy Principals - 1-6, 7-10, 11-13

	<ul style="list-style-type: none">• of curriculum	
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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"> Continue to promote events targeting house culture and healthy competition within the house system. 	<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"> Implement new attendance coding and STAR process via Deans system to improve clarity and communication around attendance Develop in school pastoral system for students struggling with barriers to attendance 	<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. 	<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 Whānau in our curriculum design. This is important as part of a genuine commitment to Te Tiriti O Waitangi.

Initiative	Actions for 2025	Accountability
<ul style="list-style-type: none"> Continue to link with and expand Whānau Group 	<ul style="list-style-type: none"> Continue with regular group and individual Whānau Hui. Expand conversations to incorporate a greater number of Whānau Actively involve whanau group in the refurbishment plans for Te Piringa 	<ul style="list-style-type: none"> Principal Deputy Principal - Equity
<ul style="list-style-type: none"> Imbed Maori Performing Arts in NCEA curriculum by allowing a full subject line for this. Staff to ensure success. 	<ul style="list-style-type: none"> Seek and appoint staff with the expertise to run a successful MPA programme Timetable MPA in a single line so it carries the same subject status as other NCEA courses. Continue to build Te Reo Māori capacity amongst staff and students to increase the likelihood of Te Reo being an NCEA option in 2026. 	<ul style="list-style-type: none"> Principal Deputy Principal - Equity
<ul style="list-style-type: none"> Continue to 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 Whānau group and Iwi reps on appropriate Waiata and Haka for our Kura Timetable learning opportunities for our Tikanga across year levels. Develop a WAS Tikanga framework so that our Tikanga is documented and preserved. 	<ul style="list-style-type: none"> Principal Deputy Principal - Equity Deputy Principal - Inclusion

