

TE KURA TAKAWAENGA O WHANGĀREI

WHĀNAUNGATANGA



MATAURANGA



RANGATIRA



<p>Ma te Whānaungatanga Through developing and maintaining strong relationships</p>	<p>Ka Whai Maturanga te Akonga Knowledge can be found</p>	<p>Ka Tū Rangatira Which will allow the learner to stand with confidence</p>
<p>Our tamariki are Embracing Language, Culture and Identity</p>	<p>Our tamariki are Embracing Technology</p>	<p>Our tamariki are Embracing Teamwork</p>
<p>We measure success by...</p>		
<ul style="list-style-type: none"> • Parental/Whānau involvement • Students walking the school values • Greater awareness of our community and other cultures 	<ul style="list-style-type: none"> • Student Engagement • Skills for the 21st-century learner • Student managing their own learning 	<ul style="list-style-type: none"> • A climate of goal achievement • A climate of leadership • A climate of positive and caring, learning environments

VALUES: Manaaki i ahau. Manaaki tangata. Manaaki Taiao.

Respect for self. Respect for others. Respect for the environment

CONTEXT

Whangārei Intermediate School is a multicultural inner city school. It was built in 1955 and opened in 1957 with only Year 8s to begin with, from various school communities: Maunu, Hora Hora, Whangārei Primary, Whau Valley, Onerahi, Otangarei, Morningside, Tikipunga and Raurimu Ave. Our association with these communities continues but now includes the outlying communities as well: Glenbervie, Portland, Otaika, Parua Bay, Whangārei Heads, Ruakaka, St Francis Xavier. W.I.S is predominantly 48% Pakeha and 48% Maori. We have a strong bicultural focus celebrating the uniqueness of Whangārei. We have 6 specialist teachers: Hard Materials, Coding and Robotics, Food and Nutrition, Art, Music and Performance Art, and operate 5 teams: **Te Whānau o Waiarohia**, **Te Whānau o Kauika**, **Te Whānau o Waimirirangi**, **Te Whānau o Tawafāwhiti**, **Te Whānau o Parihaka**. We are decile 4 and a roll of 690+ students.

Mission Statement

'To create a positive, caring learning community that enables students and teachers to realise their individual potential'

Kia hangaia e te whakaaro tika , e te atawhai pono, te kohanga marama hei tau i ngā ākonga, i nga māhita ki ō rātou ake pūkenga.

We are a learning community where self-development, intellectual empowerment, and lifelong learning are esteemed core values of the school. As set out in our mission statement, our school encourages students and teachers to 'dedicate their minds to inquiry and lifelong learning'. We nurture each student to achieve his/her full potential, with a focus on the development of the whole child. Student achievement and growth are paramount and are our core business. At W.I.S we want to break through any limitations that may hinder our students from excelling in their learning and developing as people. We promote a problem-solving culture in our school that works and promotes a 'can-do' attitude. We tell our students that having high expectations means being certain that all of us can learn and improve - no exceptions.

This document presents a long term and strategic vision for the school's development in the period 2021 – 2024. It was developed after consultation involving the Board of Trustees, staff members, and parents, and provides:

1. An overview of the school's major aims and current strengths
2. An outline of the school's strategic priorities
3. Ongoing direction for the school in terms of:
 - ✓ Curriculum requirements
 - ✓ Documentation and self-review
 - ✓ Employer responsibilities
 - ✓ Financial and property management
 - ✓ Health and safety
 - ✓ Legislation

It must be understood, of course, that the board may need to revise this strategic plan so as to take account of changing circumstances that may arise from time to time, e.g. introduction of new legislative requirements, new health and safety concerns. It must also be understood that many goals in this plan need to be focussed further into specific, measurable and time framed objectives, so as to make them manageable and achievable. Such objectives will form the basis of the school's annual plan.

