WINDLEY SCHOOL

STRATEGIC PLAN 2024- 2025

Ka oho te wairua, ka mataara te tinana, he aroha ki te aroha, ka kā te rama - *Te Rauparaha*

OUR MISSION

Shape collaborative communities with our whānau and tamariki
to create world class learning journeys.

OUR VISION

E tipu ngā rakau iti.

OUR VALUES	Whanaungatanga	Manaakitanga RESPECT * RESPONSIBILITY * SAFETY	Tautokona
OUR GOALS *BOT Objectives*	**Te Tiriti o Waitangi** (Develop/ Implement) Culturally Sustaining Pedagogies and Systems to ensure equitable access for all learners	**Our Curriculum, Our Environment** We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)	**Our Hauora & Wellbeing** All members of our school community are safe and secure
OUR INITIATIVES	1:1 Grow our knowledge and practices in Tikanga Māori, Te Ao Māori and Mātauranga Māori 1:2 Grow our knowledge in Te Reo Māori and strengthen the use of te reo by staff and students 1:3 Build our understanding and capabilities in the Tapasā framework and Tātaiako strategies to celebrate the cultures within our school. (Link this to our Windley Quality Practice document)Strengthening 'Pacific specific, Māori specific and Refugees and Migrant capabilities to provide positive educational experiences free of racism and discrimination.	2.1 We prioritise time for literacy and numeracy teaching, meaningfully planned as part of our unit inquiry planning. We are focused on the development of a consistent approach including sound assessment practices and tracking of progress. 2.2 We will develop our Windley School localised curriculum (Te Marau-a-kura) to reflect the values of our community, and rich learning experiences and opportunities. 2:3 Implement The Refreshed NZ Curriculum/ Te Mataioho	3.1: We will grow and strengthen Mana Enhancing practices that improve wellbeing and positive behaviour change 3.2: We plan activities that will help develop a shared understanding of the values of Windley school. PB4L is clearly part of this. (This also supports our QP document) Set in place proactive actions to support expected behaviour 3.3 We will grow our skills and knowledge in restorative practices in strengthening relationships.
OUR SUCCESSES	Our people have a strong knowledge and understanding of Te Tiriti o Waitangi.	Our staff are highly skilled professionals who deliver a well balanced future focussed curriculum that is engaging and innovative.	Our children and Whanau are skilled with a strong sense of Mana, using skills to regulate/ co-regulate and engage positively with people.

MINISTRY OF EDUCATION GUIDING DOCUMENTS

Te Tiriti o Waitangi (Develop/ Implement) Culturally Sustaining Pedagogies and Systems to ensure equitable access for all learners	**Our Curriculum, Our Environment** We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)	**Our Hauora & Wellbeing** All members of our school community are safe and secure

Objectives of Boards in governing Schools (Education and Training Act 2020)		
The school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.	Every student at the school is able to attain their highest possible standard in educational achievement The school gives effect to Te Tiriti o Waitangi including by o Achieving equitable outcomes for Māori students. The school is inclusive of, and caters for, students with differing needs;	The school is a physically and emotionally safe place for all students and staff The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school,
National Education and Learning Priorities (NELP)		
• Learners at the Centre 1.2 • Barrier Free Access 2.3, 2.4 • Quality teaching and leadership 3.5 • World class inclusive public education 5.8	• Learners at the Centre 1.2 • Barrier Free Access 2.3, 2.4 • Quality teaching and leadership 3.5, 3.6 Future of Learning and Work 4 .7	•Learners at the Centre 1.1 • Barrier Free Access 2.3, • Quality teaching and leadership 3.5

Ka Hikitia - The Māori Education Strategy (2020)				
Te Whānau Education provision responds to learners within the context of their whānau.	**Te Tangata** Māori are free from racism, discrimination and stigma in education.	**Te Kanorautanga** Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	**Te Tuakiritanga** Identity, language and culture matter for Māori learners.	**Te Rangatiratanga** Māori exercise their authority and agency in education.
Pacific Education Plan (2020 - 2030)				
Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific Bilingual and immersion education pathways	Confront systemic racism and discrimination in education.	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met	Grow, retain and value highly competent teachers, leaders and education professionals of diverse Pacific heritages.

