



**Kia tipu**  
**To grow**

**Kia hua**  
**To thrive**

**Kia puāwai**  
**To prosper**



## Strategic Plan 2024 - 2025

### School Vision, Values and Learner Muscles

Winton School is a place where all students are encouraged and challenged to strive for personal excellence in a wide range of academic, social, cultural and physical activities. Through effective governance, high quality teaching, high expectations and a strong home-school partnership, we aim to help our students to become confident, connected and actively involved lifelong learners.

#### Values:

Respect - Whakaute  
Effort - Manawanuitanga  
Responsibility - Takohanga  
Empathy - Pūaroha

#### Learner Muscles:

Collaborator - Mahi Tahī  
Communicator - Whakakatau  
Researcher - Kairangahau  
Self Manager - Mana Motuhake  
Thinker - Whakaaro

### Background Information

Our Strategic Goals are a result of consultation with our wider community, including parents and iwi. Staff and student voice, along with achievement data has also helped to guide our strategic plan.

### Strategic Goals

**Strategic Goal 1:** To improve student outcomes in Mathematics by engaging in focussed and research based PLD.

**Strategic Goal 2:** To provide a setting where the hauora / wellbeing of staff, students and whānau is nurtured and positively enhanced.

### Strategic Goal Alignment

*Education and Training Act 2020*

	Mathematics	Wellbeing
<b>s127(1) - Objectives of Boards in governing schools</b>		
Every student at the school is able to attain their highest possible standard in education achievement	✓	✓
The school:		
• is a physically and emotionally safe place for all students and staff		
• gives effect to relevant student rights		✓
• takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school		
The school is inclusive of and caters for students with differing needs	✓	✓
The school gives effect to Te Tiriti o Waitangi including by:		
• working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori		
• taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori	✓	✓
• achieving equitable outcomes for Māori students.		

## Strategic Goal Alignment

### National Education Learning Priorities (NELP)

		Mathematics	Wellbeing
<b>1</b>	<b>LEARNERS AT THE CENTRE</b> - Learners with their whānau are at the centre of education		
1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying		✓
2	Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	✓	✓
<b>2</b>	<b>BARRIER FREE ACCESS</b> - Great education opportunities and outcomes are within reach for every learner		
3	Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs	✓	✓
4	Ensure every learner/ ākongā gains sound foundation skills, including language/, literacy and numeracy	✓	
<b>3</b>	<b>QUALITY TEACHING AND LEADERSHIP</b> - Quality teaching and leadership make the difference for learners and their whānau		
5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning		✓
6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	✓	✓
<b>4</b>	<b>FUTURE OF LEARNING AND WORK</b> - Learning that is relevant to the lives of New Zealanders today and throughout their lives		
7	Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work	✓	✓

STRATEGIC GOAL 1: To improve student outcomes in Mathematics by engaging in focussed and research based PLD.		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	Build the capability and capacity of the 'Leaders of Change' to effectively support and lead PLD/change in the school.	✓	✓	✓
	Increase confidence in teachers mathematics knowledge and skills so they are able to design programmes that meet the needs of all learners.		✓	✓
	Establish a shared understanding of quality mathematics teaching that promotes sound schoolwide practices.		✓	✓
	Achieve higher levels of engagement and improve the confidence of identified students.		✓	✓
2025	Develop clarity around the school programme and resources put in place to support all learners, including understanding and documenting clear progressions of mathematical skills.	✓	✓	✓
	Strengthen the home-school partnership so whanau have the opportunity, understanding and ability to support their child's learning.		✓	✓

STRATEGIC GOAL 2: To provide a setting where the hauora / wellbeing of staff, students and whānau is nurtured and positively enhanced.		Te Tiriti o Waitangi		
		Art 1	Art 2	Art 3
2024	As part of the second year of the Mitey Mental Health Programme, deliver explicit learning about mental health and hauora / wellbeing to all students.	✓	✓	✓
	Ensure that staff hauora / wellbeing is at the forefront of everything we do.	✓	✓	✓
2025	As part of the third year of the Mitey Mental Health Programme, deliver explicit learning about mental health and hauora / wellbeing to all students.	✓	✓	✓
	Ensure that staff hauora / wellbeing is at the forefront of everything we do.	✓	✓	✓

#### Te Tiriti o Waitangi

Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga/ Agency - Article 3 Ōritetanga/ Equity

## STRATEGIC GOAL 1

To improve student outcomes in Mathematics by engaging in focussed and research based PLD.

