



KEI KONEI TĀTOU E TŪ ANA
HERE WE STAND

WAIHĪ
COLLEGE

OUR PROCESS

Waihi College went through the following consultation process to determine their strategic goals:

- Consultation with Tāngata whenua
- Analysis of student progress and achievement data.
- Consultation with all Kāhui Ako schools
- Consultation with MAC
- Consultation with Staff
- Consultation with students.
- Consultation with whānau/parents
- Consultation with external agencies and providers

Waihi College is part of the Waihi Kāhui Ako. This Strategic Plan aligns with their strategic goals under Partnerships, Localised Curriculum, Hauora, Personnel, Property & Finance and Health & Safety.

STRATEGIC PLAN 2024-2025

Our Path - To Tātou Ara



Year 7/8 : Knowing where we stand

Year 9 : Identity and challenge

Year 10 : Challenge and responsibility

Year 11 : Making positive choices





Year 12 : Self responsibility

**Year 13 : Embracing leadership
and citizenship**

**KEI KONEI TĀTOU E TU ANA
HERE WE STAND**

INITIATIVES

All sections of the Board's Primary Objectives. NELP's 1, 2, 3, 4, 5, 6
Attendance and Engagement Strategy, Wellbeing in Education Strategy, The NZ Child and Wellbeing Strategy Ka Hikitia - Ka Hapaitia, Tau Mai te Reo, Oranga Tamariki Act 1989, The Action Plan for Pacific Education 2020-2030.

Values	Goal	Initiatives	Success Statements
 	1. Education and Progress. Meeting every students educational needs, offering pathways to meet their aspiration needs.	<p>1.1 Differentiation and inclusivity - understanding individual needs, and personalizing educational journeys to suit a wide range of learning styles.</p> <p>1.2 Communication, whanau and community, to encourage collective and collaborativeness.</p> <p>1.3 Progress, achievement and wellbeing - crafting a celebration of progress culture, offering a range of programs and support services</p> <p>1.4 Future-focused pathways that cater for diverse and aspirational interest, inclusive of academic and vocational pathways.</p>	Our kaiako are curious, deliberate and responsive to meeting holistic needs of our rangatahi, and effectively communicate this to whanau and the wider community.
 <p>Kaitiakitanga</p>	2. Building a culture of inclusivity and connection.	<p>2.1 Diversity and promotion of inclusion for all.</p> <p>2.2 Community connection, via reciprocal relationships, both locally and internationally.</p> <p>2.3 Building on staff culture, with a focus on wellbeing, professional growth and collective responsibility.</p> <p>2.4 Sense of turangawaewae and pride, growing our knowledge of our unique culture and heritage</p>	Waihi College staff, whanau, rangitahi and community, have a collective, transparent understanding of what our needs are, and how, together, we will reach these.
	3. Embracing Tikanga Māori and the Te Tiriti o Waitangi	<p>3.1 Mātauranga Māori embedded in school curriculum.</p> <p>3.2 Honouring Te Tiriti o Waitangi as Tangata Whenua and Tanga te Tiriti</p> <p>3.3 Te Tiriti o Waitangi principles are a lived reality.</p>	Waihi College recognises the importance of honoring Te Tiriti o Waitangi, through embedding tikanga into everyday school life. We are able to share and communicate our deep insight, through our actions, initiatives and contributions to our wider community.

WAIHI COLLEGE ANNUAL PLAN 2025

Values



Strategic Goals

Education and Progress. Meeting every students educational needs, offering pathways to meet their aspiration needs.

Actions

Outcomes

Measures

Who will lead?

Resourcing

Communication - Raise positive interactions with whanau, providing clear communication, and building on relationships.

Raise positive interactions: postcards, conversations.

Trauma informed PLD

Whanau interactions are mostly positive.

PLD for all staff

SMS and pastoral care entries. Whanau voice.

PGC with foci on whanaungatanga. Teacher engagement of growing knowledge and practices

SLT Kaiairahi

Principal

PLD funding

Celebrate and recognise learning, progress and achievement.

Celebrate all progress in a range of contexts.

Build positive interactions to encourage whanau attendance.

A range of events scheduled within school calendar,

Whole school actively prompts and celebrates learning, and holistic achievements.

Review of events and whanau voice

SMS and Pastoral care entries. Whanau voice

SLT All staff

Prizegiving funds
Community engagement funds.

Future-focused pathways that cater for diverse and aspirational interests, inclusive of academic and vocational pathways.

Continue to refine our Pathway programs to meet needs.

Explore Year 9 & 10 pathway program

Options considered to be explored, and partnering with tertiary and vocational providers.

The establishment of a Year 9 & 10 junior pathway program.

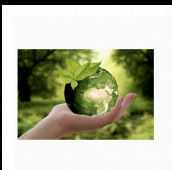
Engagement and wellbeing data.

Learner agency via narratives.

SLT

Pathway staff

Staffing funds



Kaitiakitanga



Strategic Goal	Actions		Outcomes	Measures	Who will lead?	Resourcing
Building a culture of inclusivity and connection.	Create a collective and collaborative culture within staff.	Wellbeing initiative	All staff feel a sense of belonging, with clear communication and pride in our kura.	Staff voice	Principal SLT	EAP resourcing PLD
	BOT	Social club				
		Explicit communication				
		Collective accountability				
		EAP				
		Coaching and mentoring PLD				
	Community engagement	Proactive engagement in relationships	Reciprocal relationships developed with whanau.	Engagement in multiple forms	SLT	School based resourcing for community engagement
	Positive Behaviour for Learning and Learning Support systems recrafted.	Pastoral System robustly crafted. Framework for PB4L to enact our values.	Clarity and transparency for all.	PB4L data Staff engagement	Principal SLT PB4L team	PLD Funding
	Attendance	MOE strategy adopted	Higher levels of attendance and engagement	Attendance data, MOE and internal	Pastoral Dp Principal Kaiarahi	Time
Strategic Goal	Actions		Outcomes	Measures	Who will lead?	Resourcing
Embracing Tikanga Māori and the Te Tiriti o Waitangi	Building leaders and critical mass via Professional Development and Board Training.	Implemented NZSTA BoT training PLD around cultural competency (internal and external) PGC reflects above	All staff will have collective understanding with accountability to improve knowledge and growth.	Narratives PLD attendance PGC conversations	Principal SLT Kaiako	PLD funding and release time.

		Maori Achievement Collaborative (MAC) initiative and crafting a roadmap to normalized practice, developing culturally responsive practices	<p>Investigate other secondary models, and culturally sound practice .</p> <p>Attend wanaaga PLD, and area hui.</p> <p>Investigate MAC curriculum.</p>	A plan crafted for our kura to sustainably change practice to reflect our intense commitment to ToW	MFG Traffic light system Narratives	Principal MAC	Funding Time allocated
		Engage with iwi and community, in both small groups and wider kura initiatives.	Investigate sustainable ways to ensure our tikanga practices e.g. powhiri are a shared knowledge.	<p>Kura practice will reflect iwi and community wishes.</p> <p>We will have a rich local curriculum in action,</p>	<p>Events are inclusive of all.</p> <p>Local curriculum content is readily available and used within our teaching.</p>	Principal SLT Kaiako	Funding Time allocated