We have consulted with staff, students and our communities in a number of ways to hear their voices. We have reflected upon what we know about our ākonga, our kaimahi and our school's setting. We have considered Board Objectives and National Education Learning Priorities and these are reflected in our Goals and Initiatives. In essence we have synthesised key messages about the direction of our kura and believe this plan reflects the areas of emphasis that will support us to best achieve our Vision.

ANNUAL IMPLEMENTATION PLAN 2025

Summary and plan for 2025

Goal 1 Te Tiriti o Waitangi (Develop/ Implement) Culturally Sustaining Pedagogies and Systems to ensure equitable access for all learners

In 2025, we will continue to deepen our understanding and strengthen our capabilities within the Tapasā framework and Tātaiako strategies to celebrate the diverse cultures represented within our school. This initiative will align with our Windley Quality Practice document, ensuring that culturally sustaining pedagogies and systems are at the heart of our educational approach. By doing so, we will enhance our ability to support Pacific, Māori, Refugee, and Migrant students, ensuring their educational experiences are positive, inclusive, and free from racism and discrimination. **(Protection)**

We are committed to continuously improving our practice by embracing the principles of Tapasā and Tātaiako. Our focus will be on fostering positive and meaningful connections to better serve our students and their whānau, **(Partnership)** ensuring we provide an equitable, high-quality education that prepares them for both academic success and success beyond school. **(Equity)**

Building on the momentum of recent years, where an increasing number of teachers have been learning Te Reo Māori, we are dedicated to ensuring that all staff and students have the opportunity to learn Te Reo Māori, further reinforcing our commitment to culturally sustaining practices.

We also recognise the importance of strengthening whānau relationships and engagement in learning. To deepen this connection, we will grow our knowledge and practices in Tikanga Māori, Te Ao Māori, and Mātauranga Māori, integrating these elements into our educational approach. (Actions taken from a staff TOD - Ūpane)

Goal 2 Our Curriculum, Our Environment We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile).

We are continuously working to review and improve our local curriculum, with input and support from our school community. As part of this, we are participating in professional learning and development to refresh how we teach and support our students. Our main focus is on strengthening reading, writing, and mathematics to improve teaching and learning across all areas. We are committed to ensuring that our curriculum stays up-to-date, reflects best practices, and meets the needs of all our students, giving them a strong foundation for both academic success and personal growth.

To support this, we prioritise dedicated time for literacy and numeracy teaching, making sure these areas are well-integrated into our unit inquiry planning. We are also working to create a consistent approach that includes effective assessment practices and regularly tracking and monitoring students' progress.

As part of these efforts, we will continue to implement the Refreshed New Zealand Curriculum (Te Mataioho), with a special focus on English and mathematics. In addition, we will strengthen our **structured literacy approach** in the early years, particularly iacross the school. Through structured literacy, we aim to provide all students with a strong foundation in literacy, addressing the needs of diverse learners and ensuring that no child falls behind in their reading and writing development.

Goal 3 Our Hauora & Wellbeing All members of our school community are safe and secure.

We are committed to fostering Mana Enhancing practices that support well-being and promote positive behaviour change. This is a key part of preparing our students for their future success. To achieve this, we will plan activities that encourage a shared understanding of Windley School's values, with PB4L (Positive Behaviour for Learning) playing a central role. This approach aligns with our Quality Practice (QP) document and helps ensure we maintain consistent expectations. We will also take proactive steps to guide expected behaviour and create a positive learning environment. Additionally, we will focus on developing our knowledge and skills in restorative practices to build stronger relationships and foster positive behaviour throughout the school community.

Where we are currently at: In 2024, we have seen notable progress in strengthening oral language, particularly in Years 1-3. The impact of attendance on student achievement has become more apparent, and a group PGC inquiry has led us to make significant changes in how we deliver oral language. In 2025, we plan to strenghthen foundational oral language skills, which we believe will benefit students in a meaningful way.

