



## Vision:

To be the school of choice for girls and be known as a school “Where Girls Shine”

### MISSION

To provide high quality education for ākonga/students, blending traditional and modern values in a warm, open, respectful environment. We challenge and encourage every ākonga/student to excel and reach their full potential academically, culturally, creatively, in sport and in leadership. Our practices reflect our commitment to honouring Tiriti o Waitangi.

Kia whāia ai he ara mātauranga tuawhiti mā te ākonga, e kōtuia ai ngā ūara o nehe ki ngā ūara o nāiane i runga i te ngākau huaki mā roto mai i te taiao kauanuanu. Ka wero, ka taunaki anō i ngā ākonga katoa kia eke panuku, e whakatutuki ai i a rātou ō rātou nā pitomata ā-mātauranga, ā-ahurea, ā-auaha, ka mutu, i te ao hākinakina, i te ao hautūtanga anō hoki. Ko ā mātou tikanga mahi ka tautokona tā mātou manawanui ki Te Tiriti o Waitangi

### OUR CORE VALUES

Achieve

Safe

Tipuranga (growth)

Respect

Awhi (support)

### ĀKONGA/STUDENT GRADUANT PROFILE

A 21st century Whanganui Girls' College graduate has integrity, resilience and independence. They are able to apply creativity and logic to solve problems and to conduct themselves in a manner that is both socially skilled and culturally aware. With these foundations, our ākonga/students' aim high to reach their individual potential in every aspect of their lives and has a strong sense of belonging.

Ko ngā āhuatanga o te kōhine ka whakapōtaehia i Te Kāreti Mō Ngā Kōhine o Whanganui i te rua mano mā tahi tau nei, he kōhine ngākau pono, he kōhine manawaroa, ā, he kōhine rangatira. E taea ana e ēnei kōhine te whakatinana i ō rātou mōhiotanga auaha, mōhiotanga whakakaupapa e hīraurau ai i ngā tini wero ka puta, ka mutu, kia kawea rātou e rātou anō i runga i te āhua o te rangatira, mōhio hoki ki ngā ahurea. I ēnei tūāpapatanga, ko ā mātou ākonga e whāia ana kia eke panuku, kia whakatutuki i ō rātou ake pitomata ki te kura, ā, ki tua noa atu i roto i ngā āhuatanga katoa o ō rātou nā ao, waihoki kua whai pakiaka iho ai ōna waewae ki te papa.

## WGC Strategic Plan

Strategic Goals	Link to BOT Primary Objectives	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic Goals?	How will we measure success?
<b>ACHIEVEMENT</b>					
<p><b>Strat Goal 1: Achievement</b> <i>(Achieve, Tipuranga – Growth, Respect)</i></p> <p>To foster a holistic approach to ākonga achievement by optimising attendance, recognising excellence in sports, culture, creative arts, leadership and academics; ensuring that ākonga attain their full potential.</p>	<p>127 (1) a 127 (1) c 127 (1) d</p> <p>127 (2) a 127 (2) b 127 (2) c 127 (2) d 127 (2) e</p>	<p>NELP Priorities: 2, 3, 4, 5, 6, 7</p> <p>Te Mātaiho and the Common Practice Model</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Attendance and Engagement Strategy</p> <p>Takitini Hauora: Achievement Challenges – Transitions, Engagement and Raising Māori Achievement</p>	<ul style="list-style-type: none"> <li>• <b>Maximising Attendance:</b> WGC will strive to improve attendance rates by implementing targeted interventions, fostering a supportive school environment, and collaborating with ākonga, whānau, and the community to reduce absenteeism. By promoting regular attendance, we aim to provide ākonga with a strong foundation for learning and personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>• House and ASTRA attendance competitions.</li> <li>• Regular communication and collaboration with akonga, whānau and the wider community.</li> <li>• Termly meetings with Attendance services.</li> <li>• The guidance team will continue to monitor attendance and regularly communicates with whānau regarding concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Goal using data from Everyday Matters. 82% regular attendance 2024 and 86% 2025.</li> <li>• Annual tracking of: NCEA data including endorsements, UE qualifications.</li> <li>• Literacy and Numeracy co-requisite results.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Celebrating Excellence:</b> Through the establishment of a robust system of principal awards, we will recognise and reward ākonga who demonstrate exceptional achievements and contributions throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal awards for attendance, ASTRA values, excellence in sports, arts, culture, leadership and academics.</li> <li>• Regular social media posts and communication to the wider community regarding student success.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual tracking of: Resilience data, increased attendance, NCEA and junior achievement.</li> <li>• The number of ākonga involved in school extra-curricular activities increases.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Empowering Achievement:</b> Ensuring that every student attains their full academic potential. We will provide comprehensive support mechanisms, including access to quality teaching, personalised learning pathways, and equitable resources. We will also monitor progress closely and adapt strategies to address the individual needs of ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of monitoring of all NCEA students' progress: tracking wall, Academic Mentoring, IEP, Deans, Guidance, SENCO.</li> <li>• Literacy support focus group has more frequent testing of a range of assessment tools.</li> <li>• Continuing to monitor junior progress using our new junior assessment schedules which feed into our SMS system.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual tracking of NCEA achievement including endorsements, UE, and Literacy and Numeracy co-requisite percentages.</li> <li>• Leavers data – long term trend recognition</li> <li>• Junior data.</li> <li>• E-asTTle taken in term 1 and term 4 for Year 9 and 10.</li> </ul>

