

OUR VISION: WHERE PURPOSE MEETS OPPORTUNITY

KEI KONEI TĀTOU E TI ANA - HERE WE STAND

OUR VALUES:

MANAAKITANGA

KOTAHITANGA

KAITIAKITANGA

WHANAUNGATANGA



KEI KONEI TĀTOU E TŪ ANA
HERE WE STAND

GOALS	INITIATIVES	SUCCESS STATEMENT
<p>PATHWAYS</p> <p><i>Educational excellence and diverse pathways</i></p> <p>Every learner is supported and challenged to achieve success, with multiple pathways to their future.</p>	<p>High Expectations for All: Strive for consistent achievement goals, learner profiles, and celebration of diverse success.</p> <p>Broad Pathways: Expand academic, vocational, cultural, and creative options (Years 9–13) with whānau involvement.</p> <p>Responsive Teaching: Embed PLD for teachers in culturally responsive practices and a connected curriculum approach.</p>	<p><i>Lifelong learners, who have opportunity and choice</i></p> <p><i>Confident teachers who provide nurturing learning environments.</i></p>
<p>PARTNERSHIPS</p> <p><i>Whiria te tangata (weave the people together)</i></p> <p>We build a strong, inclusive community where students, staff, whānau, and iwi are connected through shared values and identity.</p>	<p>Stronger Community Partnerships: Strengthened genuine engagement with whānau, agencies, iwi, and local businesses.</p> <p>Inclusive & Supportive Systems: Strengthened pastoral and learning support, and welcoming kura spaces.</p>	<p><i>The community is both supportive and supported by Waihi College.</i></p> <p><i>A sense of belonging and accountability.</i></p>

Vision statement

Where purpose meets opportunity. Kei konei tātou e tū ana - Here we stand.

Goals:

Initiatives

Success statement

PATHWAYS

Educational excellence and diverse pathways

Every learner is supported and challenged to achieve success, with multiple pathways to their future.

- **High Expectations for All:** Strive for consistent achievement goals, learner profiles, and celebration of diverse success.
- **Broad Pathways:** Expand academic, vocational, cultural, and creative options (Years 9–13) with whānau involvement.
- **Responsive Teaching:** Embed PLD for teachers in culturally responsive practices and a connected curriculum approach.

Life long learners, who have opportunity and choice

Confident teachers who provide nurturing learning environments.

PARTNERSHIPS

Whiria te tangata (weave the people together)

We build a strong, inclusive community where students, staff, whānau, and iwi are connected through shared values and identity.

- **Stronger Community Partnerships:** Strengthen genuine engagement with whānau, agencies, iwi, and local businesses.
- **Inclusive & Supportive Systems:** Strengthened pastoral and learning support, and welcoming kura spaces.
- **Honouring Te Tiriti:** A localised curriculum, Waihi College kawa
- Develop and recognise deep connections to whenua and tūrangawaewae.

The community is both supportive of and supported by Waihi College.

A sense of belonging and accountability.

A deep sense of turangawaewae leading self and others.

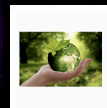
Our values:

Manaakitanga – We care for and support everyone in our school community.

Kotahitanga – We work together in unity to achieve shared goals.

Kaitiakitanga – We act as guardians of our people, culture, and environment

Whanaungatanga – We build strong, positive relationships that foster belonging.