Throughout the year, we have further developed our approach with Te Ara Whakamana, creating class mana plans to support hauora (well-being). We have also adopted the Maui Plans (both class and individualized), which are still a work in progress. Our Deputy Principal/SENCO, trained in the Neurosequential Model in Education (NME), is overseeing this work, alongside the PB4L/Mana Team. In response, we have focused on building stronger connections with students and their families. We are committed to providing wraparound support, working with local agencies and support services to ensure students and families receive the help they need. Simultaneously, we have intensified our efforts in literacy and numeracy, making these core areas a central focus of our curriculum. We are also mindful of the need to support students' mental health and overall well-being.

Attendance remains a priority for us, and the board has expressed concern over the continued decline in regular attendance. We have observed a correlation between this decline and student achievement. As a result, students are not progressing as we would like them to. Improving attendance will remain a key focus.

As part of our commitment to cultural responsiveness, we have made it a priority to enhance the teaching and learning of Te Reo Māori. While this is still a work in progress, we are dedicated to integrating Te Reo Māori into our daily practices. Our local iwi, Ngāti Toa, has supported this journey through professional development on 'Te Tiriti o Waitangi in Practice,' which helps us navigate Te Ao Māori and Marautanga. This guidance ensures that our curriculum reflects the cultural values and practices of Aotearoa.

We have also focused on professional development in Tapasā principles, particularly in bringing Pacific languages, cultures, and practices to the forefront. We will continue to align this work with Windley School's Quality Practice to deepen our understanding of the *turu*, especially as we have seen an increase in the recognition of other Pacific cultures within our school community. This mahi will continue alongside Tataiako.

Regulation 9(1)(e)

To ensure our targets and actions give effect to Te Tiriti o Waitangi, we have developed the following approach: Regulation 9(1)(g)

1. **Consultation with Local Iwi - Education (Ūpane)**
   We will work closely with local iwi to ensure our localised curriculum (Te Marau-a-kura) reflects Māori cultural knowledge, values, and language.
2. **Whānau Engagement in Learning**
   We will actively engage with whānau to ensure they are partners in their children's learning journey, fostering a strong connection between the school and Māori families.
3. **Updating School Documents**
   Our school documents, including policies and curriculum frameworks, will be reviewed to ensure they reflect the principles of Te Tiriti o Waitangi, embedding partnership, protection, and participation in all our practices.
4. **Integrating Te Reo Māori and Tikanga Māori**
   We will continue to integrate Te Reo Māori and Tikanga Māori into daily school life, making the language accessible to all students, staff, and whānau, supporting the principle of protection. We will use our school's Te Reo Māori me ōna Tikanga framework to guide and support this change.
5. **Māori Achievement and Success**
   We will set measurable targets to track Māori student achievement, using data to identify strengths and areas that need additional support. Tailored interventions will be implemented to help Māori students reach their full potential.

Statement on teaching and learning strategies:
In Years 0-2, we use a structured literacy approach to develop reading, writing, and oral language skills. The programme is designed to reduce cognitive overload and introduce new learning in authentic contexts. Phonics lessons are held five times a week, focusing on sounds, blending, and segmenting through games and shared reading. Shared book sessions allow students to explore vocabulary and retell stories, while small group reading sessions focus on fluency, vocabulary, and comprehension. Writing includes a fast feedback approach, and handwriting follows a structured sequence with the Casey Caterpillar method. As students progress, they apply their reading skills to non-structured texts, with Year 2 students expected to record word chains. Students also follow a structured oral language and literacy programme, with RTLB support and teacher aides for those at pre-foundational levels.

Literacy at Windley School (Years 3-8) At Windley School, we use a structured literacy approach to help students develop strong reading, writing, and oral language skills. Weekly lessons are planned to reduce cognitive overload and engage students in real-world contexts. Students participate in phonics lessons four times a week, reviewing sounds, learning new patterns, and practicing blending and segmenting words. Oral language skills are developed through discussions and storytelling. Small group teaching provides targeted support in reading and writing, while handwriting is taught fluency and flow.

