



Strategic Plan 2024-2025

Vision - Our students are confident, connected and actively involved in lifelong learning.
 Guiding whakatauki - Whāia te mātauranga hei oranga mō koutou Seek learning for the the wellbeing of all.

Our Values	Whanaungatanga Belonging	Rangatiratanga Leadership	Hiranga ki mua Excellence
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Goals	Create a culturally sustaining, positive environment for learning.	Growing teacher capability to raise and accelerate achievement for all.	Enhance community partnerships in order to increase engagement.
Key Initiatives	<ul style="list-style-type: none"> Honour Te Tiriti o Waitangi Embedding Values Strengthen Trauma Informed Approaches Embed culturally sustaining practices Develop and explicitly teach anti bullying programmes Embed Restorative Practices Focus on student and staff wellbeing Resources: "Teaching to the NE" Russell Bishop "Niho Taniwha" Melanie Riwai-Couch "Connections Over Compliance" Lori L. Desautels "Beyond Behaviors" Mona Delahooke	<ul style="list-style-type: none"> Inclusive practice Teacher mindset Developing a sense of urgency Pedagogical practice- AFL, Assessment Literacy Skill development Teacher and learner dispositions Developing a reading culture Literacy, especially Writing (Ako Hiko and Kāhui Ako link) Learn, Create, Share (Ako Hiko link) Collaborative Practice Accelerating Student Achievement (ERO) 	<ul style="list-style-type: none"> Transition in to and out of school Partnerships with community and whanau Focused on learning Sport and performing arts Marketing the school Values and vision alignment Graduate profile
Outcomes	Ākonga have a strong sense of belonging, trauma informed practices are 'business as usual', students' culture is evident in the school, te reo Māori is spoken and normalised. Values are lived.	Ākonga achievement is accelerated. Data is used to inform practice. Ākonga are able to identify next steps in their learning. Teachers are working collaboratively. Ākonga are engaged in their learning.	A graduate/learner profile is developed and is used to drive values based learning. Ākonga living in zone attend Wesley Intermediate as their school of choice. Ākonga are representing the school in sports and performing arts.

NELP 1 & 3

NELP 1, 2 & 3

NELP 1, 2 & 4

Improvement Plan Goal 1: Create a culturally sustaining, positive environment for learning.

NELP LINKS:

LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education (Priorities 1 & 2)

QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau (Priority 5)

Baseline Data

Wellbeing @ School survey data:

Aggressive School Culture - 24.9% of ākonga feel the culture is aggressive

ProSocial School Culture - 51.7% of ākonga feel the culture is pro social

Ākonga Social Strategies - 53.3% of ākonga identify that they have strategies for handling issues between themselves and others

Edge Data - 67 incidents of defiance and 57 incidents of fighting

Community perception of the school is not 100% positive

Target

Wellbeing @ School survey data targets:

Aggressive School Culture - decrease by at least 10% - ultimate goal to be 0%

ProSocial School Culture - increase by at least 20%

Ākonga Social Strategies - increase by at least 20%

Edge Data shows decrease of defiance and fighting by at least 50%

Community perception - the wider community recognises a shift in the way ākonga at Te Kura Waenga o Wēteri treat each other

Review Schedule for Board

Term 2 Trauma Informed Practice Update

Term 4 Wellbeing @ School and Edge data sharing

Initiative	Action	Who	When	Indicators of Progress
Honour Te Tiriti o Waitangi	Track achievement for ākonga Māori	Whitney		Ākonga Māori are tracked, and are making progress at or above expected level.
	Use and normalise te reo Māori me ōna tikanga	All staff		Tikanga is adhered to at appropriate times. Te reo Māori is used and normalised, and taught in classes.

