



**TE WAKA KURA O  
MOHUA**  
GOLDEN BAY HIGH SCHOOL



# **2025**

## **Strategic Plan and Annual Implementation Plan**

# Te Waka Kura o Mohua Golden Bay High School

## Strategic Plan - 10 year view

**Vision:** Inspiring, World-Ready Rangatahi

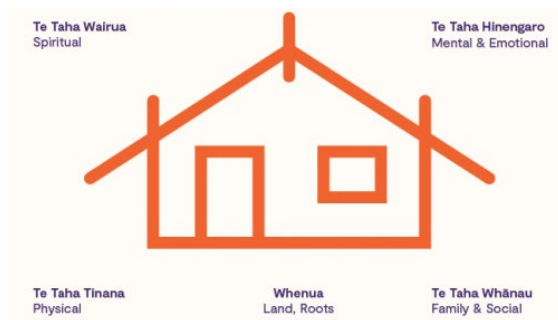
**Values:** Manaakitanga, Whanaungatanga, Kaitiakitanga, Wairuatanga

**Motto:** Ake Ake Kia Kaha

### Goals:

#### 1. Hauora: Wellbeing underpins all

- Wellbeing is defined as feeling good and functioning well.
- Te Whare Tapa Whā model.



- Proactively ensure that rangatahi and employee wellbeing is prioritised.

#### 2. Rangatiratanga: Every student achieves educational success as themselves

- Success will look different for different students.
- Students and whānau will have control over their learning.
- Students will need to be supported in different ways to achieve educational success.
- This means a more flexible approach to structuring learning. There will be a combination of subject specific learning and following interests. More interconnection between age groups, engagement in the community and not trying to do as much, but doing things better.

#### 3. Auahatanga: Rangatahi are creative, critically thinking, innovators

- Learning encourages and develops creativity, communication, problem solving, questioning and inquiry, opportunities for new skill development, the ability to adapt and even drive change.

#### 4. Maramatanga: Learning is engaging and challenging, leading to a sense of accomplishment

- Learning inspires and creates passion and a sense of achievement in our rangatahi. A focus on development of understanding, insight and sense of purpose and joyfulness in students.

#### 5. Whakawhanaungatanga: Significant connections within and beyond the school

- Our community, our natural environment and real world experiences are part of our learning environment. Utilise the local environment and community strengths, skills, and talents by developing close links with whānau, mana whenua and the wider community.

# **Te Waka Kura o Mohua Golden Bay High School**

## **2025 Strategic Priorities**

### **Strategic Priority 1:**

#### **Grow student and staff wellbeing**

##### Students:

- Implement school wide student and staff wellbeing plan.
- Regular attendance is increasing. Absence rates are decreasing.
- Informal feedback from students and whānau reflect:
  - A safe, enjoyable and challenging learning environment
  - Feeling valued and a sense of belonging
  - Feeling listened to and part of decision making

##### Staff:

- Feedback from multiple sources reflect:
  - A safe, enjoyable and challenging workplace
  - Feeling valued and a sense of belonging
  - Feeling listened to and part of decision making
  - Feeling supported to grow professional capability
  - Opportunities to grow leadership capability – in particular emerging and middle leaders

##### 2025 Indicators:

- Positive school culture
- Decrease in significant pastoral incidents
- Positive staff morale
- Increasing attendance
- Quality leadership
- Distributed leadership

## **Strategic Priority 2:**

### **Challenge and support every learner with high quality, future focussed teaching & learning**

- Assessment
  - Develop and implement a years 7 – 10 data framework for measuring progress, achievement and informing teaching practice against valued outcomes including literacy and numeracy
  - Baseline established for where students are at in relation to new curricula being implemented in 2025 and 2026
- Curriculum
  - Refreshed NCEA Level 1 embedded
  - Refreshed Year 7 & 8 Mathematics curriculum implemented
  - Preparation for Year 7 – 13 English curriculum implementation
  - Preparation for Year 9 – 13 Mathematics curriculum implementation
  - Local curriculum reviewed and enhanced in line with Curriculum Refresh requirements
  - Evidence of appropriate programmes and progress for students with learning support needs.
- Achievement targets:
  - 95% of students have achieved NCEA literacy and numeracy co-requisite by end of Year 11
  - NCEA Level 1, 2, 3 and UE are above equity index band average
  - 90% of leavers have achieved Level 2 NCEA (Note – results not available until next mid year)
  - Increasing percentage of students participating in NCEA at each level gaining endorsements

#### **2025 Indicators:**

- Student progress and achievement is on an upward trend.
- Evidence of increased student engagement.

