



Windsor North School  
Invercargill

**Strategic Plan 2025-2026**

**2026 Annual Implementation Plan**

*Learning for Living - Ako Oranga  
Be our best - Kia pai rawa atu au*

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Principal/ Tumuaiki  
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## Our Strategic Vision

# AKO ORANGA

Whāia te mātauranga hei oranga mō koutou  
*Pursue learning for your well-being.*

Our belief is that learning is a pathway to a better life and a key component of overall well-being. Why this whakataukī connects to our vision and beliefs:

- **Ako:** Refers to learning, but also includes the concept of reciprocal learning and teaching, where both the teacher and learner benefit.
- **Oranga:** Encompasses physical, mental, emotional, and spiritual well-being, highlighting a holistic approach to health.
- **Whāia:** Means to pursue, strive for, or follow, indicating an active and ongoing effort to learn.
- **Learning and Wellbeing:** The core message is that seeking knowledge and understanding is essential for a fulfilling and healthy life.
- **Collective Benefit:** The phrase "mō koutou" (for your wellbeing) highlights that the benefits of learning extend beyond the individual to the wider community.
- **Māori Values:** This whakataukī aligns with key Māori values such as whanaungatanga (relationships), manaakitanga (care and support), and kaitiakitanga (guardianship), all of which are enhanced through education and shared knowledge

This whakataukī is a powerful reminder that education is not just about acquiring knowledge, but also about nurturing one's overall well-being and creating a positive future.



## Our Mission

### For our akonga to ...

- **Believe** that learning is not just about gaining knowledge, but about growing as a whole person.
- **See** that learning is not limited to the classroom – it is something we live every day. It happens in our relationships, our environment, our culture, and our choices. It includes academic growth, but also personal development, emotional wellbeing, cultural identity, and social connection.
- **Embrace** *ako* by recognising that everyone – students, teachers, whānau, and community – has something to offer and something to learn.
- **Walk together as learners**, guided by our Strive Values (Respect, shared responsibility, resilience, inclusivity, curiosity and valuing what is around us, and being engaged).

Our school is a place where diverse voices are valued and celebrated.



## Our Values

### STRIVE to be our best - Kia pai rawa atu au

The following learning dispositions aid us as a learner to take risks, go deeper with our learning and work and learn to our best!



#### Manaakitanga - Stand Tall as Learners

- Communicate effectively and respectfully.
- Be kind, act as upstanders, and care for belongings.
- Show empathy, compassion, and respect in all interactions.



#### Whakaute - Take Responsibility for Learning

- Seek help and ask questions to deepen understanding.
- Embrace a growth mindset, participate actively, and manage self.
- Reflect on progress and value feedback for continuous growth.



#### Manawaroa - Resilient Thinkers

- Demonstrate perseverance and embrace challenges (learning pit).
- Learn from mistakes and persist when faced with difficulties.



#### Te Tiriti o Waitangi - Inclusivity

- Collaborate effectively, respecting diverse perspectives.
- Create a welcoming, supportive environment for all learners.



#### Hauora - Value All

- Embrace feedback and understand personal learning needs.
- Prioritise wellbeing and appreciate life's opportunities for growth.



#### Whaakauru - Engagement

- Engage actively in learning, questioning, and making meaningful connections.
- Use imagination, reasoning, and resources to enhance understanding and strategic thinking.





## Our Activators

# How we Drive our Vision, Mission and Values

### Strategic Road Map

#### AKO

#### **Leaderful Learning /Continuous Improvement**

2026 focus will be formed on the implementation and development of Structured Literacy and Mathematics



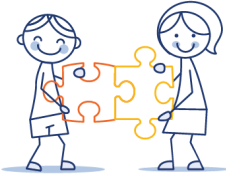
- Where agency meets connection and joy: Nurturing the well-rounded learners of tomorrow
- Consistent, coherent practices in the implementation of the new curriculum developments
- Consistent, coherent practices in the implementation of Assessment Process to support learning

#### Oranga

#### **Collaborative Connections/ Partnerships**

- Continuing to growing culturally inclusive and responsive practices - Our Kawa - our rituals through STRIVE/ Mitey/ Mana Model , language, kapa haka and cultural groups that connect with our culturally diverse community
- Empowering strong supportive partnerships to foster learning - whānau, hapori (community)
- Enriching the development of our environment, our spaces and our surrounding community.