2025 Goals:	Actions / How	Resourcing / Measurement Tools	Led by	Timeframe	Desired Outcomes
1. Build the capability and capacity of the 'Leaders of Change' to effectively support and lead PLD/change in the school.	Management Team to work with Core Education to coordinate and fully participate in all PLD opportunities. <ul style="list-style-type: none"> <li>- Staff Only Days</li> <li>- Staff Meetings</li> <li>- Zoom Meetings</li> <li>- Observations</li> </ul>	Core Education	Jo Barr (Core Ed) Bev O'Neill (Maths Lead) Management Team	2025	Winton School staff engaging in quality Mathematics PLD. Management Team learning alongside classroom teachers.
	Teachers to set and monitor PLD goals as part of their Professional Growth Cycle.	Teacher / Management 'Check In' meetings. PGC documents.	Teachers, Team Leaders.	Termly	Teachers reflecting on their practice, in particular implementation of new learning (new curriculum and Maths No Problem resource), strategies and techniques.
2. Increase confidence in teacher's mathematics knowledge and skills so they are able to design programmes that meet the needs of all learners.	Participate in regular and purposeful classroom visits and observations	Observations	Bev O'Neill	2025	Staff provided with feedback to enable them to make changes to practice and programmes.
	Teaching and Support Staff actively engaging in all PLD opportunities.	Staff Only Days Staff Meetings Team Meetings Zoom Meetings.	Bev O'Neill Jo Barr Management Team	2025	Embed a school culture of being open to learning, sharing and continually improving. Teachers knowledgeable about and are able to identify and respond to a range of learning needs.
3. Establish a shared understanding of quality mathematics teaching that promotes sound schoolwide practices.	Develop clear school wide expectations including a clear assessment schedule, transitions, programme design and next steps.	Staff Only Days Staff Meetings Zoom Meetings	Steve & Bev O'Neill Jo Barr Management Team	2025	Understand the expectations for progress and what this looks like at key transition points into, across and out of school.
	Explore the refreshed Mathematics Curriculum and Common Practice Model.	Te Mataiaho. Common Practice Model Staff Only Days Management / Staff Meetings	Jo Barr Management Team Staff	2025	Teachers implementing Curriculum Refresh changes as PLD is delivered. Staff reflecting on their practice. Maths understandings developed over time resulting in high impact on student learning.

4. Achieve higher levels of engagement and improve the confidence and achievement of identified students.	Intervention Programme(MOE funded Maths Trial) in Senior School.	Maths Trial PAT Mathematics	Senior Teachers Mel Brunell	2025	Identified Year 7&8 students becoming more confident in Maths and making accelerated progress.
5. Develop clarity around the school programme and resources put in place to support all learners, including understanding and documenting clear progressions of mathematical skills.	<p>Introduction of Maths No Problem resource.</p> <p>Two MOE PLD days allocated to explore the Refreshed Mathematics and Statistics Curriculum.</p>	<p>Maths No Problem (MNP) Resources introduced along with PLD</p> <p>New curriculum Staff Only Days Management Meetings Staff Meetings Team Meetings</p>	<p>Bev O'Neill</p> <p>Jo Barr (Core Ed) Bev O'Neill</p>	<p>2025</p> <p>Terms 1 &amp; 2</p>	<p>Teachers becoming more familiar with the Maths No Problem programme and resources.</p> <p>All staff finding the balance between the Maths No Problem resources and the new curriculum. The curriculum is the guiding document with MNP supporting best practice.</p>
6. Strengthen the home-school partnership so whanau have the opportunity, understanding and ability to support their child's learning.	<p>Twice yearly 3 Way Learner Conferences</p> <p>Reviewing reporting to parents in relation to the new phases of learning.</p> <p>Parents made aware of the new MOE on-line Parent Portal.</p>	<p>HERO</p> <p>HERO</p> <p>Parent Portal</p>	<p>All staff Parents &amp; Caregivers</p> <p>Management Team</p> <p>Steve</p>	<p>Terms 1 &amp; 3</p> <p>2025</p> <p>Term 2</p>	<p>An opportunity for all stakeholders to discuss children's learning and goals in Mathematics.</p> <p>Parents receiving quality information about their child's progress and achievement in relation to the new phases of learning.</p> <p>Parents and caregivers having access to clear and up-to-date information on the school curriculum, assessment practices, and ways they can complement their child's learning.</p>

## STRATEGIC GOAL 2

To provide a setting where the hauora / wellbeing of staff, students and whānau is nurtured and positively enhanced.

2025 Goals:	Actions	Resourcing / Measurement Tools	Led by	Timeframe	Desired Outcomes
1. As part of the third year of the Mitey Mental Health Programme, deliver explicit learning about mental health and hauora / wellbeing to all students.	All staff to engage in Mitey PLD opportunities.	Staff Meetings Learning in Action Sessions. Mitey Pods Mitey website	Debbie and Andrew (Mitey Champions)	2025	Consolidate Mitey as a component of the Winton Way through PLD learning. Staff confident in teaching the Mitey Programme and responding to students needs.
	Integrate Mitey into the wider school programme and community.	Best Foot Forward Postcards, RERE's cape, Mitey certificates, Assemblies, HERO, School video, books, website	Debbie, Andrew and Staff	2025	The wider community understanding and becoming familiar with the Mitey Programme through regular communication (HERO, Assemblies, video, website).
	Incorporate Mitey into other curriculum areas and develop more resources.	Staff Meetings Release time Mitey Library / website	Debbie, Andrew and Staff	2025	Staff have an increased toolkit to be able to effectively integrate Mental Health teaching and learning opportunities where possible.
2. Ensure that staff hauora / wellbeing is at the forefront of everything we do.	Develop a shared understanding of what wellbeing looks like in our workplace.	Staff Meetings Wellbeing Survey Policy	Debbie and Andrew. Staff, Board, Active Southland	2025	A continued awareness of staff wellbeing being a priority in our workplace.
	Staff initiatives that encourage fun and participation	Social events, dress up days, challenges, etc Board funding	Debbie and Andrew Staff	2025	Scheduled events are well planned and attended by staff.
	Actively check and connect with each other in both formal and informal settings.	Check In Meetings Social events	Everyone	2025	Staff engaged and happy in their work, feeling supported and valued.