	Develop expectations and challenges around use of te reo Māori me ōna tikanga	SLT				Staff have set goals to work towards around their own use of te reo Māori me ōna tikanga.
	Develop a Māori Action Plan	SLT				Ākonga Māori achieving success as Māori.
Embed school values of hiranga ki mua, whanaungatanga and rangatiratanga	Develop a graduate profile based on the school values	Rachael				Staff, ākonga and the wider community are consulted and a graduate profile is developed.
	Develop a shared language of social emotional skills that is trauma informed	Rachael				Staff have a shared language to use with ākonga.
	Refresh Health planning, ensure it is trauma informed and focused on pro social interactions	Whitney				Aggressive ākonga culture questions in Wellbeing @ School survey show an improvement.
Strengthen and embed Trauma Informed Approaches	Update Edge recording of incidents to reflect dysregulation	Rachel				Accurate data is recorded on Edge, is analysed and used by SLT.
	Collect data via the wellbeing @ school survey to use to inform next steps	Rachel				Comparison of data to inform next steps.
	New trauma informed behaviour management procedure introduced	SLT				Staff are aware of and using our new trauma informed behaviour processes.
	Upskill staff on using regulating, brain stem activities with ākonga in all classes	Rachael				All ākonga and staff participate in Wēteri flow each day. Regulation strategies are in use in all classrooms.
Develop Restorative Practices	Use restorative conversations and conferencing to manage behavioural challenges as part of the trauma informed behaviour management procedure	All staff				Ākonga and staff understand and use the restorative process.

Improvement Plan Goal 2: Growing teacher capability to raise and accelerate achievement for all.

NELP LINKS:

LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education (Priority 2)

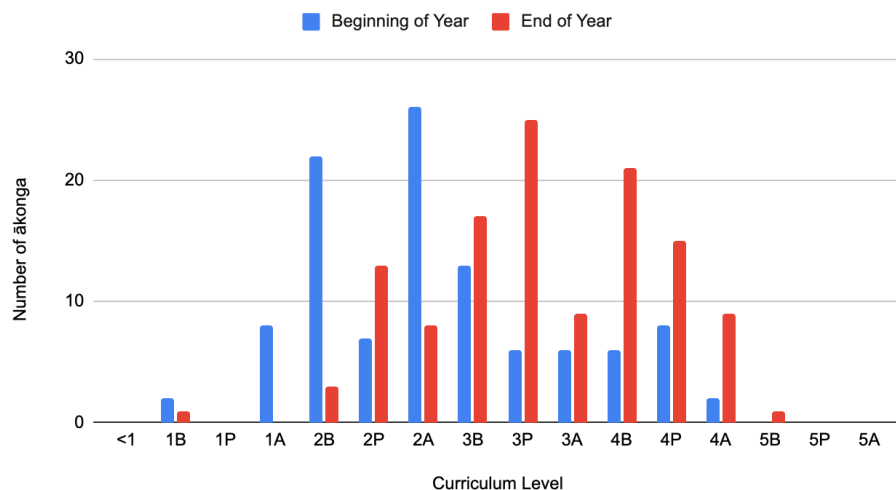
BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner (Priority 4)

QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau (Priority 6)

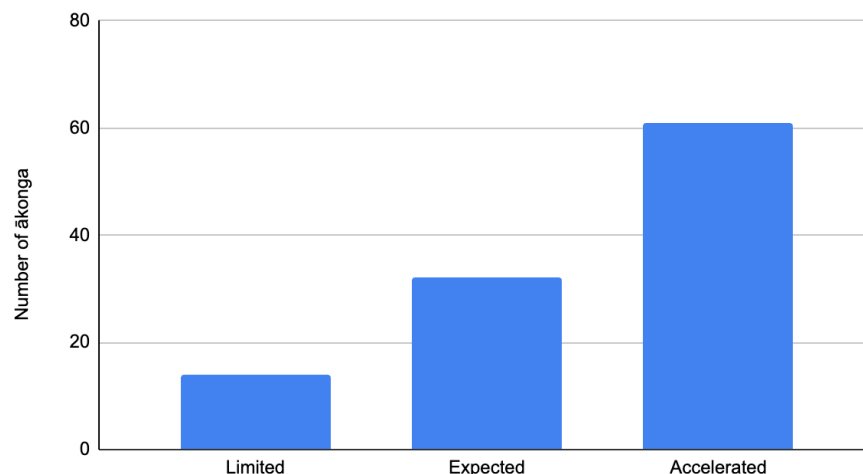
Baseline Data

WRITING		
Whole School	Term 4 2023	Term 1 2024
Not Yet at Expected Level	85%	
At Expected Level	11%	
Above Expected Level	3%	

