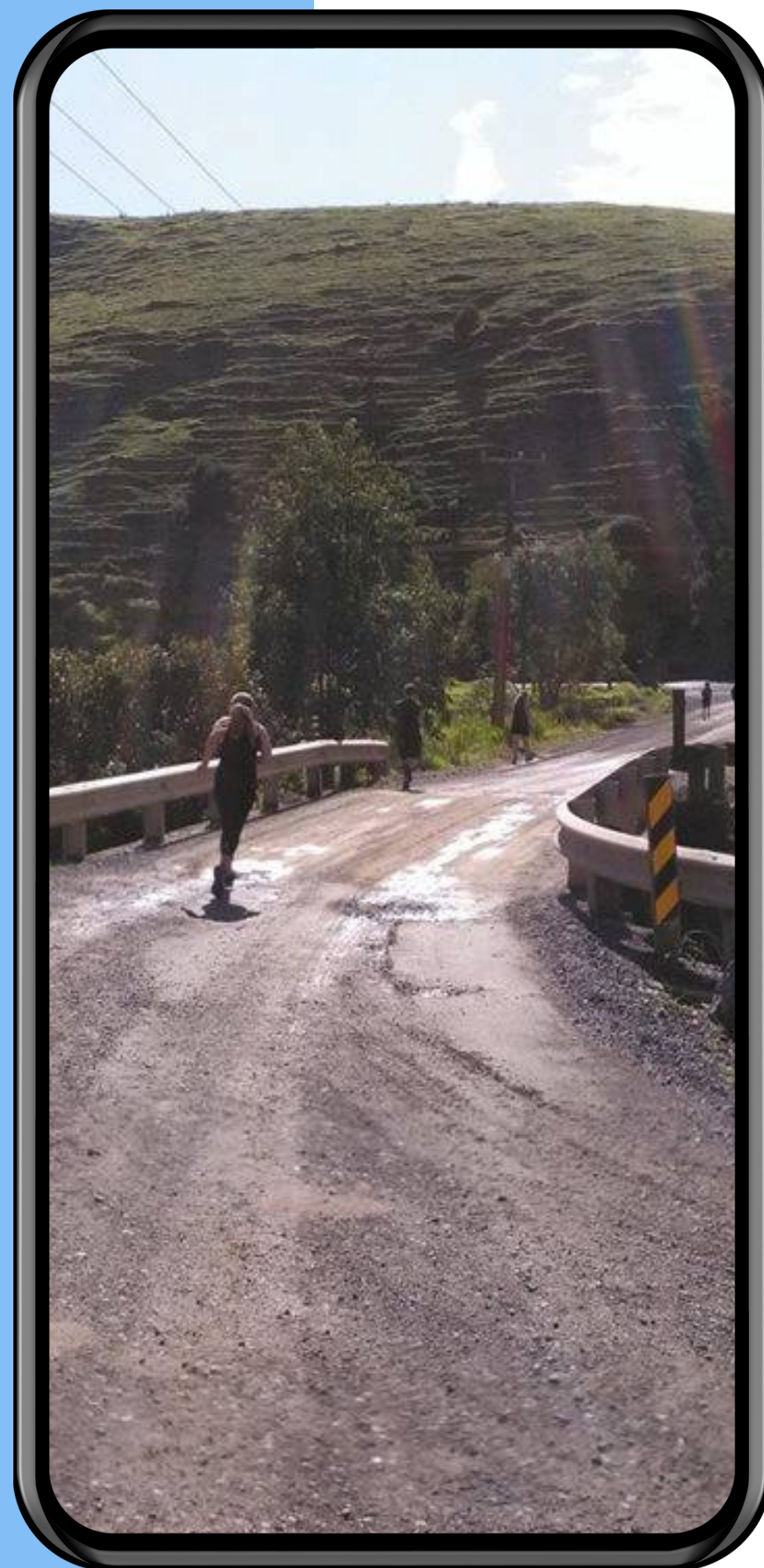


A large group of students in white uniforms and adults are standing in a school hall, facing a stage area. The hall has a polished wooden floor with colorful lines. The background shows a large screen and wood-paneled walls.

WHANGAROA COLLEGE

PROPOSED STRATEGIC PLAN

JANUARY 2024 -
DECEMBER 2025



NAVIGATING THE ROADMAP TO OUR STRATEGIC PLAN

- **October, 2022**
 - Staff feedback gathered through hui with BoT
- **October, 2022**
 - Whānau feedback gathered online and/or via hardcopy
- **November, 2022**
 - Student feedback gathered through online survey
- **December 2022**
 - All data analysed and aligned to NELP's where appropriate
- **October, 2023**
 - Student, Whānau and Staff feedback gathered through '*WHC Rongohia te hau*' process
- **January/February 2024**
 - Strategic aims adjusted to incorporate new feedback