### **Strategic Priority 3:**

#### **Māori students enjoy accelerated educational success as Māori**

- Positive feedback from students and whānau using a variety of formal and informal measures.
- Evidence of increased engagement with iwi and whānau.
- Evidence of increase and improvement in Te Reo Māori and tikanga around school, including use of Poutama Reo to determine specific targets and timeframes for continued development in te reo, tikanga and use of mātauranga Māori across the curriculum.
- Each Māori student's progress and achievement is monitored and tracked, and interventions successfully put in place.
- Place based Manawhenua ki Mohua curriculum is progressively installed.
- Progress of de-streaming continues.
- Process embedded to evaluate teachers' use of culturally sustaining teaching practices.

### **Strategic Priority 4:**

#### **Governance enhanced through**

- **Refine ten year strategy and begin consultation on three year strategic plan (2026 – 2028)**
- **Strengthening internal evaluation**
- **Aligning vision, values, motto, graduate profile and logo with Manawhenua ki Mohua aspirations**
- **Property Development programme progressing**
  
- Ten year strategy finalised.
- Three year strategy consultation plan developed and started.
- Strengthen systems and practices to ensure board is informed of effectiveness of interventions and strategies on increasing learner wellbeing, attendance, progress and achievement across the diversity of the school to inform decision making for further improvement.
- Vision, values, motto and logo embedded.
- Property programme progressing to satisfaction of Board.

## 2025 Annual Implementation Plan

Strategic Priority	Actions & Targets	Comments & Progress
<p><b>1. Grow student and staff wellbeing</b></p>	<p>1.1 Students</p> <p>1.1.1 Continue unpacking the NZCER Wellbeing@School survey 2024, developing and implementing wellbeing action plan having analysed areas of improvement and areas for further development.</p> <p>1.1.2 Regular attendance of 70% or above for each term in 2024.</p> <p>1.1.3 Regular attendance of 70% or above for each term for each:</p> <p style="padding-left: 20px;">1.1.3.1 Year level</p> <p style="padding-left: 20px;">1.1.3.2 Gender</p> <p style="padding-left: 20px;">1.1.3.3 Ethnic group</p> <p>1.1.4 Develop a school-community strategy to increase regular attendance</p> <p>1.1.5 Strengthen internal attendance policy and procedures including tracking and follow up processes.</p> <p>1.1.6 Gather and act on student voice regarding bullying. Incorporate MoE bullying tools into process.</p> <p>1.1.7 Start uniform review consultation</p> <p>1.2 Staff</p> <p>1.2.1 Use the 2024 Teaching, School and Principal Leadership (TSPL) survey and continue development and implementation of wellbeing action plan</p> <p>1.2.2 Conduct the TSPL survey 2025, analyse trends and respond to the feedback</p> <p>1.2.3 Support reinvigorated staff social committee</p> <p>1.2.4 Health &amp; Safety staff committee – focus on staff wellbeing</p> <p>1.2.5 Opportunities provided for leadership development for emerging and middle leaders</p> <p>1.2.6 Mentoring and coaching 1:1 with Deans and HOLA team</p> <p>1.2.7 Introduce distributed Professional Growth Cycle model</p> <p>1.2.8 Community of Practice (CFPLD with Top of South Secondary Schools)</p>	