Writing Achievement Levels 2023



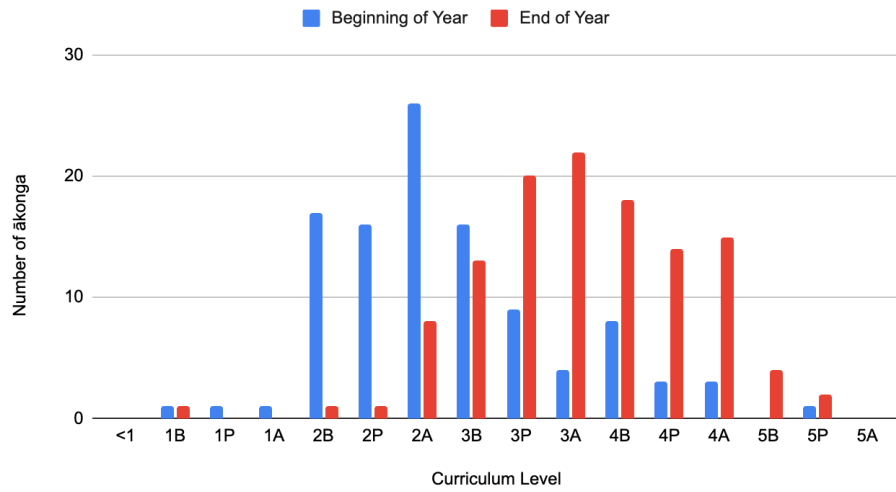
Writing Progress 2023



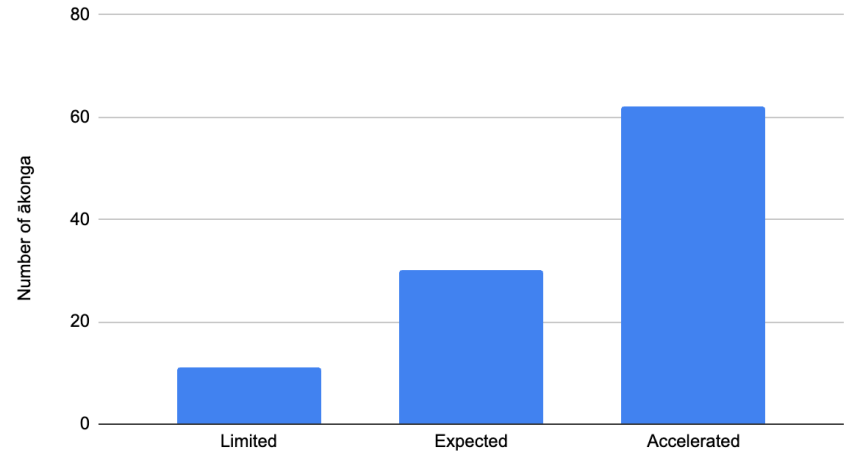
READING		
Whole School	Term 4 2023	Term 1 2024