Charter Undertakings

- The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:
 - S.75 Board to control management of schools – except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it sees fit
 - S.76 Principals
 1. A school's Principal is the Board's Chief Executive in relation to the school's control and management
 2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal
 - a) shall comply with the Board's general policy directions, and
 - b) subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school's day to day administration
 - s.65 A Board may from time to time, in accordance with the State Sector Act 1988 appoint, suspend or dismiss staff
- Each school is required to have a Charter.
 1. The Mission Statement and The Vision and Values – this is a statement about the school's vision, values and its values and sets out what is unique and special about the school.
 2. The Strategic Plan – this outlines the school's direction, priorities and goals for the next five years, based on the school's stated vision.
 3. The Annual Plan – this shows how the Strategic Plan will be actioned, and sets strategic goals and actions for the year, including student achievement targets.
- The school will determine its priorities based on national priorities and those identified as pertaining specifically to Whangārei Intermediate and its community. In meeting both the national and local priorities the school relates its targets to those of the National Administration Guidelines and the NELPs.
- The Government's strategy for Maori and Pasifika achievement will remain a focus for the school. We want these students to enjoy educational success as who they are – without shedding their cultural identity at the school gate.
- International mindedness will be an important aspect of the culture of the school. We understand international mindedness to include a growing inclination towards:
 - An understanding and celebration of the value of diversity
 - Empathy for those who are different, while retaining pride in one's own identity
 - Open-minded inquiry accompanied by critical thinking about what is discovered in the inquiry
 - Adaptability and the capacity to deal with change
 - An understanding of the need for balancing interdependence and independence
 - An understanding that individuals can improve the state of the world, and an acceptance of the responsibility to take action.
- Being an inclusive school is important to all at W.I.S welcomes all learners into the school. We are committed to providing an inclusive environment where all students, including those with special learning and behavioural needs, can be fully involved in all school activities and can experience success as learners.

Procedural Information

- Whangārei Intermediate School will lodge with the Ministry of Education a copy of its annually updated charter and a copy of its Annual Report in March of each year and publish this on the school's website.
- Whangārei Intermediate School consults with its community, including its Maori and Pasifika community, regularly as part of its three-year cycle of self-review. Regular opportunities for community consultation take place through open invitations to BOT meetings and regular events hosted at the school. Consultation is undertaken with regard to all aspects of school life.
- Targets for student achievement will be identified by the teaching team and curriculum leaders with the assistance of the senior leadership team and then will be presented to the Board of Trustees for discussion.
- In addition to the above, the school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter.
- A copy of the school's charter is available to parents on the school website.

Strategic Section One

The following section outlines the strategic objectives and associated tasks that relate to the specific direction of Whangārei Intermediate as identified by the Board, staff, and the wider community. This provides the context for all decision making going forward with regard to all other NAGS as outlined in Section Two.

W.I.S Charter Objectives

	Objectives	Actions
1	Understand what it means to work with young adolescents in our community	<ul style="list-style-type: none"> ❖ Develop an awareness of what engages and inspires young adolescents ❖ Cultivate the bicultural and bilingual strengths of the school and the community ❖ Identify ways to foster cultural awareness and appreciation as articulated in our local curriculum based on principles of the MAC Marautanga (Takanga o te Wā) and Kia Māori Mai ❖ Incorporate values into the ethos of the school ❖ Review te reo Māori programme to help further development in our teacher's capability
2	Develop a rigorous, enriching and balanced curriculum underpinned by KAR pedagogy in a collaborative learning environment	<ul style="list-style-type: none"> ❖ Develop shared understanding of KAR pedagogy ❖ Further develop systems to monitor and communicate student achievement ❖ Identify the essential elements of an integrated curriculum ❖ Develop planning and assessment systems to support integrated and explicit teaching and learning ❖ Review reporting practices to reflect our curriculum ❖ Further, develop the enrichment programme to provide a breadth of experience including learning of Mandarin ❖ Develop further our international exchange programme
3	Foster and promote an environment of professional growth, development and understanding based on the RBL principles	<ul style="list-style-type: none"> ❖ Develop a teacher-led mentoring system (impact coaches) focusing on professional growth and development ❖ Build professional networks with PLD providers, tertiary institutions, national and international educational networks ❖ Promote opportunities for teachers to share new learning and to promote the school through national and international presence ❖ Full implementation of revised new MOE's Appraisal programme according to the Accord
4	Enhance engagement at all levels of the school community	<ul style="list-style-type: none"> ❖ Create an annual communication plan ❖ Review in house documentation and outgoing communication to ensure branding is consistent ❖ Expand online presence to promote and communicate the WIS experience ❖ Strengthen relationships with local schools to provide greater exposure for students and families joining WIS ❖ Identify opportunities to understand and address public perceptions of WIS
5	Continue to enhance teaching and learning and streamline administration through digital immersion solutions	<ul style="list-style-type: none"> ❖ Develop and maintain robust, secure and efficient infrastructure ❖ Provide timely ongoing training and support with administrative tasks ❖ Continue to support PLD to enhance teaching and learning through the use of digital immersion ❖ Develop systems, programmes and tools to enable tech safe, savvy and smart students
6	Enhance the learning environment to support a diverse programme and to improve overall safety and wellbeing	<ul style="list-style-type: none"> ❖ Develop property plan to incorporate long term goals around facilities, including being a community hub and allowing appropriately for growth as forecasted. ❖ Continue to develop robust HSE/PB4L systems and practices that ensure experiences are challenging, safe and to take steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school ❖ Further, develop a schoolwide culture of health and wellbeing beyond just physical risks ❖ Explore ways to build resilience and address anxiety among young people ❖ Cultivate a positive and safe school culture where all are mindful of other perspectives