<p>Goal 1 Educational excellence and diverse pathways</p> <p>Initiatives</p>	2026	2027	2028	success statement
<p>1. High Expectations for Every Learner</p>	<p>Establish clear, consistent achievement expectations across all learning areas.</p> <p>Recognise and celebrate academic, cultural, and vocational success.</p>	<p>Refine clear, consistent achievement expectations across all learning areas.</p> <p>Track progress with learner profiles that identify strengths, needs, and aspirations.</p> <p>Recognise and celebrate academic, cultural, and vocational success.</p>	<p>Ongoing and review</p>	<p>Life long learners, who have opportunity and choice</p> <p>Confident teachers who provide nurturing learning environments.</p>
<p>2. Broad and Responsive Pathways</p> <p>(Years 9–13)</p>	<p>Expand vocational, academic, cultural, and creative pathways, ensuring multiple routes to success.</p> <p>Strengthen partnerships with tertiary providers, trades, and local industries.</p> <p>Provide personalised course planning with whānau involvement.</p>	<p>Ongoing</p>	<p>Ongoing and review processes</p>	
<p>3. Growing Teacher Capability and Responsive Practices</p>	<p>Invest in sustained PLD focusing on culturally responsive, trauma informed and inclusive pedagogy.</p> <p>Create a connected curriculum framework, embedding mātauranga Māori and cross-curricular projects.</p>	<p>Ongoing</p> <p>Develop shared practices around differentiated learning for neurodiverse and diverse learners.</p>	<p>Ongoing</p>	

Goal 2 Whiria te tangata (weave the people together). Initiatives	2026	2027	2028	success statement
Foster School-Wide Community Collaboration	<p>Strengthen engagement and participation across students, staff, and whānau to build a shared school culture.</p> <p>Build strong connections with local agencies, businesses, and providers to expand opportunities for ākonga.</p>	Ongoing.	Ongoing and review	The community is both supportive of and supported by Waihi College
Implement Targeted Community Engagement Practices	Use purposeful questions and feedback mechanisms to ensure responsiveness to the needs of our community.	Hone and refine purposeful questions and feedback mechanisms to ensure responsiveness to the needs of our community further	Hone and refine purposeful questions and feedback mechanisms to ensure responsiveness to the needs of our community further	
Enhance Pastoral Care Systems	<p>Build consistent and responsive pastoral systems to foster wellbeing, belonging, and manaakitanga.</p> <p>Strengthen frameworks to ensure all ākonga, including neurodiverse learners, have the support they need to thrive.</p>	<p>Share, refine, and embed pastoral initiatives to provide consistent support for all learners.</p> <p>Strengthen frameworks to ensure all ākonga, including neurodiverse learners, have the support they need to thrive.</p>	Review the pastoral care system, and make recommendations for following year.	

Improve Physical Spaces	Undertake property modifications and beautification projects to create welcoming, accessible, and inclusive learning environments.	ongoing 5YA	Ongoing 5YA	A sense of belonging and accountability.
Honour Tiriti o Waitangi, and understand who we are through a localised connected curriculum.	<p>Embed a Localised, Connected Curriculum Integrate Waihi's history, iwi knowledge, and place-based learning to deepen student understanding of identity and context.</p> <p>Strengthen Waihi College Kawa and Protocols Develop and maintain school protocols that reflect tikanga Māori, shared values, and respect for all members of the community.</p> <p>Foster a Sense of Tūrangawaewae and Pride Encourage students to connect to whenua, culture, and community, building belonging, confidence, and pride in identity.</p>	Ongoing	Ongoing and review	A deep sense of turangawaewae leading self and others.

Attendance Management Plan

Education and Progress. Meeting every student's educational needs, offering pathways to meet their aspiration needs.

Today's learners are tomorrow's leaders – attendance is the first step to learning.

Working towards the 90% attendance for 80% of students as per Government's target. Currently attendance at 90% for Waihi College is 39.25% (av. 2025) - a realistic target would be 60% of students to be present for 90% of the time.

Annual Plan 2026 – Waihi College

GOAL PATHWAYS Educational excellence and diverse pathways

Initiative **High Expectations for All:** Consistent achievement goals, learner profiles, and celebration of diverse success.