Not Yet at Expected Level	68%	
At Expected Level	21%	
Above Expected Level	10%	

Reading Achievement Levels 2023

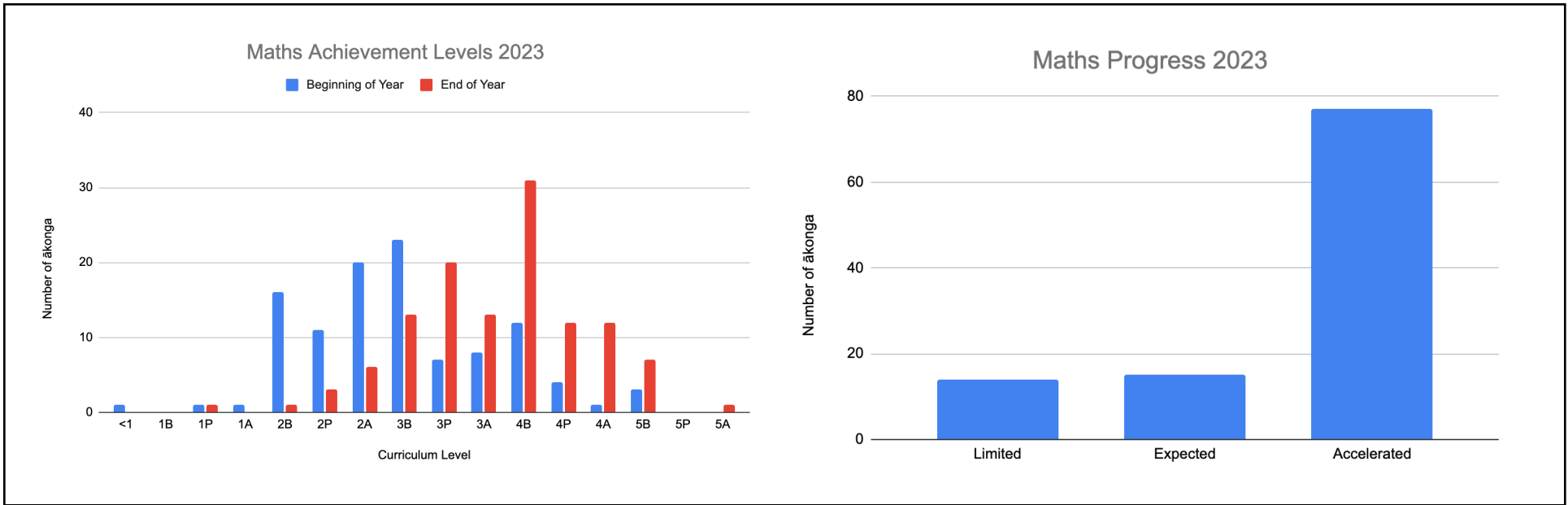


Reading Progress 2023



MATHEMATICS

Whole School	Term 4 2023	Term 1 2024
Not Yet at Expected Level	72%	
At Expected Level	16%	
Above Expected Level	11%	



Target

All ākonga will make progress of two sub-levels in a calendar year

Review Schedule for Board

Term 1 Baseline data for 2024, targets and goals for 2024

Term 3 Mid year Achievement Data

Term 4 End of year Achievement Data

Initiative	Action	Who	When	Indicators of Progress
Teachers are upskilled in the teaching of Mathematics in order to raise ākonga achievement in Mathematics	Collaborative Mathematics planning is embedded and being used by all teachers, supported by Julia Crawford (Cognition Education)	Julia Whitney All teachers	■ ■ ■ ■	Maths programmes are delivered at Level 4 of the NZC. Ākonga achievement shows a shift of at least two sub-levels in a year.
	Teachers are supported by Julia in classes to ensure that pedagogical practice in Mathematics is focused on high expectations	Julia	■ ■ ■ ■	Teachers are confident in teaching and assessing Mathematics.
Teachers are upskilled in the teaching of Literacy in order to raise achievement in Literacy	Improve teacher effectiveness in teaching of Writing, through PLD with Del Costello, CoActive Education	Del SLT	■ ■ ■ ■	Ākonga achievement shows a shift of at least two sub-levels in a year.

	Increased use of data to inform next teaching and learning steps	Rachael Whitney All staff				All teachers are using data to inform next teaching and learning steps.
	Deprivatise Practice across the school	Rachael Whitney All staff				Teachers observe each other, and as a result make changes to their own practice, are aware of classroom practice across the school.
	Build a reading culture across the school	SLT Liz				Library feels modern and engaging. Staff and ākonga are engaged in reading.
Healthy Active Learning	PLD provided by Greg Burne to enhance pedagogical practice in Health and PE	Greg Whitney All staff				Teachers are more confident in teaching PE and Health. PE and Health lessons are taught at Level 4 of NZC. Rich learning opportunities are occurring in PE and Health.

Improvement Plan Goal 3: Enhance community partnerships in order to increase engagement.

NELP LINKS:

LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education (Priority 2)

BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner (Priority 3)

FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives (Priority 7)

Baseline Data

As per the table below, Wesley Intermediate currently has 26% of ākonga in the local area enrolling.

Unzoned Area	Share of Students in Zone
Wesley Intermediate	26%
Mt Roskill Intermediate	21%
Glenavon School	11%

Blockhouse Bay Intermediate	9%
Kowhai Intermediate	5%
Other	28%

2023 attendance data:

Term 1 - 64.2% ākonga attended regularly (attending 90% or more)

Term 4 - 37.8% ākonga attended regularly (attending 90% or more)

Engagement in whānau events:

In 2023 approximately 30% of families attended events.

