Manaakitanga

Caring, Kind & Responsible

Kotahitanga
Unity – People & Environment

Kaitiakitanga *Responsibility & Sustainability*

Whanaungatanga
Culture & Identity

Ako • *Learning To Learn*

WHANANAKI SCHOOL

Te Whana O Te Nanakia

Whananaki School

Te Ara Tika • Progress with Confidence

Strategic Goal	Initiatives	2025	2026
Whanaungatanga Culture & Identity	● We will provide a culturally responsive environment, building competence in Te Ao Maori, our Community, whanau partnerships and external providers.	● Embed Whananaki School Values in Te Reo and English and the symbolic understanding. ● Implement Annual plan connection with Whakapaumahara Marae, Ngatiwai Education and Ki O Ra Ngatiwai.	● Sustain Whananaki School Values in Te Reo and English, and the symbolic understanding. ● Embed Annual plan connection with Whakapaumahara Marae, Ngatiwai Education and Ki O Ra Ngatiwai.
Ako Learning to learn	● We will accelerate learning, engagement and professional learning.	● Ensure Priority learners have a connected pathway. ● Priority learners in Literacy & Numeracy have alternative programmes. ● Provide opportunities for students to excel.	● Priority learners have an achievable pathway. ● All learners are actively engaged in their learning. ● Provide opportunities for students to excel.
Kaitiakitanga Responsibility & Sustainability	● We will develop experiential learning activities involving hands-on learning experiences that have authentic contexts in a holistic learning environment.	● Authentic learning experiences are sustainable. ● Review Whananaki School and Whananaki Community-Led Development Group initiatives.	● Review Authentic learning experiences. ● Whananaki School and Whananaki Community-Led Development Group initiatives are sustainable.
Strategic Goal	Initiatives	2025	2026
Kotahitanga Unity- People & Environment	● We will develop future focussed and innovative learning environments that provide opportunities for students to progress with confidence.	● Review stakeholders and annual plan. ● The Arts and Physical Education provides opportunities for students to discover skills and abilities to accelerate their success.	● Implement stakeholder changes and annual plan. ● Review Arts and Physical Education opportunities.
Manaakitanga Caring, Kind & Respectful	● We will provide a culture of manaakitanga for people connected to our school.	● Provide skills and opportunities for students to develop positive health skills. ● Staff professional development supports Staff Professional Growth Cycle.	● Review Programme for students to develop positive health skills. ● Staff professional development supports Staff Professional Growth Cycle.

Whanaungatanga
Culture & Identity

Initiatives	Actions	Who	Timeframe	Outcomes/ Measures
• We will provide a culturally responsive environment, building competence in Te Ao Maori, Community and whanau partnerships.	• Embed Whananaki School Values in Te Reo and English and the symbolic understanding. • 3rd Year training PB4L	• All staff	• Term 1-4	• Students know what each picture means and how it connects them to Whananaki School. • Students understand why our school values are important to them, our school, and our community.
	• Liaise with Whakapaumahara Marae, Ngatiwai & Ki O Ra Ngatiwai to provide opportunities to work collaboratively.	• Principal	• Term 2-4	• Iwi and hapu goals are aligned with the annual plan. • Students know & understand significant cultural places.
	• Record Digital Stories of people and important places in Whananaki.	• Principal, Whananaki CLD	• Term 2-4	• Stories provide past and present connections for students.
	• Staff & students know school and own pepeha and mihi. Visually displayed throughout school and blog.	• Teachers	• Term 2-3	• Students can recite and understand their pepeha. • Pepeha are displayed throughout the school.

By the end of November 2025 we will expect that:
- Students will be able to articulate and enact the Whananaki Values & Vision so that they can develop confidence in their identity and connection to their school(PB4L).
- Students know and understand our marae, maunga, awa, hapu and iwi.
- Progress is made by Year 6-8 students in their identified areas in their Pou, academically, culturally, socially and physically.
- All children can recite and understand their pepeha.

Ako
Learning to learn

Initiatives	Actions	Who	Timeframe	Outcomes/ Measures
We will accelerate learning, engagement and professional learning.	- Analyse assessment data and identify priority students who are achieving below their curriculum level. - Introduce practice PAT assessment, and Study Week leading to online PAT/ STAR assessments. - Develop support programmes to accelerate priority students learning based on Special Needs Register.	Teachers & Principal.	Term 1-3	100% of students progress in Literacy & Numeracy. - Priority students have accelerated learning.
	Implement Structured Literacy in Years 1-4	Teachers, Principal & Support Staff.	Term 1-4	Progress is monitored and support structure for students below expected level.
	Implement Maths Curriculum.	Teachers, Principal & Support Staff.	Term 1-4	- Year 1-3 students are using Numicon. - Year 4-8 students are using PRIME.
	HERO will provide data for staff and board to analyse, and share with whanau.	Teachers, Principal & Support Staff.	Term 1-4	Data is easy to access and share with staff and whanau.