# 2025-2026 Strategic Plan Overview

Our Activators	Initiatives	What will this look like?
<p><b>AKO - Leaderful Learning (Whanaungatanga):</b></p> <ul style="list-style-type: none"> <li>Foster learner agency to support growth and understanding.</li> <li>Strengthen leadership and equip teachers and learners for future challenges.</li> <li>Develop key competencies and collaborative practices to navigate complexity.</li> </ul>	<p><b>1a</b> Grow collective teacher efficacy in learning competencies</p> <p><b>1b</b> Build frameworks for student agency- linking and building skills in oral language development</p> 	<p><b>1a</b> Kaiako/teachers sharing high expectations and evidence of growth with each other, embedding STRIVE (PB4L), Mitey and Skill Based Learning Design.</p> <p><b>1b</b> 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.</p>
<p><b>AKO - Continued Improvement (Manawaroa):</b></p> <ul style="list-style-type: none"> <li>Review and adapt local curriculum to meet student needs.</li> <li>Enhance consistent, learner-focused teaching practices that reflect the New Zealand Curriculum Refresh.</li> <li>Ensure consistency in assessment practices for ongoing growth.</li> </ul>	<p><b>2a</b> Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) with focus on Structured Literacy and Mathematics</p> <p><b>2b</b> Providing rich, integrated and meaningful learning opportunities, while weaving and integrating rich English, Mathematical skills and key competencies.</p> 	<p><b>2a</b> Development of Structured Literacy and Structured Mathematics Programme to ensure coherence in both practice and assessment alignment.- including asTTle and phonics/ capturing student learning within the HERO platform</p> <p><b>2b</b> Providing rich, integrated and meaningful learning opportunities for students that align with Windsor North School Inquiry Overview- linking in the development of key competencies - Tahī/ Ice Time (Yr 0-3) and Project Based deep learning (Yr 4-6)</p>
<p><b>ORANGA - Collaborative Connections (Te Tiriti o Waitangi Inclusivity):</b></p> <ul style="list-style-type: none"> <li>Promote inclusivity and cultural responsiveness in alignment with Te Tiriti o Waitangi.</li> <li>Strengthen relationships with students, staff, and whānau through shared values.</li> <li>Deepen community engagement and connections.</li> </ul>	<p><b>3a</b> Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi</p> <p><b>3b</b> Enhance engagement</p> 	<p><b>3a</b> Development and implementation of a local curriculum linking values, local stories, history and Te Reo and Tikanga Maori.</p> <p><b>3b</b> Enhance engagement through ongoing development communication and working partnership strategies</p> <ul style="list-style-type: none"> <li>Monitoring attendance</li> </ul>

# 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/ 2024 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><b>AKO LEADERFUL LEARNING</b></p> <p>Our team (students and teachers) lead great learning.</p>	<p><b>Objective 1 Priority 1:</b> 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><b>Objective 2 Priority 3</b> 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:</p> <p><b>(i)</b> is a physically and emotionally safe place for all students and staff; and</p> <p><b>(ii)</b> 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</p> <p><b>(iii)</b> 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><b>1a</b> Kaiako/teachers sharing high expectations and evidence of growth with each other, embedding STRIVE (PB4L), Mitey and Skill Based Learning Design.</p> <p><b>1b</b> 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.</p> <ul style="list-style-type: none"> <li>• Research to gain clarity on effective student agency</li> <li>• Teams developing coherent structures to trial assessment capability that supports progress shift, and purpose. Focus trial in Mathematics.</li> </ul>	<p>School Values underpin culture and climate. They are well understood and modelled. Feedback using data use from HERO re Pb4L on behaviour tracking trends Seeing progress in students applying Mitey skills through different contexts and student voice and reflection</p> <p>Continued personal and professional growth for staff</p> <p>Students receive a sound foundation for learning</p>	<p>STRIVE/ MITEY and PB4L developments in tracking and monitoring Implementation and development of school wide resources \$1000</p> <p>Lead Professional Learning Development and resource support \$500 – look at PLD application Lead By Leadership Team</p>	<p>Consistency in Language of values and in the use of school/ team systems. PB4L and Mitey data points/ student survey</p> <p>Students progress and achievement of student learning Students being able to talk about their learning and understand why they are working on the skills what they need to do and how they do it- plus their next steps- student</p> <p>Monitoring and providing feedback through professional growth cycle</p>

**AKO  
CONTINUOUS  
IMPROVEMENT**

*Growing  
coherent  
practice.*

**Objective 2**  
**Priority 4:**  
Ensure every learner/ ākonga gains sound foundation skills, including language\*, literacy and numeracy  
**Objective 3**  
**Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Every student at the school is able to attain their highest possible standard in educational achievement Achieving equitable outcomes for Māori students

**2a** Development of Structured Literacy and Structured Mathematics Programme to ensure coherence in both practice and assessment alignment.- including asTTle and phonics/ capturing student learning within the HERO platform

**2b** Providing rich, integrated and meaningful learning opportunities for students that align with Windsor North School Inquiry Overview- linking in the development of key competencies - Tahī/ Ice Time (Yr 0-3) and Project Based deep learning (Yr 4-6)

Making sure all students develop strong skills in language, literacy, and numeracy, with a consistent school-wide programme for literacy and mathematics.