Target

Enrolment numbers will increase by 20% (target of 130 ākonga for at start of 2025)

Attendance:

In all terms, 65% or more ākonga are attending regularly (attending 90% or more)

Engagement in whānau events:

Measure/record attendance by whānau at events

60% of whānau are attending events

Review Schedule for Board

Term 2 - Specialist Programme

Initiative	Action	Who	When	Indicators of Progress
Boost the profile and reputation of Wesley Intermediate	Showcase the school in an enrolment tour	SLT		Increased enrolments.
	Host Kāhui Ako and Ako Hiko hui at Wesley Intermediate where possible	SLT		Staff in schools in the community are aware of the changes at Wesley Intermediate.
	Market the school through leaflet drop, prospectus, open days, open evenings, Facebook and website	Rachel		Community is aware of what is on offer at Wesley Intermediate.
Transition into and out of Wesley Intermediate is efficient and effective	SENCO conversations are had with contributing primary schools and local secondary schools in a timely and efficient	Rachael		Information is received and acted on before the end of Term 4 where possible.

	manner				
Relationships with whānau and the wider community are enhanced, and learning focused	Hold at least one event per term to engage and connect with our community, including at least one performance	SLT			Whānau are connected with the school and attend events.
	Record and measure whānau attendance at events	SLT			60% or more whānau attend events.
	Send positive messages to whānau about ākonga. Include time in staff hui to do this	All teachers			Parents/caregivers have a positive connection with the school.
	Conduct whānau survey to collect voice on perception of school	Rachel			Data is collected to compare with previous year.

**Other Key Actions for 2024 to achieve our Strategic Vision
“Business as Usual”**

Personnel	Led by	Property, Health and Safety	Led by
<ul style="list-style-type: none"> ● Principal Professional Growth Cycle ● All Teachers and Learning Assistants complete Professional Growth Cycle ● Provisionally Certificated Teacher Induction and Mentoring Programme ● Induction of new staff 	RWM WGR	<ul style="list-style-type: none"> ● Ensure maintenance of property is of a high standard 	PS RWM
	WGR/ RB SLT	<ul style="list-style-type: none"> ● 5YA / Supplementary Funding Projects - bathroom upgrades, fixing of roof issues, completion of security system upgrade, downpipe clearing or replacing 	Tim Purdon
PLD for staff <ul style="list-style-type: none"> ● Trauma Informed Approaches ● Maths ● Literacy ● Healthy Active Learning ● Ako Hiko 	RB/Jase Julia Del Greg Egavas	<ul style="list-style-type: none"> ● Health and Safety committee operating effectively 	PG RWM
<ul style="list-style-type: none"> ● Ensure communication throughout the school is 	RWM	<ul style="list-style-type: none"> ● Engage and participate in rebuild planning ● Ensure clear communication is upheld regarding CASS build 	RWM RWM

effective and operating as per procedures			
Finance		Self Review Schedule	
<ul style="list-style-type: none"> ● Monitor budget line-by-line ● Ensure all finance procedures are adhered to ● All budgets to be held by Principal until further notice 	<p>RWM AS RWM RWM</p>	<p>Schooldocs Review Schedule</p> <p>Term 1: Te Tiriti o Waitangi, Board Responsibility, Documentation and Self-Review Policy</p> <p>Parent Involvement, Communicating with Parents, Community Conduct, School Planning and Reporting, Reporting to Parents</p> <p>Term 2: Appointment Procedure, Safety Checking</p> <p>Equal Employment Opportunities, Teacher Relief Cover, Police Vetting, Classroom Release Time</p> <p>Term 3: Equal Employment Opportunities, Teacher Relief Cover, Police Vetting, Classroom Release Time</p> <p>Media, Professional Development, Staff Conduct, Staff Leave</p> <p>Term 4: Managing Income and Expenditure, Financial Conflicts of Interest, Asset Management and Protection</p> <p>School Donations, Expenditure, Property Planning and Maintenance, Prevention of Bribery, Corruption, Fraud and Theft</p> <p>School Generated Self Review Review all school events as they happen Work with ERO, especially using the 2024 Te Ara Huarau School Improvement Framework</p>	<p>Board</p> <p>RWM</p> <p>Board</p> <p>RWM</p> <p>Board</p> <p>RWM</p> <p>Board</p> <p>RWM</p>