



Windsor North School Strategic Plan

2024-2025

Our Vision and Our Values



Our Strategic Overview

Our Activators

LEADERFUL LEARNING

Our team (students and teachers) leading great learning

CONTINUOUS IMPROVEMENT

Growing coherent practice

COLLABORATIVE CONNECTIONS

Building positive partnerships with whanau and our local community

Initiatives

1a Grow collective teacher efficacy in learning competencies

1b Build frameworks for student agency

2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model

3a Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi

3b Enhance engagement

What will this look like?

1a Kaiako/teachers sharing high expectations and evidence of growth with each other, ākonga/learners and their whānau through STRIVE (PB4L), Mitey and Skill Based Learning Design.

1b Students along with their teachers will be able to talk and assess learning at a deeper level to form next learning progress steps with focus in English and Mathematics/Statistics.

2a Review of Mathematics Programme to ensure coherence in both practice and assessment align.

2b Commence the development of review in reading and writing programme development.

3a Development and implementation of a local curriculum plan linking values, local stories, history and Te Reo and Tikanga Maori.

3b Enhancing communication and learning partnership with HERO development.

Our Values

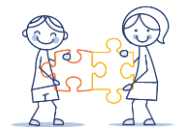
Whanaungatanga
Building Relationships



Manawaroa
Resilient Thinkers



Te Tiriti o Waitangi
Inclusivity




Strategic Plan 2024-2025


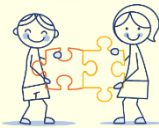
Our Vision: Learning for Living – Ako Oranga

Our Mission: Striving to be our Best – Kia pai rawa atu au

Forming our Strategic Focus: To form our two year strategic focus we used the following information fields to form our goals and aspirations within our strategic and annual plans for 2024-2025.

- **Data Focus:** Mathematics and Writing 2023 mid-year and end of year data collection showed that we had areas to grow in, in particular the development of strand assessment combined with number analysis. Writing development in particular focusing on coherence in surface feature development, plus assessment capability across genre texts to make informed levelling.
- **Community Engagement:** We held student parent hui sessions where students shared their learning and together provided reflections on key questions linking to our vision, values and focus areas [Strategic Planning - Community Consultation 2023](#) [2023 Feedback- Whanau/ Staff](#). Staff and students provided feedback in our Mitey/Mana development, staff shared feedback in where they see focus points going forward at the end of year review. [Whanau, Student and Staff Consultation](#)

Our Activators	National Education Learning Priorities	Board Primary Objectives	Intended Outcomes	Our Accountability	Our Resources	Our Measures
<p>LEADERFUL LEARNING</p> <p>Our team (students and teachers) leading great learning</p> 	<p>Objective 1 Priority 1: <i>LEARNERS AT THE CENTRE</i> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Learners with their whānau are at the centre of education</p> <p>Objective 2 Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ ākongā, disabled learners/ākongā and those with learning support needs</p>	<p>The school: (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and the school is inclusive of, and caters for, students with differing needs;</p>	<p>To have implemented a cohesive clear progression learning design for Year 1-3, Year 4-6, teams and staff. The learning design will outline expectations, processes systems and teaching elements to grow and continue to embed:</p> <ul style="list-style-type: none"> • STRIVE (PB4L) • Mitey and the Mana Model • Learning competencies through Tahi Time, ICE, STEM and Project base learning within our school. <p>This will form our learners profile Year 0-6.</p> <p>Students to become confident agentic learners (own and drive their learning) with support of their teachers and learning scaffolds. They will be able to talk through their learning to support what they can do successfully, what their next learning steps will be to continue learning progress within English and Mathematics/ Statistics.</p>	<p>Research and review current practices and realign to form a connected learning framework which weaves and aligns into STRIVE including:</p> <ul style="list-style-type: none"> • School values, 5C's inquiry practices • Learning progressions <p>Trial pro-types and collect student voice to see if it is making positive impact to learning.</p> <ul style="list-style-type: none"> • Research to gain clarity on effective student agency • Review current practices • Teams developing coherent structures to trial assessment capability that supports progress shift, and purpose. Focus trial in Mathematics. 	<p>PB4L Tier 2 2024 – \$10,000 to support STRIVE/ MITEY and PB4L developments in tracking and monitoring</p> <p>Implementation and development of school wide resources \$2000 for 2025</p> <p>Lead by PB4L Lead</p> <p>Professional Learning Development and resource support \$2000 – look at PLD application for 2024-2025 \$10,000</p> <p>Lead By Leadership Team</p>	<p>Learning Competencies Progression Development - In 2024 60% understanding, of our WHY and forming coherent practices across the school. 2025 increase rigour</p> <p>STRIVE/ PB4L - year on year increase in the number of students recognised by their peers, staff and Whānau demonstrating and PB4L Set review</p> <p>Student Agency Linking to the Common Practice Model form within Mathematics and English shared understanding of progressions and assessment rubric In 2024 60% understanding, of our WHY and forming coherent practices across the school. 2025 increase rigour.</p>

