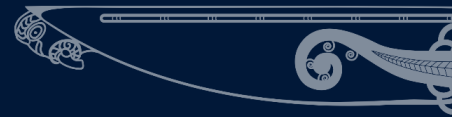




# WINCHESTER SCHOOL

## TE KURA O TE HAONU



A welcoming environment fostering creativity and life long learning.  
He kura maioha, he kura manahau, he kura whakamana tamariki.

## Winchester School Te Kura o Te Haonui Strategic Plan 2024-25

The Winchester School board engaged with the community through various channels, including Pasifika Talanoa, Hui Whānau, Crew Crescent community BBQs, and Open afternoons during Terms 2 and 3 of 2023. The leadership and Board of Trustees (BOT) carefully analysed the feedback gathered from these engagements, utilising frameworks such as the National Education Learning Priorities (NELPs), Ka Hikitia, the Pacific Education Plan and the Foundation Curriculum.

This comprehensive approach allowed the board to prioritise strategic goals in alignment with the insights and perspectives shared by the community, ensuring a well-informed decision-making process.

The school Board and Kahikatea Leadership team from Winchester school Te Kura o Te Haonui will track and monitor learner progress and achievement through our school processes and procedures that we currently have in place including sub-committee hui, surveys, progress & achievement reports and ongoing engagement with community groups.

***Our Strategic Plan calls us to action by creating an inclusive and innovative learning community where every student is empowered to excel to reach their potential, while embracing diversity, equity, and a lifelong love for learning.***

**Strategic Goal 1: Further develop a holistic approach to teaching and learning that supports academic learning, social/emotional skill development and personal growth**

- Foster a love for learning among all ākonga.
- Further develop high quality and engaging class teaching and learning in literacy and mathematics.
- Further develop our school values by preparing our children to become well-rounded individuals who can effectively navigate academic, social and emotional challenges, prioritising well-being, how to manage emotions, navigating life situations, and develop a strong sense of belonging.
- Develop clear and real time assessment practices with ākonga and their whānau that include next steps for learning.

*The provided goal aligns well with the NELPS, Ka Hikitia, the Action Plan for Pacific Education, and the Oranga Tamariki Action Plan in several ways:*

- *Aligns with Objective 1 by ensuring a safe and inclusive learning environment that supports learners in developing personal growth, identity, and well-rounded skills. It also aligns with Objective 6 by strengthening leadership and teaching across the school.*
- *Aligns with Ka Hikitia's focus on a holistic approach to education, acknowledging the importance of academic, social, and emotional development for learners. Supports the Oranga Tamariki Action Plan's emphasis on holistic well-being and personal growth.*
- *Corresponds with Ka Hikitia's goal of promoting a positive attitude towards learning, essential for Pacific learners.*
- *Relates to the Oranga Tamariki Action Plan's focus on creating environments where children can flourish academically and personally.*
- *Aligns with Ka Hikitia's objective of ensuring high-quality teaching that meets the diverse needs of Pacific learners.*
- *Corresponds with the Oranga Tamariki Action Plan's vision for high-quality education to support positive outcomes for children.*
- *Aligns with Ka Hikitia's commitment to fostering cultural identity, language, and well-being.*
- *Corresponds with the Oranga Tamariki Action Plan's emphasis on developing a strong sense of identity and belonging for children.*
- *Corresponds with Ka Hikitia's call for collaborative assessment practices involving learners and their whānau.*
- *Aligns with the Oranga Tamariki Action Plan's focus on meaningful engagement with whānau in the assessment and planning for children's well-being.*
- *In essence, the goal reflects a commitment to a comprehensive and inclusive educational approach, which resonates with the principles and objectives outlined in Ka Hikitia and the Oranga Tamariki Action Plan.*

## **Strategic Goal 2: Further develop an inclusive and diverse learning culture that respects, acknowledges and celebrates differences**

- Differentiate learning that inspires and challenges each ākonga, to reach their potential and empower all ākonga to take pride in their heritage, language, and identity.
- Embed Culturally Responsive & Relational Pedagogy across the school, supporting staff to identify unconscious bias to achieve equitable outcomes for all.
- Develop innovative ways for teaching teams to engage with whānau
- Establish a genuine partnership with the Pasifika community to co-design strategies that address their unique needs and aspirations.

*The second strategic goal aligns with the principles of the NELPS, Ka Hikitia, the Action Plan for Pacific Education, and the Oranga Tamariki Action Plan by:*

- *Aligning with Objective 1 by ensuring a safe, inclusive, and culturally sensitive learning environment; Objective 2 by reducing barriers to education, embracing diversity, and providing foundational skills for all learners. It also aligns with Priority 2 by sustaining identities, languages, and cultures.*
- *Focusing on fostering an inclusive and diverse learning culture. It emphasises differentiation in learning to inspire and challenge each learner, empowering them to take pride in their heritage, language, and identity.*
- *The goal aligns with the cultural responsiveness advocated by Ka Hikitia, aiming to embed Culturally Responsive & Relational Pedagogy throughout the school to address unconscious bias and achieve equitable outcomes for all students.*