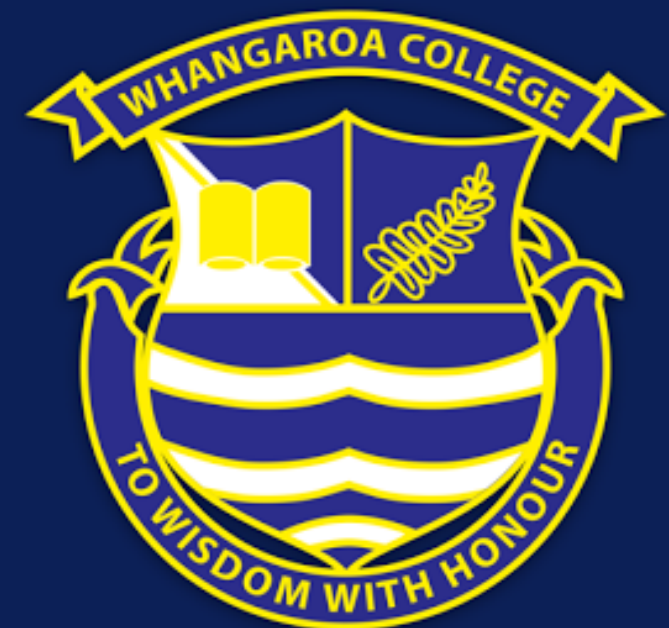
AIM

To enable all learners to achieve
Wisdom with Honour



MISSION STATEMENT

Building confident global citizens
that strive for excellence



VALUES

Whangaroa College acknowledges and upholds the values of Respect, Responsibility, Commitment, and Perseverance. We underpin these values with an emphasis on Tikanga Māori. By following these values the College aims to ensure all learners are equipped with the skills to achieve their full potential and positively contribute to society.



STRATEGIC GOALS

Whangaroa College Strategic Goals



Community Engagement

Enhance community involvement to support student learning and well-being.



Teaching and Learning

Enhancing teaching and learning experiences.



Positive Behaviour for Learning

Promote a positive school environment through PB4L to support student success.



Kaitiakitanga

Nurture the responsibility of caring and looking after the environment.



1. COMMUNITY ENGAGEMENT

1a. Connecting with Whānau. Teachers, students, whānau, hapū and the wider community working together

1b. Collaboratively develop our graduate profile with teachers, students, whānau, hapū, and the wider community

1c. Foster community engagement through the creation of events and networks to support all students and promote community involvement.

1d. Collaborate with students, teachers, whānau, hapū, and the wider community to co-create school goals and aspirations.





2. TEACHING AND LEARNING

- 2a. Empower students to apply real-world opportunities for learning, develop life skills, and recognise connections with curriculum subjects.
- 2b. Encourage learning experiences embedded within the community to nurture Whangaroatanga
- 2c. Empower students to envision themselves positively, successfully, and meaningfully in their chosen vocations.
- 2d. Integrate Marae-based learning as a cornerstone for cultivating understanding and appreciation of whakapapa (who they are) and Mātauranga Māori (Māori knowledge).
- 2e. Empower Kaiako and staff to set growth-oriented goals within the Professional Growth Cycle, enhancing their capacity to effectively support students in realizing their full potential.
- 2f. Encourage and support teachers and staff to facilitate a learning environment characterised by clarity, purpose, student-centered engagement, effective differentiation, and optimal resource utilisation.





3. PB4L

3a. Enhance the adoption and application of PB4L principles by all stakeholders to cultivate a positive school culture.

3b. Promote the development of our school values of Respect, Responsibility, Commitment and Perserverance through Whanaungatanga, Manaakitanga, and Rangatiratanga.

3c. Encourage reciprocal relationships through positive role modeling.

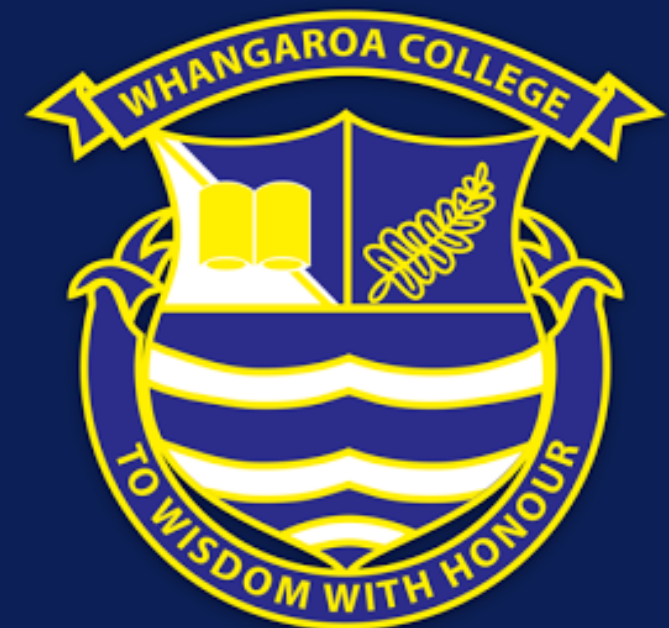




4. KAITIAKITANGA

4a. Promote a commitment to environmental stewardship.

4b. Promote a sense of responsibility in students to care for their community.



The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