Writing is taught daily, with a focus on neat corrections and feedback, and genres are introduced in authentic contexts. Shared reading occurs four times a week, focusing on comprehension, vocabulary, and text features. Instructional reading in small groups helps improve fluency, vocabulary, and comprehension.

For math, we use the DMIC approach across the school, which has been in place since 2015. This approach emphasises collaborative problem-solving and culturally responsive teaching. While some staff members have left since we began using DMIC, we have remained committed to this approach and will continue to support staff through the inquiry process. Number knowledge is an essential part of this, regularly taught to build students' understanding and strengthen the links they have with problem-solving. In addition, we plan to use Numicon for Years 1-6 to further support mathematical understanding in a structured way..
Interventions - Literacy and Maths Support based on 2024 achievement data, Teacher aide support for ESOL students and those identified as needing extra help Talk to Learn, Early Literacy Support, and Reading/Writing
Currently, three students are receiving ICS support, and we continue to integrate strategies across curriculum areas, focusing on literacy and maths. Strengthen assessment practices as we implement the updated maths and literacy curriculum throughout the year

WINDLEY SCHOOL ACHIEVEMENT TARGETS 2025 *Regulation 9(1)(f)*	
Baseline data	**Baseline data** **The 2024 whole school achievement results are as at (EOY) data (includes priority groups)** **Reading (60%)** 135/224 students achieving at and above 1. 51% Māori students at or above 2. 62% Pasifika at or above 3. 57% boys at or above 4. 61% girls at or above **Writing (56%)**: 131/224 students achieving at and above 5. 48% Māori students at or above 6. 56% Pasifika at or above 7. 67% boys at or above 8. 64% girls at or above **Maths (54%)**: 121/224 students achieving at and above, 9. 44% Māori students at or above 10. 56% Pasifika at or above 11. 60% boys at or above 12. 51% girls at or above
Achievement Targets 2025	Whole school data for achieving at or above expectation in Reading, Writing and Maths to be greater than 70%
Reading	**Target groups (increase the level of students at risk to within. At or Above)** ● Accelerate the progress of All students identified - 24 learners ● Accelerate the progress of Māori students identified - 9 learners ● Accelerate the progress of Pasifika students identified - 15 learners
Writing	**Target groups (increase the level of students at risk to within. At or Above)** ● Accelerate the progress of All students identified - 30 learners ● Accelerate the progress of Māori students identified - 15 students ● Accelerate the progress of Pasifika students identified - 20 learners
Maths	**Target groups (increase the level of students at risk to within. At or Above)** ● Accelerate the progress of All students identified - 38 learners ● Accelerate the progress of Māori students identified - 15 students ● Accelerate the progress of Pasifika students identified - 17 learners
Priority Students/Groups	Progress of students **Well-Below** 6 months-1 year in reading, writing and maths

Strategic Goal: Te Tiriti o Waitangi

Implement Culturally Sustaining Pedagogies and Systems to ensure equitable access for all learners NELP 1, 2, 3 *Regulation 9(1)(a)*

Annual Targets *Regulation 9(1)(a)*

To Give effect to the Treaty of Waitangi - honour its principles by recognising Māori rights, fostering partnership, ensuring Māori participation in decision-making, protecting their heritage, and addressing past wrongs to promote fairness and equity.

What do we expect to see by the end of the year? *Regulation 9(1)(d)*

- Our people have a strong knowledge and understanding of Te Tiriti o Waitangi.