## 2025 Annual Implementation Plan

Strategic Priority	Actions & Targets	Comments & Progress
<p><b>2. Every learner will be challenged and supported with high quality, future focussed teaching</b></p>	<p>2.1 Assessment</p> <p>2.1.1 Develop and implement year 7 – 10 data framework for measuring progress, achievement and informing teaching practice against valued outcomes including literacy and numeracy</p> <p>2.1.2 Establish baseline for student achievement against new curricula 2025 benchmarks</p> <p>2.1.3 Portion of students at expected curriculum level (or above), at end of year 8 in reading, writing and maths on upward trajectory. Target to exceed 80% in each.</p> <p>2.2 Curriculum</p> <p>2.2.1 Refreshed NCEA Level 1 achievement standards embedded in Level 1 courses</p> <p>2.2.2 New year 7 &amp; 8 Mathematics curriculum being taught utilising new resources</p> <p>2.2.3 Teachers of English are prepared to teach new curriculum at years 7 – 13 in 2026</p> <p>2.2.4 Teachers of Mathematics are prepared to teach new curriculum at years 9 – 13 in 2026</p> <p>2.2.5 Core Education curriculum review completed and report with recommendations received</p> <p>2.2.6 Working group functioning to consider curriculum review and curriculum delivery model for 2026 developed and consulted upon</p> <p>2.2.7 Students with learning support needs are increasingly met</p> <p>2.2.8 PLD provided in differentiation and meeting needs of diverse learners</p> <p>2.3 Student achievement</p> <p>2.3.1 95% of students have achieved NCEA Literacy &amp; Numeracy co-requisite by end of year 11</p> <p>2.3.2 NCEA Level 1 achievement of &gt;90%</p> <p>2.3.3 NCEA Level 2 achievement of &gt;90%</p>	

## 2025 Annual Implementation Plan

Strategic Priority	Actions & Targets	Comments & Progress
	<p>2.3.4 NCEA Level 3 achievement of &gt;75%</p> <p>2.3.5 NCEA UE achievement of &gt;70%</p> <p>2.3.6 NCEA Level 1 cumulative (M + E) endorsement rate of &gt;50%</p> <p>2.3.7 NCEA Level 2 cumulative (M + E) endorsement rate of &gt;40%</p> <p>2.3.8 NCEA Level 3 cumulative (M + E) endorsement rate of &gt;40%</p> <p>2.3.9 &gt;90% of leavers have achieved NCEA Level 2</p>	
<p><b>3. Māori students enjoy accelerated educational success as Māori</b></p>	<p>3.1 Culturally Sustaining Practices - Pedagogy</p> <p>3.1.1 Embed process to evaluate teachers' use of culturally sustaining teaching practices</p> <p>3.2 Mātauranga – Knowledge</p> <p>3.2.1 Capture narrative of Te Waka Kura o Mohua imagery and symbolism along with local pūrākau in a useful resource to support place based learning – Te whakapapa o Mohua. Drafted, consulted upon and finalised by end of 2025</p> <p>3.3 Partnership</p> <p>3.3.1 Evidence of increasing engagement with iwi and whānau</p> <p>3.4 Achievement</p> <p>3.4.1 Māori student achievement and attendance matches or exceeds overall statistics</p> <p>3.5 Te Reo me ngā tikanga Māori</p> <p>3.5.1 Specific timeframes and targets set for development of te reo, tikanga and mātauranga Māori using Poutama Reo</p> <p>3.5.2 Support staff and students with learning a greater range of waiata, karakia and tikanga</p>	



## 2025 Annual Implementation Plan

Strategic Priority	Actions & Targets	Comments & Progress
<p><b>4. Governance enhanced through</b></p> <ul style="list-style-type: none"> <li>– <b>Developing a ten year strategy</b></li> <li>– <b>Strengthening internal evaluation</b></li> <li>– <b>Aligning vision, values, motto, graduate profile and logo with Manawhenua aspirations</b></li> <li>– <b>Property Development programme progressing</b></li> </ul>	<p>4.1 Three year strategy (2026 – 2028) consultation planned and started taking into account ten year strategy</p> <p>4.2 Strengthen systems and practices to ensure board is informed of effectiveness, across the diversity of the school, of interventions and strategies on increasing:</p> <ul style="list-style-type: none"> <li>4.2.1 Learner wellbeing</li> <li>4.2.2 Student attendance</li> <li>4.2.3 Student progress and achievement</li> <li>4.2.4 Further develop the process for internal Board evaluation</li> </ul> <p>4.3 Vision, values, motto and logo embedded</p> <p>4.4 Property programme progressing to Board satisfaction</p> <ul style="list-style-type: none"> <li>4.4.1 10 Year Property Plan confirmed</li> <li>4.4.2 5 Year Agreement with Ministry signed</li> <li>4.4.3 Learning Support Property Modifications completed</li> <li>4.4.4 Technology Block refurbishment completed</li> <li>4.4.5 Landscape plan completed, consulted upon and underway</li> </ul>	

Green - Completed

Orange – Underway/In Progress/Partially Completed

Red – Not Started