Deep learning experiences are embedded into the curriculum delivery

2025 building structured literacy resources \$10000 and Maths \$4000  
Working with Literary Connections In the development of structured literacy, and Maths no Problem professional learning Term 2

Student progress and achievement data  
  
Teacher planning and documentation PLD / Professional Growth Cycle Observation Data  
  
Team / School celebrations/ Tracking and reflections

**ORANGA  
COLLABORATIVE  
CONNECTIONS**

*Building positive  
partnerships  
with whānau and  
our local  
community.*

**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.  
**Objective 3**  
**Priority 5**  
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

The school gives effect to Te Tiriti o Waitangi, including by:  
**(i)** working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and  
**(ii)** taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;

**3a** Development and implementation of a local curriculum linking values, local stories, history and Te Reo and Tikanga Maori.  
**3b** Enhance engagement through ongoing development communication and working partnership strategies

- Monitoring attendance
- Continuing to improve learning environments

We honour Te Tiriti O Waitangi and Maori achieving as Maori  
WNS Cultural Narrative to continue to be developed and embedded -

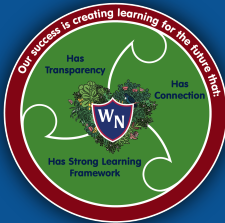
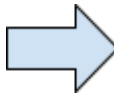
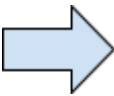
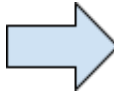
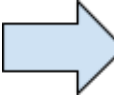
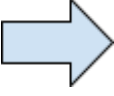
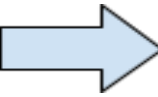
Family whānau are valued and seen as a crucial element of success

Continue to increase attendance and engagement

Working in the development of Te Pōhā over the next 3 years with Mātauraka o Murihiku  
  
Developing and refining our school Te Reo and Maori engagement action plan

Community Surveys'  
  
Ensure Murihuku is consulted and building positive partnerships  
  
Whanau engagement - Whanau hui reflections and feed forward  
  
Attendance data- student and whanau voice / surveys

# 2025 - 2026 Strategic Plan Road Map (Updated)

Goals	Initiatives	2025 - 2026				Success
		Phase 1 (T1/2)	Phase 2 (T3/4)	Phase 1 (T1/2)	Phase 2 (T3/4)	
 <p><b>AKO Leaderful Learning</b></p>	<p><b>1a</b> Embedding STRIVE (PB4L) values, Mitey and consistently.</p>	Review PB4L/ Mitey/ STRIVE	Build and deliver a more consistent approach	Mitey Dev linking Strive - growing and embedding the programme		Our learners are confident in building and maintaining positive relationships using STRIVE/ Mitey
	<p><b>1b</b> 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.- Student Agency</p>	Mathematics development/ assessment framework		Learner focused assessment practices explored (Building learner agency based on new curriculum) focus introduction of using HERO to see learning pathways/ reporting online development		Our learners are talking about their learning what their strengths, are areas to develop and
<p><b>AKO Continuous Improvement</b></p>	<p><b>2a</b> Development of Structured Literacy Programme to ensure coherence in both practice and assessment alignment. <b>(New focus 2025)</b></p>			Structured Lit implementation assessment dev		Our learners know themselves as learners and how to learn.
	<p><b>2b</b> Development of Structured Mathematics Programme to ensure coherence in both practice and assessment align. <b>(New focus 2025)</b></p>	Mathematics focus		Getting to know new Maths curriculum / T2 exploring Maths No Problem resource	Structured Maths implementation Maths No Problem	
<p><b>ORANGA Collaborative Connections</b></p>	<p><b>3a</b> Development and implementation of a local curriculum linking values, local stories, history and Te Reo and Tikanga Maori. - CRT / Exploration</p>	Exploring Inquiry/ project based key competencies programme linking into cultural and local narrative and working with iwi		All staff understand and embed practice to honour the Treaty of Waitangi principles Continue to embed inquiry / project based key competencies		Our learners engage in a rich local curriculum.
	<p><b>3b</b> Enhance engagement through ongoing development communication and working partnership strategies</p> <ul style="list-style-type: none"> <li>Monitoring attendance <b>(New focus 2025)</b></li> <li>Continuing to improve learning environments</li> </ul>	HERO App development/ Kapa Haka		Whanau Hui and development of Te Reo and wider Cultural ESOL development	Continue to embed HERO Attendance - communication with parents and seeing a positive increase pattern over the year.	Continue to foster positive engagement