




















2025 Strategic Goal Roadmap

Initiative	Term 1, 2024	Term 2	Term 3	Term 4	Term 1, 2025	Term 2	Term 3	Term 4
<div>  CONNECTED - Learners belong at the centre of an inclusive culture </div>								
1.1a	Explore culturally responsive practices PLD all staff (1) 	Develop Te Reo language progressions from Y1-8 (2) 			Launch Te Reo Language progressions		Develop tūrangawaewae and manawhenua	
1.1a			Begin to unpack Tapasā framework and goals from the Action Plan for Pacific Education (1) 					
1.1a	Offer Te Reo workshops (2) 				Offer Te Reo workshops			
1.1b		Investigate, develop begin to use 'Unteach racism' (3) 				Further develop and use 'Unteach racism' resources		
1.1b		Hold whole schl/syn diversity days, celebrating culture,  language, identity (3)		Hold whole schl/syn diversity days, celebrating culture, language, identity 	Understand & celebrate diversity within your class	Syndicate-wide celebration and acknowledgment of diversity	Celebrate the cultures of the school through an Arts lens	Hold whole schl/syn diversity days, celebrating culture, language identity
1.1c	Teach digital safety and citizenship 		Teach digital safety and citizenship 		Teach digital safety and citizenship.	Create online learning guidelines	Teach digital safety and citizenship	Global awareness check-in
1.2a	Work with Kahui Ako/Te Atiawa iwi to learn local stories so we can grow and track our Te Marautanga o Aotearoa histories curriculum (4) 					Grow and build our shared knowledge of local histories and stories (2 stories p/term - Y0-2 & Y5-8)		
1.2b	Establish student enviro groups and a community involvement plan 				Establish a student enviro group and a community involvement plan		Develop a Y1-8 sustainability overview of units	
1.2c		Create and develop a whānau/Parent Voice group. 			Continue to build and engage with our whānau group as needed - termly consult			
1.2c	Improve Board presence around school 				Continue to encourage visible Board presence around school			
1.2c	Hold a range of community events 				Hold a range of community events			
1.2d	Find out what/how parents want to receive info, decide on changes, begin to implement 				Streamline communications and investigate new reporting requirements			
1.2d	Problemshoot Hero 							
Notes								

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<div>  THRIVING - Learners are confident individuals, driving their own learning </div>								
2.1a		Teach Y4-8 how to set their own goals and understand their own next steps in literacy on Hero (1) 😊				Teach Y4-8 how to set their own goals and understand their own next steps in numeracy		
2.1a		Support and scaffold Y0-3 to understand what they are learning and their next steps (1) ✓				Support and scaffold Y0-3 to understand what they are learning and their next steps (1)		
2.1a	Celebrate learning progress and achievement with whānau ✓				Celebrate learning progress and achievement with whānau			
2.2a		Review and develop a local, responsive, rich curriculum (The Waikanae Way) ✓	Connect Waikanae Way with new strategic priorities 😊				Launch new Waikanae Way & Strategic Plan consultation 2026-28	
2.2b	Investigate how student voice can be used to increase engagement ✓				Gather Student Voice termly including Wellbeing surveys T2 and regular 'post-box' student voice requests			
2.3a	Explicitly teach and discuss skills for success. ✓							
2.3a	Explicitly and consistently teach behaviour skills ✓				Explicitly and consistently teach behaviour skills			
2.3a	Refresh values HEART acronym ✓	Refresh and use the Key Competency Matrix as a guide ✓					Investigate Graduate Profile system to celebrate success - links to Kahui Ako and consultation	
2.3a	Review wrist band reward ✓	Re-introduce / implement new reward system ✓			Use Houses to further promote positive connection and behaviour: T1 swim , cross-country etc			
2.3a	Create behaviour/ wellbeing team ✓	Investigate tracking and recording behaviours more effectively ✓	Investigate behavioural data to inform behaviour management strategies					
2.3b	Investigate programs that can support, e.g. Kiva, Mitey, KOS, puberty. ✓	Connect with the Kahui Ako to develop a common strategy that embeds a model of wellbeing to meet a diverse range of learners ✓			Utilise Mitey school-wide to support Mental Health and Wellbeing	Use NZCER Wellbeing survey	Review NZCER results	Review Mitey Programme
2.3b	Begin to develop 2year health curric plan ✓		Further develop and implement two-year health curriculum 😊					
Notes								

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 IN PURSUIT OF EXCELLENCE - Quality teaching and innovative learning opportunities create outcomes that make a difference								
3.1a		Develop a curriculum that supports the pursuit of excellence (1) 😊						
3.1b		Develop a common practice model that supports excellence for all (writing) (1) (2) ✓				T2 Observations PLD	Develop a “Waikanae Way - Pedagogy & Practice” that supports excellence for all (1&2)	
3.1c	Identify areas of growth throughout the teaching standards from PGC appraisal meetings ✓	Plan PLD to meet identified needs ✓						
		Syndicate Leaders develop and coach teachers to grow ✓			PGC doc - refresh for 2025			Use PGC-identified areas of growth to build PLD
3.2a	Investigate Effective Teaching practice in Literacy ✓	Carry out school wide and within syndicate moderation of writing to strengthen consistency of learning, assessment and achievement in literacy (3) ✓			Review and refresh assessment use and schedule	Carry out school-wide and within syndicate moderation to strengthen consistency of learning achievement in Writing (T2 & T4)		
3.2b		Identify growth areas in literacy to address ✓			Identify growth areas in Maths to address	Organise interventions to raise achievement	Review Interventions in Maths	
3.2b	Board sets targets and monitors and evaluates regularly to check progress and achievement in literacy ✓				Sets targets for English and Maths		Review mid-year data & progress	
3.2b	Evaluate achievements and plan interventions termly in literacy ✓				Evaluate achievements EOY 2024	Plan numeracy interventions	Evaluate numeracy interventions	
3.2a					Utilise Mitey as a vehicle to support students, including diverse needs			
3.3a	Undertake further PLD around trauma informed practice, neuro diversity and diverse learners ✓		Identify more able students early and find increasingly effective ways to challenge them ✓		Look for ways to engage diverse learners and gain student voice		Identify more able students early and find increasingly effective ways to challenge them	
Notes								