



Windsor North School

Strategic Plan 2023-2025

Our School, Our Vision, Our Values

Windsor North is the 2nd oldest Primary School in Invercargill. The schools logo of the heart and shield entwined, radiates aroha, where we value connection, diversity and the contribution of our past and present.

Our School's learning philosophy rests on the two key vision principles:



Learning Living - Ako Oranga:

- We want learning to be purposeful and future focused
- We strive for continued growth and progress, the belief that every learner can stretch and continue to grow.

Be our Best - Kia pai rawa atu au

- Strive to achieve success and happiness, in learning and life.

Our Values

RESPECT (manaakitanga), RESPONSIBILITY (whakaute) and RESILIENCE (Manawaroa) are woven into our learning process - STRIVE!



Our Activators (Goals)

We have 3 drivers that we believe are relevant, rich, engaging and future focused to support the continued progress of our school. Each activator connects with all stakeholders and focuses on being our best and continued growth.

The activators reflect the vision, the longer term goals of the school, NZ Curriculum Refresh and National Education Learning Priorities (NELPS)

This strategic plan aims to:

- Provide educational success for all learners/ ākonga,
- particularly providing continued progress for those that are already doing well.
- Lift the learning progress of our priority learners, and students with special education needs.

Our Learning Principles

High Expectations: supporting and empowering all learners akonga (students, staff) to learn and achieve personal excellence, regardless of their individual circumstances.

Learning to Learn: encouraging all learners to reflect on their own learning processes and to learn how to learn.

Community engagement: our curriculum has meaning for learners. Connects with a future focus to their wider lives and community.

Treaty of Waitangi: acknowledging the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa.

Inclusion: our curriculum ensures that learners' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed

Achieving Our Strategic Goals

When planning to achieve our Strategic Goals, we will aim to incorporate the following steps:

First Year of Strategic Goal:

- Identifying
- Consulting
- Researching
- Developing
- Liaising
- Training

Second Year of Strategic Goal:

- Developing
- Introducing
- Consulting
- Communicating
- Integrating
- Monitoring

Third Year of Strategic Goal:

- Full implementation
- Integrating
- Consulting
- Reviewing
- Articulating
- Embedding



OUR ACTIVATORS

Leaderful Learning

Taking Responsibility
Whakaute

Standing Tall With Respect
Manaakitanga

Resilient Thinkers
Manawaroa

Continued Improvement

Our success is creating learning for the future that:

Has Transparency

Has Connection

Has Strong Learning Framework



Engagement
Whakauru

Inclusivity
Te Tiriti o Waitangi

Value All
Hauora

Collaborative Connections

Learning for Living **Ako Oranga**

Be our best Kia pai rawa atu au



VISION Learning for Living, Be our Best!

VALUES / LEARNER QUALITIES

Section 3
Our 3 Year Strategy

2023-2025

Stand Tall
with
Respect



Take
Responsibility



Resilient
Thinkers



Inclusivity



Value All



Engagement



OUR ACTIVATORS



LEADERFUL LEARNING

Growing high performing and capable leaders (Staff/ Akonga)



CONTINUED IMPROVEMENT

Moving forward with a future focus learning framework and bringing everyone on the journey



COLLABORATIVE CONNECTIONS

Strengthening partnerships and nurturing relationships

OUR INITIATIVES

- 1.1. Governance** - building strong structures, (NELP 4&6)
- 1.2. Develop student agency** - students owning and understanding their learning process, and progress (assessment capability) (NELP 3&4)
- 1.3 Invest in leadership growth including:**
 - coaching capabilities to enable stretch and support needs of the learner
 - student leadership (NELP 1, 4 &6)

- 2.1 Build a strong learning framework** - with and understanding of deep thinking and transference (NELP 2,3,4,6&7 and ERO Evaluation Focus)
- 2.2. NZ curriculum refresh** - engage in external facilitators to form coherent practice. Stage 1 Mathematics, Stage 2 Literacy (NELP 3,4,6&7 & ERO evaluation)
- 2.3 Support and encourage students** to be resilient, responsible, respectful and demonstrate STRIVE (NELP 1, 2,4 &6)

- 3.1 Develop a framework for Cultural Responsiveness** (NELP 1,2,5 &8)
- 3.2. Strengthen community learning partnership** - whānau and wider community to be engaged for wider educational gain (NELP 1,3,4, 6, 7&8)
- 3.3 Build engaging environment** - Our practices, and programmes align to provide a culturally responsive, safe and inclusive environments (NELP 1, 2,5 &8)

OUR SUCCESS IN CREATING LEARNING FOR THE FUTURE THAT HAS ...