WIS STRATEGIC PLAN

	2020	2021	2022	2023
1. Understand what it means to work with young adolescents in our community	<ul style="list-style-type: none"> ❖ Cultivate a positive and safe school culture where all are mindful of other perspectives ❖ Cultivate the bicultural and bilingual strengths of the school and the community ❖ Identify ways to foster cultural awareness and appreciation as articulated in our local curriculum based on principles of the MAC Marautanga (Takanga o te Wā) and Kia Māori Mai ❖ Promote bilingual/immersion opportunities to our community 			
		❖ Incorporate values into the ethos of the school		
			Review specialist programme as it relates to the vision and belief statements and the local curriculum	
			Develop an awareness of what engages and inspires young adolescents	
2. Develop a rigorous, enriching and balanced curriculum underpinned by KAR pedagogy in a collaborative learning environment	<ul style="list-style-type: none"> ❖ Develop shared understanding of KAR pedagogy ❖ Develop systems to monitor and communicate student achievement ❖ Develop further our international exchange programme ❖ Further develop the enrichment programme to provide a breadth of experience including learning of Mandarin 			
		Identify the essential elements of an integrated curriculum		
			Develop planning and assessment systems to support integrated and explicit teaching and learning	
			Review reporting practices to reflect revised curriculum	

STRATEGIC PLAN CONTINUED

	2020	2021	2022	2023
3. Foster and promote an environment of professional growth and development	<ul style="list-style-type: none"> ❖ Develop a teacher-led mentoring system (impact coaches) focusing on professional growth and development ❖ Build professional networks with PLD providers, tertiary institutions, national and international educational networks 			
		Promote opportunities for teachers to share new learning and to promote the school through national and international presence		
			Full implementation of revised MOE Appraisal programme	
4. Enhance engagement at all levels of the school community	<ul style="list-style-type: none"> ❖ Review in house documentation and outgoing communication to ensure branding is consistent ❖ Strengthen relationships with local schools to provide greater exposure for students and families joining WIS including CoL schools 			
		Expand online presence to promote and communicate the WIS experience		
			Create an annual communication plan	
			Identify opportunities to understand and address public perceptions of WIS	
5. Continue to enhance teaching and learning and streamline administration through digital immersion solutions	<ul style="list-style-type: none"> ❖ Develop and maintain robust, secure and efficient infrastructure ❖ Provide timely ongoing training and support with administrative tasks ❖ Continue to support PLD to enhance teaching and learning through the use of digital immersion ❖ Develop systems, programmes and tools to enable tech safe, savvy and smart students 			
6. Enhance the learning environment to support a diverse programme and to	<ul style="list-style-type: none"> ❖ Develop property plan to incorporate long term goals around facilities https://www.netsafe.org.nz/the-kit/netsafe-schools/review-tool/ ❖ Explore ways to build resilience and address anxiety among young people ❖ Continue to develop robust HSE/PB4L systems and practices that ensure experiences are challenging, safe and to take 			

improve overall safety and wellbeing	steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school	
		Further develop a schoolwide culture of health and wellbeing beyond just physical risks Cultivate a positive and safe school culture where all are mindful of other perspectives