By the end of November 2025 we will expect that:
- All students have progressed in Literacy and Numeracy.
- Priority students' progress is accelerated.
- Structured Literacy is part of daily teaching and learning in Years 1-4.
- Numicon and PRIME are part of daily teaching and learning in Years 1-4.

Kaitiakitanga
Responsibility & Sustainability

Initiatives	Actions	Who	Timeframe	Outcomes/ Measures
● We will develop experiential learning activities involving hands-on learning experiences that have authentic contexts.	● Develop an annual vegetable learning and planting plan.	● All staff	● Terms 1-4	● Students know how and when to plant vegetables.
	● Review The Estuary Monitoring Group, Estuary Friendly programme.	● Principal/ Staff	● Terms 1-4	● The Estuary Monitoring Group can name 10 estuary species. ● Estuary Monitoring Group share learning and produces a book(digital or pdf).
	● Develop knowledge about Native plants throughout the school.	● Teachers, Principal & Support Staff.	● Terms 2-3	● Rongoa garden is named and students are learning about them.
	● Review Whananaki School and Whananaki Community-Led Development Group initiatives.	● Principal	● Terms 2-3	● Timeframe and goals are set.

By the end of November 2024 we will expect that:
- Students involved in experiential learning activities can share their learning by producing written work and/ or digital stories.
- Students will understand the opportunities of growing and eating vegetables.
- Students will learn about the Native trees on our school grounds
- The Estuary Monitoring Group will collect data for the Metre Squared programme.
- The Estuary Monitoring Group can identify 10 estuary species.
- Whananaki School and Whananaki Community-Led Development Group initiatives are reviewed and implemented.

Kotahitanga
Unity- People & Environment

Initiatives	Actions	Who	Timeframe	Outcomes/ Measures
● We will develop future focussed and innovative learning environments.	● Record Digital Stories of people and important places in Whananaki.	● Principal, Whananaki CLD	● Terms 2-4	● Stories provide past and present connections for students.
	● Review stakeholders and timetable into the annual plan.	● Principal and staff	● Terms 2-4	● Personnel are timetabled throughout the year to provide balanced opportunities for students to improve and extend.
	● Develop Whananaki School house and individual challenges.	● All staff	● Terms 1-4	● Students have opportunities to participate, extend and challenge themselves and resilience.
	● Develop activities and use our unique coastal, rural environment to enrich our tamariki, our community, and our visitors.	● All staff	● Terms 3-4	● Students have opportunities to participate, extend and challenge themselves and develop resilience.
	● Mana ake promotes well-being and mental health for students.	● Lynette Kopura	● Terms 1-4	● Students develop strategies to support their well-being and mental health.

By the end of November 2025 we will expect that:
- 3 digital stories will be published onto the Whananaki School website.
- Stakeholders are timetabled each Term to support students improve and extend their learning through a range of opportunities.
- Whananaki School Whanau Groups and individual challenges consistently happen throughout each term.
- Students needing extra help for their well-being and mental health have been provided the support.

Manaakitanga
Caring, Kind & Respectful

Initiatives	Actions	Who	Timeframe	Outcomes/ Measures
● We will provide a culture of manaakitanga for people connected to our school.	● Provide a First Aid course for staff.	● All staff	● Terms 2	● Staff are First Aid certified.
	● Provide skills and opportunities for students to develop positive health skills.	● Life Education trust.	● Term 4	● Students develop understanding of their bodies and influencing factors.
	● Embed Whananaki School Values in Te Reo and English and the symbolic understanding.	● All staff	● Term 2	● Students know what each picture means and how it connects them to Whananaki School.
	● To have 80% of students attending school more than 90% of the term (defined as regular attendance) by 2030. To achieve this, schools need to aspire to reach an average daily attendance rate above 94%.	● All staff	● Terms 1-4	● 80% of students are attending school more than 90% of the Term.
	● Record Digital Stories of people and important places in Whananaki.	● Principal, Whananaki CLD	● Term 2-4	● Stories provide past and present connections for students.

By the end of November 2025 we will expect that:
- Staff are First Aid certified.
- Students know what different factors can affect their bodies.
- 80% of students are attending school more than 90% of the Term.
- Students will be able to articulate and enact the Whananaki Values & Vision so that they can develop confidence in their identity and connection to their school.
- 3 digital stories will be published onto the Whananaki School website.
- Students have developed skills to be confident and connected, actively involved, life-long learners.