Transparency - and is built on high expectations. Where akonga, staff know **WHY** we do what we do, **HOW** we go about it, and **WHAT** we are focusing on.



Strong Learning Framework - Te Mātaiaho. Where staff continually refine and develop learning to ensure student engagement and progress.



Connection - where staff, students and whānau are valued and collaborate to ensure progress is key for the learner.

BUSINESS AS USUAL

Planning and Evaluation: On-going programme of evaluation and self-review to gauge how well we are achieving our objectives.
Personnel: Maintain a positive, supportive environment for staff, promoting high levels of performance. **Community Partnership:** Keeping the school community well informed of the school's plans and activities. **Finance:** Allocating and monitoring funds to the best advantage of teaching and learning. **Property and Health and Safety:** Ensure the school's facilities and equipment provide a safe and healthy environment. Ensure a safe, emotional and inclusive learning environment.

Learning for Living, Be Our Best

OUR ACTIVATORS

Leaderful Learning

Continous Improvement

Collaborative Connections

Business as Usual

MEASURES OF SUCCESS

1.1. Governance - evidence of practice shift/self review process formed
1.2. Develop student agency - % of students learning progressions demonstrate why, how and what 2023 60%, 2024 -70%, 2025-80%
1.3 Invest in leadership growth - evidence of leadership growth in coaching with staff when reviewing, designing programme & TAPS

2.1 Build a strong learning framework - % of coherence in learning progressions development 2023 60% understanding, 2024 -70%, 2025-80%. Teacher reflection on confidence in design development
2.2. NZ Curriculum Refresh - With external facilitators form a Mathematics/Literacy coherent framework: 2023 - research, review 2024 - introduce/monitor, 2025 full implementation
2.3 STRIVE - year on year increase in the number of students recognised by their peers, staff and Whānau demonstrating STRIVE values/learning qualities 2023- 60%, 2024 -75%, 2025-85%.Include student self review increase in skill progress.

3.1 Develop a framework for Cultural Responsiveness
 With external facilitators & whānau together form a plan.
 • 2023- whanau consultation. and form draft plan
 • 2024 review and develop target focus areas
 • 2025 imbed/monitor
3.2. Strengthen community learning partnership - Year on Year increase in the number of whānau and people participating in students learning. and school 2023-50% 2024-60%. 2025- 70%
3.3 Build engaging environment - % increase (through consultation and surveys) parents/students being informed and connected.

IMPLEMENTATION OUTCOMES

2023

2024

2025

Governance - Continue to develop self review process capturing key stakeholders voice

Continue to develop and build positive, strong structures. Each member understanding portfolios. to ensure clear succession planning.

Student Agency - 2023 researching, reviewing and trial ways to engage and develop assessment capability that supports progress shift. Working with Evaluative Associates

Linking key assessment capability and student practice within mathematics and Literacy development

Imbedding core practices within all areas of programme design

Leadership Growth - Working with Mark Sweeney in effective coaching to support programme progress. Collect student and staff voice to assist with coherence and impact.

NZ Curriculum Refresh
 Working with Evaluative Associates in review and development of the new mathematics progression framework

Continue implementation and link assessment capability/ progress reporting
Looking at coherence and maths pedagogy- survey staff/ students for consistency.

Develop, Implement and Form Learning Progressions based on the process of learning that connects STRIVE, The Learning Pit, PB4L and 5C and Inquiry process to assist in learning. Collect student voice

Cultural Responsiveness - Connect with outside providers to support school development. Provide Whānau Hui's to engage and collect voice understandings.

Form a Cultural Responsiveness Plan - Develop whānau partnership

Implement and develop key focuses of the plan imbedding into every day practice

- Build regular connected partnerships to share learning
- Develop STRIVE projects within the school and wider community
- Focus on positive learning environment and wellbeing - implementation of the MITEY programme

Planning and Evaluation: Maintain an on-going programme of evaluation and self-review to gauge how well we are achieving our objectives.
Personnel: Maintain a positive, supportive environment for staff, promoting high levels of performance.
Community Partnership: Review and refine communication systems with update of ETAP simplify, Rebrand PTA to align with community and school needs. Ongoing review of school zoning/cohort entry and out of zone placement/transitions to school
Finance: Allocating and monitoring school funds to the best advantage of teaching and learning - review process/especially technology
Property and Health and Safety: Property B Block refurbishment, fencing, roofing, senior playground upgrade, building allocation - library



Learning for Living, Be Our Best

Windsor North School
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