- *Additionally, the goal emphasises the importance of engaging with whānau and establishing genuine partnerships with the Pasifika community, aligning with the collaborative and community-centred approach encouraged by all Ka Hikitia, Action Plan for Pacific Education and the Oranga Tamariki Action Plan.*

### **Strategic Goal 3: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning**

- Make decisions collaboratively involving those impacted by the decisions (ākonga, kaiako, whānau and iwi) through shared decision-making processes
- Value, celebrate and grow Te Reo Māori, tikanga, and kawa across school systems, teaching and learning, working towards equal representation
- Support Māori students to excel as Māori, granting them a voice and choices in their learning, allowing self-determination and equal opportunities
- Further develop Māori perspectives, opinions, and voices in all aspects of our learning community

*The third strategic goal aligns with the principles of the NELPs, Ka Hikitia, the Action Plan for Pacific Education, and the Oranga Tamariki Action Plan by:*

- *Aligning with Objective 1 by fostering a safe and inclusive environment free from discrimination. It also aligns with Objective 3 by meaningfully incorporating te reo Māori and tikanga Māori.*
- *Focusing on the full integration of Te Tiriti o Waitangi principles in teaching and learning. The goal reflects the collaborative decision-making approach advocated by Ka Hikitia, emphasising the involvement of those impacted by decisions, including ākonga, kaiako, whānau, and iwi.*
- *Additionally, the goal aligns with the Oranga Tamariki Action Plan's emphasis on supporting Māori students to excel as Māori, granting them a voice and choices in their learning, promoting self-determination and equal opportunities.*
- *The commitment to valuing, celebrating, and growing Te Reo Māori, tikanga, and kawa across school systems aligns with the cultural responsiveness encouraged by both Ka Hikitia and the Oranga Tamariki Action Plan.*

### **Strategic Goal 4: Fostering Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori**

- Instil the love of learning by creating an environment where questioning, wondering, and making connections are explicitly taught
- Develop dispositions like curiosity, confidence, critical thinking, growth mindset, resilience, seeking critique (feedback and feedforward) in both students and staff
- Students engage in hands-on science activities and experience learning through exploration
- Develop active engagement in a wide range of science-related activities that stimulate curiosity and encourage students to make connections across various scientific concepts

*The fourth strategic goal aligns with the NELPs, Ka Hikitia, the Action Plan for Pacific Education, and the Oranga Tamariki Action Plan by:*

- *Aligning with Objective 1 by ensuring a safe and inclusive learning environment that supports learners in developing personal growth, identity, and well-rounded skills. It also aligns with Objective 6 by strengthening leadership and teaching across the school.*
- *Emphasising the full integration of Te Tiriti o Waitangi principles in teaching and learning. It reflects a commitment to creating a culturally responsive environment that values, celebrates, and grows Te Reo Māori, tikanga, and kawa. The*

goal also aligns with Ka Hikitia's focus on fostering a holistic approach to education, encompassing academic learning, social/emotional skill development, and personal growth.

- Additionally, by fostering a culture of curiosity, comprehension, and creativity through science and Mātauranga Māori, the goal supports the principles of Ka Hikitia and the Action Plan for Pacific Education, promoting engaging learning opportunities and empowering ākonga to take pride in their heritage, language, and identity.
- The emphasis on hands-on science activities and active engagement aligns with the broader goals of promoting well-being and equitable outcomes for all students, as outlined in the Oranga Tamariki Action Plan.

What do we expect to see as a result of our focused action and how will we measure progress?	
We expect to see a positive shift in:	How do we intend to measure progress?
<ul style="list-style-type: none"> <li>• Ākonga hauora and knowing themselves as a learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Rongohia Te Hau</li> </ul>
<ul style="list-style-type: none"> <li>• Kaiako and Ākonga use the language and skill of Science Capabilities in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Science Surveys on NZCER, Draw a scientist activity.</li> </ul>
<ul style="list-style-type: none"> <li>• Kaiako confidence in teaching the science curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Science survey from STLP</li> </ul>
<ul style="list-style-type: none"> <li>• Ākonga engagement in writing through Science and Mātauranga Māori</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Achievement Data, teacher observations</li> </ul>
<ul style="list-style-type: none"> <li>• The amount of time Ākonga spend in Te Reo Māori Immersion</li> </ul>	<ul style="list-style-type: none"> <li>• Taku Reo survey NZCER, Rongohia te hau</li> </ul>
<ul style="list-style-type: none"> <li>• Kaiako confidence in co-designing learning with ākonga and whānau</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership designed survey about co-design practices</li> <li>• Rongohia te hau data about engagement and learner agency</li> </ul>
<ul style="list-style-type: none"> <li>• Kaiako confidence in using restorative practice</li> <li>• Ākonga behaviour across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership designed survey about restorative practices</li> <li>• Rongohia te hau</li> <li>• ETAP reports on behaviour</li> </ul>

These will all be broken down further in our annual implementation plan.

Nic Mason

Tumuaki / Principal

Winchester School Te Kura o Te Haonui