Initiative	Actions *Regulation 9(1)(b)*	Who *Regulation 9(1)(c)*	Resources *Regulation 9(1)(c)*	Time frame	How will we know if we are successful? *Regulation 9(1)(d)*
1:1 Grow our knowledge and practices in Tikanga Māori, Te Ao Māori and Mātauranga Māori	Professional development for teachers and staff in Te Tiriti Principles	Provider - local Iwi Principal	PLD budget	Term 1 - 4	Connect with Ūpane Education - Ngati Toa - Workshop 'Te Tiriti o Waitangi' (TOD) - Outcome - Implementation plan
	Professional development for teachers and staff in Tikanga Māori, and Te Ao Māori. This could include workshops with cultural experts, kāumatua (elders)	SLT Te Roopu Māori	Te Ao Māori budget	Term 1 - 4	Workshops for teachers/staff Staff are confident in Tikanga Māori and Te Ao Māori
	Regularly celebrate Māori culture through events such as Matariki (Māori New Year), the anniversary of the Treaty of Waitangi, or other important dates in the Māori calendar.	SLT Teachers	HSP budget	Term 2 - 4	Māori culture is regularly celebrated through school events, with increased participation. - Kiwa Nui - School events
	Engage Māori whānau (families) in school life. Encourage them to share their knowledge, experiences, and traditions. Increase communication with consistency	SLT Teachers Board	HSP budget	Term 1-4	Attendance and participation at school events - Whānau and student voice
	Align Tataiako and Tapasā principles and strategies to Windley School Quality of Practice	Principal	Tapasā and Tataiako framework PELP Ka Hikitia	Term 1-4	Windley School's Quality of Practice aligns with tataiako and Tapasā principles - Reflected in PGC/Planning/Practice - Tataiako /Tapasā strategies are consistently used with students and families, showing positive engagement and growth.
1:2 Grow our knowledge in Te Reo Māori and strengthen the use of te reo by staff and students	Implement the Te Reo Māori me ona Tikanga framework (devised by Te Roopu Māori)	Principal Te Roopu Māori	Te Ao Māori budget	Term 1-4	Staff and students begin using basic Te Reo Māori in class and the playground, with early feedback showing confidence in its use. Te Reo Māori is introduced and visible in the school environment (posters, signs, etc.).
	Provide pld workshops/courses on using Te Reo Māori for teachers	Principal Te Roopu Māori	Te Ao Māori /pld budget	Term 1-4	Increase the number of teachers learning Te Reo Māori - Teacher voice (reflections)
	Encourage the use of Te Reo Māori apps and online resources.	Principal Te Roopu Māori	Te Ao Māori budget	Term 1-4	Digital tools and apps are regularly used for learning Te Reo Māori, showing consistent student participation.

Strategic Goal: Our curriculum, Our Environment

We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile) NELP 3, 4, 5 Regulation 9(1)(a)

Annual Targets Regulation 9(1)(a)
Report mid year and end year data to the Board, School Community
Govt priority - Attendance data -80% of students attend 90% of the time

What do we expect to see by the end of the year? Regulation 9(1)(d)

- Our staff are highly skilled professionals who deliver a well balanced future focussed curriculum that is engaging and innovative.

Initiative	Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Time frame	How will we know if we are successful? Regulation 9(1)(d)
2.1 We prioritise time for literacy and numeracy teaching, meaningfully planned as part of our unit inquiry planning. We are focused on the development of a consistent approach including sound assessment practices and tracking of progress.	Engage in professional development in structured literacy	Tatai Angitu (Massey University)	Pld budget	Term 2-3 TOD x2	All staff will gain an understanding of structured literacy/the refreshed English
	Engage in professional development in structured maths	PLD provider	Pld budget	Term 3-4 Curriculum Maths x2	All staff will gain an understanding of structured maths/curriculum
	Implement oral language approach year 0-2, to improve literacy skills	DP Year 0-2 teachers RTLB support	Support staff Pld budget	Term 1-4	Staff feel confident • Assessment data
	Prioritise one hour of reading, writing, and maths daily.	SLT		Term 1-4	Weekly timetable to prioritise a balanced programme.
	Strengthen unit inquiry planning for consistency across teams.	SLT		Term 1-4	Planning for reading, writing and maths is consistent with the approach. Differentiate lessons to meet the diverse needs of students by providing multiple entry points and scaffolding support as needed.
	Develop a literacy overview for easy reference when planning	SLT		Term 1-4	Overview for literacy
	Implement literacy/maths intervention groups (Years 3-8) to improve foundational skills. (include ESOL)	DP Principal	Support staff budget Staffing	Term 1-4	Student data Mid and end year achievement data
	Strengthen the moderation process to ensure consistent judgements across teams	SLT	Release	Term 1-4	All staff have a good understanding of the moderation process - Moderation process of against targets
	Review and implement reliable and effective assessment tools.	SLT	Pld budget	Term 1-4	Assessment & Reporting overview
	Engage in assessment for learning PLD to improve clarity, feedback, and reflection.	DP/Principal	Pld budget	Term 1-4	Mid year progress against achievement targets