<p>CONTINUOUS IMPROVEMENT</p> <p>Growing coherent practice</p> 	<p>Objective 2 Priority 4: Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p>Objective 3 Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>Achieving equitable outcomes for Māori students</p>	<p>Our Mathematics and Statistics Programme reflects Te Mātaiahō. It has clear programme expectations to ensure coherence and progress from 6 months to end of Year 6 to support continued learning shift for our ākonga. It outlines assessment expectations and explicit teaching practices in line with the Common Practice Model.</p> <p>Form a strategic activator reference group to support the commencement review of English (reading and writing) that will reflect the developments of Te Mātaiahō. Including: assessment capabilities, learning progress scaffolds in: spelling/phonic development/reading and structured literacy/writing/visual and oral language. Recognising our local stories and Te Tiriti o Waitangi.</p> <p>This will support the development in raising writing shift and progress within our school.</p>	<p>In review and development of the new Mathematics and English progression framework, and curriculum refresh</p> <p>Unpack:</p> <ul style="list-style-type: none"> • Progression development Year 1-3 and Year 4-6 • Assessment Monitoring Early Years kete/ data gathering • Linking student agency/ Common Practice Model • Linking transition points and working together with pre-schools and contributing Year 7-8. 	<p>Working with Evaluative Associates and other Mathematic Support Agencies</p> <p>\$6000 to support professional Development 2024 and again for 2025.</p> <p>Building classroom resource development for programme implementation PTA/ Board \$3000 contribution</p> <p>Reading resources in 2025 \$6000</p> <p>Lead By Leadership Team</p>	<p>Mathematics - With support from external facilitators form a Mathematics framework – including long term plan overview, assessment guidelines linking to HERO data collection, progression development and common practice model recommendations by the end of 2024. 2025 implementation, monitor and further guidance.</p> <p>Literacy - Research, review 2024, 2025 development and build programme design based on new guidelines</p>
<p>COLLABRATIVE CONNECTIONS</p> <p>Building positive partnerships with whanau and our local community</p>	<p>Objective 1 Priority 2: Have high aspirations for every learner /ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p>Objective 3 Priority 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>The school gives effect to Te Tiriti o Waitangi, including by:</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;</p>	<p>Working with Whanau and Iwi to form a cultural implementation plan for our school linking local curriculum, our school values, local stories, history and Te Reo and Tikanga Maori and Te Tiriti o Waitangi.</p> <p>Enhancing communication and learning partnership with HERO development.</p> 	<p>Form a cultural responsiveness (Whanau whakamahere) plan. This includes:</p> <ul style="list-style-type: none"> • At least once a term Whānau Hui • Engage and collect voice understandings from all stakeholders • Focuses on local stories of our area, Te Reo and Tikanga development • Weaving our multicultural fabric within all we do • Share HERO developments through student / parent sessions. 	<p>Waihopi Iwi Support and NZSTA training in planning and development. Look at Te Reo Development and ongoing support – 2024/ 2025</p> <p>Lead By Leadership Team and WNS Board \$6000 for set up of HERO 2024.</p> <p>Support ongoing development and training 2025 \$1000</p> <p>Lead By Admin, Leadership and Teaching Staff Team.</p>	<p>With external supports and whanau, form a cohesive plan that reflects the diversity of our community. During 2024 continue whanau consultation, and form draft plan 2025 review, develop and target one focus area.</p> <p>Enhancing Communication - Increase the percentage of parents/students being informed and connected. using the new HERO system.</p>



Strategic Plan Road Map 2024-2025

STRATEGIC GOAL	2024				2025				WHAT IT LOOKS LIKE
	T 1	T 2	T 3	T 4	T 1	T 2	T 3	T 4	
LEADERSFUL LEARNING	<p>Grow collective teacher efficacy in learning competencies</p> <p>Build frameworks for student agency</p>								<p>1 a Students applying STRIVE and Mitey principles within all learning contexts. Students owning their learning and knowing where they are at and what they need to do next through scaffold platforms.</p>
CONTINUOUS IMPROVEMENT	<p>Review school Programmes inline with the NZ Curriculum Refresh and Common Practice Model</p>								<p>Strong rich Mathematics and Stateistics, Writing and Reading programmes are operating that reflections new learning progressions</p>
COLLOBORATIVE CONNECTIONS	<p>Work with whanau, and local iwi to form a strong cultural responsiveness approach</p> <p>Enhance engagement</p>								<p>Strong cultural presence and engagement is within the school that reflects the community.</p>