DIGITAL IMMERSION PLAN

	2021	2021	2022	2023
Develop and maintain robust, secure and efficient infrastructure	Continue to develop and organise teacher shared architecture (classroom drives, google classroom) Continue to develop and revise systems and protocols for pro-active management of student access to accounts and internet including teacher access to accounts Continue developing online reporting through the eTAP parent portal for teachers (Spotlight) Work with eTAP to enable teachers to record, store and access and analyse data			
Provide timely and ongoing training and support with digital immersion pedagogy and administrative tasks	<ul style="list-style-type: none"> ❖ Continue to work towards a state where akonga will experience and participate in a digitally normalized environment. ❖ Continue to implement annual training programme for digital immersion pedagogy / flipped learning and systems admin eg. G Suite, eTAP, Zero, IRD, Novopay etc. PLD for the total school community - the staff, students and parents and the wider community . To ensure a skill base to enable naturally, almost invisibly, use of their personal choice of digital technology in every facet of the school's operations, educational and administrative. 			
Continue to develop support networks to enhance teaching and learning through the use of IT	Develop a strategic programme to achieve meaningful and purposeful integration of IT (Including the Digital Technologies Curriculum) https://kiatakatu.ac.nz	Implement the strategic programme to achieve meaningful and purposeful integration of IT (Including the Digital Technologies Curriculum)		
Continue to develop systems, programmes and tools to enable tech safe, savvy and smart students	Develop skills to support confident digital immersion integration: <ul style="list-style-type: none"> ❖ Critical thinking and analysis of information ❖ Self management of time and resources and learning through flipped approach ❖ Core technical skill competencies. i.e. G-Suite, File management and organisation ❖ Digital citizenship and fluency The skills will support students to be able to: <ul style="list-style-type: none"> ❖ Generate and communicate new knowledge ideas and understandings ❖ Facilitate effective research and inquiry ❖ Utilise Google classroom to support collaborative and independent learning ❖ Communicate, collaborate and create in a digital world 			

Strategic Section Two

This section addresses the National Administration Guidelines (NAG). All operational functions and requirements are covered in this section. Although not derived directly from the vision the following plan supports the vision by providing an environment that enables the school to achieve it. Through careful planning and monitoring it is possible for the school to create an ideal learning and teaching environment that caters directly to the needs of the children.

Curriculum Review Process

Stage	Key Questions	Major Actions
<p><u>Evaluation</u> Checking that the curriculum provides appropriate direction</p>	<ul style="list-style-type: none"> ❖ Are students achieving the desired learning outcomes? ❖ Does the curriculum accurately reflect the school's mission and vision? ❖ Is the curriculum based on current research and understanding about teaching and learning as well as our students' needs? ❖ To what degree is the existing curriculum resourced and implemented? 	<ul style="list-style-type: none"> ● Analyse the effectiveness of the curriculum (student achievement; student and teacher feedback) ● Identify key issues and needs across year levels ● Compare to other curricula (Kia Māori Mai) and current research ● Establish short and long term goals, including recommendations for curriculum revision
<p><u>Revision</u> Using the findings of the evaluation process to systematically refine or revise the curriculum</p>	<ul style="list-style-type: none"> ❖ What features will be included in the curriculum? ❖ How might it be organised or restructured? ❖ How might these changes impact teaching and learning? ❖ How will it align across programmes? ❖ What impact might these changes have on resourcing and professional development? 	<ul style="list-style-type: none"> ● Curriculum development team (teachers and leadership) meet throughout the year to review evaluation data and conclusions and revise the curriculum: <ul style="list-style-type: none"> ○ Essence statements ○ Policies ○ Overview ○ Assessment programme ● Plan to support implementation the following year
<p><u>Implementation</u> Starting to use the new curriculum</p>	<ul style="list-style-type: none"> ❖ What's working well? ❖ What are the challenges? ❖ What additional support and/or resources might be needed? ❖ How are these changes being communicated to the school community? 	<ul style="list-style-type: none"> ● Incorporate curriculum changes into 'Rich Learning Tasks' ● Staff development ● Feedback from teachers ● Parent sessions
<p><u>Monitoring</u> Checking that the curriculum is being implemented</p>	<ul style="list-style-type: none"> ❖ How is the curriculum being implemented? ❖ How is student learning being impacted? ❖ What evidence do we see of agreed upon teaching methodologies? ❖ How are new staff being supported? 	<ul style="list-style-type: none"> ● Gather feedback from teachers ● Gather feedback from parents/caregivers ● Moderate student work ● Collect data ● Minor changes made as necessary ● Offer PD related to approaches to teaching as needed

NAG 2: Documentation And Self-Review

Strategic Goals	
2.1	To develop and monitor annually the school's strategic and operational plans in all areas of school operations within the schools operational funding.
2.2	To establish an ongoing programme of self review/policy review as per annual calendar and annual plan
2.3	To report to the BOT on the achievement of students, and of Maori and Pasifika students
2.4	To communicate and consult effectively and appropriately with the community through a variety of means
2.5	To undertake BOT training and development as required.