	Develop a system for tracking student progress in literacy and maths(e.g., progress tracking sheets, digital portfolios, or management systems).	DP/Principal SLT	Budget (management system)	erm 1-4	Guidlines for tracking progress and reporting (sms)
	Review (students/staff/whānau) and improve the student report templates to ensure they effectively communicate progress and areas for development.	SLT	Budget (management system)	Term 2-$	Student report template
	Monitor and improve attendance practices	Office admin/ Principal	Admin budget	Term 1-4	Attendance is monitored and followed up.
2:3 Implement The Refreshed NZ Curriculum/ Te Mataioho	Align the local curriculum with the refreshed curriculum's progressions and learning ● Implement required changes from the refreshed curriculum. ● Ensure all staff are familiar with key shifts, values, principles, and the student vision and phasesfocuses. ● Review and adapt unit/lesson plans to align with learning progressions, personalised learning, and cultural responsiveness.	Principal SLT	MOE guidelines and documents		The localised curriculum will give effect to the refresh curriculum (Te Mātaiaho) Good understanding of the refresh curriculum, and phases - Use planning templates for literacy and maths - Mid year progress against achievement targets - Attendance data -STAR, termly govt targets - Evaluation of PLD

Strategic Goal: Our Hauora & Wellbeing

All members of our school community are safe and secure (NELP 1, 2, 3) *Regulation 9(1)(a)*

Annual Targets *Regulation 9(1)(a)*

- Shared understanding of Windley School values, including PB4L, to support expected behaviour. Strengthen skills in restorative practices to improve relationships and support proactive actions.

What do we expect to see by the end of the year? *Regulation 9(1)(d)*

- Students and Whanau are skilled with a strong sense of Mana, using skills to regulate/ co-regulate and engage positively with people.

Initiative	Actions *Regulation 9(1)(b)*	Who *Regulation 9(1)(c)*	Resources *Regulation 9(1)(c)*	Time frame	How will we know if we are successful? *Regulation 9(1)(d)*
We plan activities that will help develop a shared understanding of the values of Windley school. PB4L is clearly part of this. (This also supports our QP document) Set in place proactive actions to support expected behaviour	Review and strengthen Te Ara Whakamana process to support the sustainability and continuity of practice - mana circles/maui plans (whole class/individual)	Principal Mana/pb4l team	Resource book	Term 1 - Term 4	Te Ara Whakamana process was reviewed and strengthened, with consistent use of mana circles and Maui plans and positive feedback.
	Implement new PEKA VAI progress indicators/graduate profile in planning to guide student development.	WCL		Term 2- Term 4	PEKA VAI progress indicators and graduate profile integrated into planning, showing student development progress.
	Develop a shared understanding of VAI, PB4L, and school values among staff to ensure consistency in practice.	Principal DP	posters	Term 2 - Term 4	Staff consistently apply VAI, PB4L, and school values, aligning expectations across the school.
	Strengthen trauma-informed practices to better respond to the needs of students.	DP	Professional development PLD Budget	Term 1 - Term 4	Trauma-informed practices embedded, improving student engagement, behaviour, and emotional support.
	Explicitly teach social skills and self-regulation strategies, including active listening, conflict resolution, problem-solving, and empathy, through modeling and practice activities. (circle time)	SLT	guidlines	Term 1 - Term 4	Social skills and self-regulation strategies regularly taught, with students demonstrating clear improvements.
	Strengthen student leadership opportunities through roles like PALS (opportunities for student leadership)	SLT	PLD Budget	Term 1 - Term 4	Student leadership opportunities are thriving, with students in leadership roles.
We will grow our skills and knowledge in restorative practices in strengthening relationships.	Restorative practice training	Mana/pb4l team SLT	PLD budget	Term 1 - Term 4	Staff trained in restorative practice