<p>Outcomes</p> <ul style="list-style-type: none"> • Students articulate goals/next steps; equitable expectations; improved NCEA/junior results. • Tailored pathways; improved engagement/attendance; stronger whānau partnerships. • Stronger belonging and pride; balanced recognition of diverse identities; culture of excellence and inclusion. 	<p>Measures</p> <ul style="list-style-type: none"> • All learning areas publish progression criteria; moderation shows consistency; student clarity improves. • 100% learner profiles updated regularly; evidence of use in teaching; regular whānau feedback. • Growth in awards across diverse areas; inclusive student voice feedback; increased attendance at events.
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actions	accountable	responsible	resources	completed by
Establish clear, consistent achievement expectations across all learning areas	Principal / Deputy Principal	HOD's and Curriculum leads	NZ Curriculum, assessment frameworks, PLD, staff meeting time	T1 T2
Track progress with learner profiles identifying strengths, needs, and aspirations	Deputy Principal – Student Achievement	Class teachers, Learning Support Coordinator	Digital learner profile platform, access to student data, PLD	T 1-4
Recognise and celebrate academic, cultural, and vocational success	Principal / Deputy Principal – Student Achievement	Teachers, Kaiarahi, Student Leaders	Awards systems, assemblies,	T1-4

			newsletters, certificates	
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GOAL PATHWAYS Educational excellence and diverse pathways				
Initiative Broad Pathways: Expand academic, vocational, cultural, and creative options (Years 9–13) with whānau involvement.				
Outcome		Measures		
<ul style="list-style-type: none"> • Broader, more inclusive curriculum meeting diverse learner aspirations. • Improved engagement, achievement, and whānau-school partnership. • Increased transitions to further education, employment, or training; strengthened community-school connections. 		<ul style="list-style-type: none"> • Increased number of course options and enrolments across diverse pathways; student voice shows satisfaction with choice; retention rates improve. • 100% of students complete annual course planning with whānau input; attendance at whānau meetings increases; student pathways data shows alignment with strengths/interests. • Growth in number of partnership agreements; student participation in tertiary/trades tasters and work-based learning; feedback from partners and students shows value. 		
actions	accountable	responsible	resources	completed by
Expand academic, vocational, cultural, and creative options for Years 9–13	Principal / DP – Curriculum	HoDs SLT, , Careers Advisor	Curriculum planning time, partnership agreements, PLD	T1 - T4
Provide personalised course planning with whānau involvement	DPs / Gateway Coordinator– Student Achievement	Guidance Counsellors, teachers	Student course information, whānau meetings, timetabling support	T1 - T4
Strengthen partnerships with tertiary providers, trades, and local industries	Principal / DP / Gateway Coo	Careers Advisor, HoDs	Local industry contacts, MoUs, PLD on	T1 - T4

			partnership models	
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Goal PATHWAYS Educational excellence and diverse pathways

Initiative **Responsive Teaching:** PLD for teachers in culturally responsive practices and a connected curriculum approach.

<p>Outcome</p> <ul style="list-style-type: none"> Increased engagement and achievement for Māori, Pacific, and priority learners. More equitable learning experiences; improved outcomes for neurodiverse learners. Richer, more relevant learning; strengthened cultural identity and belonging for students. 	<p>Measures</p> <ul style="list-style-type: none"> % of staff completing PLD; teacher self-reflection surveys show growth; observed practice shifts in appraisals. Evidence of differentiation in unit plans; collaborative teacher inquiries; student feedback shows needs being met. Curriculum maps include mātauranga Māori; iwi/whānau consultation feedback; cross-curricular projects implemented.
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actions	accountable	responsible	resources	completed by
PLD for teachers in culturally responsive and inclusive pedagogy	Principal / DP – Curriculum	HoDs, SLT, Principal	PLD providers, workshops, online courses, release time	T1 - T4
Develop shared practices around differentiated learning	DP – Teaching & Learning	HoDs, SLT, Principal	Resource packs, PLD sessions, collaboration time	T1 - T4
Create a connected curriculum framework integrating mātauranga Māori	DP – Curriculum	HoDs, Māori Medium Leads	Curriculum mapping tools, PLD, iwi input	T1 - T4