NAG 2: Documentation & Self-Review Annual Plan 2021

	Action Required	Who	When	Expected Outcome	Variance
2.1.1	To complete, amend and adjust the annual plan	Principal BOT	Term 4	Review completed in line with MOE requirements	
2.2.1	To establish self review cycle as per strategic and annual plan.	Principal SLT	Ongoing	Review cycle is implemented and school will have direction for further planning	
2.4.1	Continue with annual reporting cycle to BOT	Principal SLT	Ongoing	Board will be informed on student achievement Refer target action plan	
2.5.1	Communicate with the community through a variety of means	BOT Principal Staff	Ongoing	The community will be consulted on student achievement and school celebration	
2.6.1	To plan and provide BOT training as required	BOT	When required	Competent BOT members who are able to make an informed decision on school governance	
2a.1.1	Reporting cycle completed on an annual basis	SLT All staff	Ongoing	Parents/Caregivers will be informed on student achievement	

NAG 3: Personnel

Strategic Goals	
3.1	Develop and further refine procedural frameworks which promote high levels of staff performance (appraisal) External consultant for leadership appraisal
3.2	Staff the school to reflect the priorities stated in the school's curriculum
3.3	Ensure a professional development plan as identified in NAG 1 which will equip staff to deliver quality teaching and learning. This will be a combination of (a) whole-staff focus (b) individual as identified through the appraisal process
3.4	Establish systems to ensure the BOT fulfils its role as a 'good employer' and to continue policy & procedure development

NAG 3: Personnel Annual Plan 2021

	Action Required	Who	When	Expected Outcome	Variance
3.1.1	Continue with appraisal systems and develop Leadership Development Plans	SLT	Ongoing	Appraisal completed as per PMS	
3.1.2	External consultant completes Principal's appraisal	External	Ongoing	Appraisal completed and BOT notified	
3.2.1	BOT to release Senior Staff to monitor & support classroom programmes	Team Leaders	Ongoing	Classroom programmes will be enhanced which will improve student learning	
3.2.2	Implement Professional Development plan as identified in NAG 1 of the strategic plan	Principal SLT	Ongoing	Staff development will provide teachers with the knowledge and skills to implement high quality learning programmes	

NAG 4: Finance & Property

Strategic Goals	
4.1	Allocate funds to reflect and support the school's strategic and operational plans through the annual budget review.
4.2	Implement an efficient programme for maintenance for school buildings and facilities through the 5 year property plan
4.3	Develop school facilities to reflect priorities as stated in the schools charter and strategic plan

NAG 4: Finance & Property Plan For 2021

	Action Required	Who	When	Expected Outcome	Variance
4.1.1	To review and prepare Annual Budget	Principal Chairperson	Final-Feb' Revised-June Draft-Nov'	Workable budget established within operation grant limit and locally raised funds	
4.2.1	Finalise next 10YPP and commence next 5YPP	Property Committee	Ongoing	Implementation of 5YPP	
4.3.1	To carry out identified projects in 4.3	Property Committee	Ongoing	Projects	

NAG 5: Health & Safety

Strategic Goals	
5.1	To provide a safe physical environment for students and staff through regular policy updating and 5YPP
5.2	Develop or review, as appropriate Health and Safety legislation, policy and procedures and ensure identified staff have current first aid qualifications
5.3	Consult community regarding Health and PE curriculum

NAG 5: Health & Safety Action Plan For 2021

	Action Required	Who	When	Expected Outcome	Variance
5.1.1	Review existing policies as required	BOT Policy rep and SLT	Ongoing	Policies up to date – a safer learning environment established	
5.2.1	To train identified staff in First Aid	St Johns	Ongoing	Identified staff will be trained and gain a recognised qualification	
5.2.2	Accident register incident requiring medical attention will be reported to BOT	Office Staff	Ongoing	BOT will be informed and aware of accidents within the school	

NAG 6: Legislation Goals

Strategic Goals	
6.1	Develop systems to comply with all current legislation through policy and procedure
6.2	Board will take note of any legislation requirements and ensure that management have the opportunity to enhance their legal literacy
6.3	Ensure all legislative requirements are met regarding the care and protection of International Students

NAG 6: Legislation Action Plan For 2021

	Action Required	Who	When	Expected Outcome	Variance
6.1.1	Maintain legislation file	Principal	Ongoing	Policies up to date – a safer learning environment established	
6.2.1	Attend relevant PD to understand current requirements	Principal	Ongoing	Legalwise seminars Relevant BOT Training	