Goal Whiria te tangata – Weave the People Together

Initiative Strengthen Community Collaboration

Outcome	Measures			
<ul style="list-style-type: none"> Stronger relationships and sense of belonging; improved communication and trust between school and whānau. School initiatives better reflect community needs; whānau and student voice influence planning. Enhanced opportunities for learners; improved transitions to further education, employment, and community involvement; stronger school-community networks. 	<ul style="list-style-type: none"> Attendance and participation rates at hui, parent-teacher meetings, and student-led events; positive feedback from surveys. Number of actions or programs informed by community consultation; feedback shows voices are heard and acted upon. Growth in formal agreements (MoUs); number of collaborative projects; partner satisfaction surveys. 			

actions	accountable	responsible	resources	completed by
Foster engagement across students, staff, and whānau	Principal / SLT / All	Teachers, Kaiarahi	Meeting spaces, communication tools, hui facilitation guides	T1 - T4
Use purposeful questions to guide community responsiveness	Principal	Teachers, Student Leaders	Survey tools, consultation guides, meeting time	T1, T2
Build strong partnerships with agencies, iwi, and local businesses	Principal / SLT / All	Careers Advisor, HoD	MoUs, PLD on partnership models, networking time	T1 - T4

Goal	Whiria te tangata – Weave the People Together			
Initiative	Inclusive & Supportive Environment			
Outcome	Measures			

<ul style="list-style-type: none"> • Students feel safe, supported, and connected; early identification of issues; stronger whānau-school relationships. • More equitable learning experiences; improved achievement for priority and neurodiverse learners; teachers able to respond effectively to diverse needs. • School spaces reflect diversity and accessibility; increased sense of belonging; positive school culture. 	<ul style="list-style-type: none"> • Attendance and wellbeing data; reduction in incidents/stand-downs; staff and student survey feedback on support. • 100% of students with updated learning plans; evidence of targeted interventions; improved academic outcomes for learners with additional needs. • Completion of modifications; student and staff satisfaction surveys; participation rates in activities by diverse groups.
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actions	accountable	responsible	resources	completed by
Strengthen pastoral care systems	DP – Pastoral Care	SLT, Kaiarahi, Teachers	Pastoral care framework, PLD, meeting/collaboration time	T1 - T4
Enhance learning support frameworks	DP – Student Achievement	Learning Support Coordinator, SENCO, Teachers	Learning support resources, digital tracking tools, PLD	
Improve school spaces for inclusivity	Principal – Property	Property Manager, Principal	Budget for modifications, facilities plans, student consultation	T1 - T4

Goal	Whiria te tangata – Weave the People Together
Initiative	Honour Te Tiriti & Local Identity
Outcome	Measures

<ul style="list-style-type: none"> ● Learning is relevant and culturally grounded; students understand local history and iwi connections. ● Respectful, culturally aware school environment; tikanga embedded in daily routines. ● Stronger cultural identity and connection to school and community; increased engagement and wellbeing. 	<ul style="list-style-type: none"> ● Curriculum maps show integration of local history, iwi perspectives, and mātauranga Māori; teacher feedback on implementation; student engagement in localised units. ● Staff and student participation in tikanga workshops; audits show adherence to school kawa; positive feedback from whānau/iwi. ● Student participation in place-based learning, cultural events, and marae visits; student surveys reflect pride and belonging.
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actions	accountable	responsible	resources	completed by
Embed a localised, connected curriculum	DP's – Curriculum	HoDs	Curriculum mapping tools, iwi consultation, PLD	T1 - T4
Strengthen Waihi College kawa and protocols	Principal / DP – Community Engagement	HOD Māori, Staff, Student Leaders	Kawa documents, tikanga workshops, PLD	T1 - T4
Foster a sense of tūrangawaewae and pride	DP – Student Achievement	Teachers, Deans	Place-based learning resources, cultural events, marae visits	T1 - T4