Strategic Goals	Link to BOT Primary Objectives	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic Goals?	How will we measure success?
<b>WHANAUNGATANGA</b>					
<p><b>Strat Goal 2: Whanaungatanga (Safe, Respect, Awhi)</b></p> <p>Continue to foster an inclusive, equitable, sustainable and accessible learning environment that caters for the diverse needs of all ākongā.</p>	<p>127 (1) a 127 (1) b 127 (1) c 127 (1) d</p> <p>127 (2) a 127 (2) b 127 (2) c 127 (2) d 127 (2) e</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6, 7</p> <p>Wellbeing in Education Strategy</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi</p> <p>Takitini Hauora: Achievement Challenges – Transitions, Engagement and Raising Māori Achievement</p>	<ul style="list-style-type: none"> <li><b>Inclusive School Culture:</b> Continue to promote an inclusive, safe school culture that embraces diversity, is culturally responsive, environmentally sustainable, encourages respect, and celebrates the uniqueness of every ākongā. We will create an environment where all ākongā feel welcomed, safe and valued.</li> <li><b>Opportunities for All:</b> We will reduce educational disparities and barriers for all ākongā.</li> <li><b>Support for Specialised Learning Needs:</b> We will enhance support for ākongā with specialised learning needs, including those with disabilities and exceptional talents.</li> </ul>	<ul style="list-style-type: none"> <li>Strong pastoral systems.</li> <li>Promotion and growth of our Kapa Haka ropu and Pasifika group.</li> <li>Continue to support our diverse students through our various clubs and support networks.</li> <li>Strong restorative and PB4L/ASTRA programme.</li> <li>Culturally responsive framework.</li> <li>Continue to promote and support ākongā / staff initiatives around environmentally friendly and sustainable practices.</li> <li>Foster global citizenship and cultural understanding through international ākongā, visitor groups, co-curricular groups and inclusion of ākongā from other cultures.</li> <li>Continued involvement in the donation scheme.</li> <li>Lunches in schools.</li> <li>Kids Can support.</li> <li>An equity budget that removes barriers e.g uniform, trips etc.</li> <li>Laptops for all senior ākongā.</li> <li>Provide tailored resources, personalised learning plans, and professional development for educators to cater to diverse learning styles.</li> <li>Continuation of the specialised literacy support program.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in pastoral entries.</li> <li>Increase in participation numbers in Kapa Haka and Pasifika.</li> <li>Resilience survey results.</li> <li>Social Workers termly reports.</li> <li>Leavers/ survey.</li> <li>Whānau feedback.</li> <li>Silver Enviro-school status.</li> <li>The Enviro Group continues to grow initiatives.</li> <li>Cultural Audit.</li> <li>Increase in participation numbers in NZSport</li> <li>Increase in participation numbers in the creative arts</li> <li>Student Council feedback.</li> <li>Attendance data.</li> <li>Resilience data.</li> <li>Attendance data.</li> <li>Class survey feedback.</li> <li>Individualised whānau and ākongā feedback.</li> <li>IEP’s</li> </ul>

Strategic Goals	Link to BOT Primary Objectives	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic Goals?	How will we measure success?
<b>CHANGE</b>					
<p><b>Strat Goal 3: Change</b> <i>(Achieve, Tipuranga – Growth)</i></p> <p>To empower staff, ākonga, and community to effectively navigate and embrace the shifts within the New Zealand curriculum and assessment structure.</p>	<p>127 (1) a) 127 (1) c) 127 (1) d)</p> <p>127 (2) a) 127 (2) b) 127 (2) c) 127 (2) d) 127 (2) e)</p>	<p>NELP Priorities: 1, 2, 3, 4, 5, 6, 7</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Te Mātaiho and the Common Practice Model</p> <p>Takitini Hauora: Achievement Challenges – Transitions, Engagement and Raising Māori Achievement</p> <p>Ka Hikitia- Ka Hāpaitia</p> <p>Tātaiako- Cultural competencies</p> <p>Tapasā- Cultural competencies</p>	<ul style="list-style-type: none"> <li>• <b>NCEA Change Programme:</b> We commit to the transformation of the National Certificate of Educational Achievement (NCEA)</li> <li>• <b>Implementation of Te Mātaiaho (Refreshed Curriculum):</b> This revitalised curriculum will prioritise cultural competence, holistic learning, and sustainability, ensuring that our students are equipped with the knowledge and skills they need for the 21st century.</li> <li>• <b>Resilience:</b> Foster resilience in students by equipping them with the skills and support necessary to navigate challenges and setbacks. Develop comprehensive well-being programs that encompass mental health support, emotional intelligence, and coping mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued PLD and time for staff to adapt and plan for the NCEA changes at NCEA Level 1 and Level 2.</li> <li>• Kaiako adapt to using the refreshed Te Mātaiaho curriculum throughout their teaching and learning programmes.</li> <li>• We will build awareness and grow understanding with kaiako and our school community.</li> <li>• We will engage in ongoing professional development opportunities about Te Mātaiaho for school leaders and kaiako.</li> <li>• ASTRA programme.</li> <li>• Tuakana Teina programme.</li> <li>• Shine programme.</li> <li>• Wai Ora programme.</li> <li>• Real counselling.</li> <li>• SUPP support.</li> <li>• WGC Social Worker.</li> <li>• Positive assembly messages.</li> <li>• Encouraging attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Units of work and assessment documentation for all learning areas are complete and meet the requirements of the new standards at NCEA Level 1 and NCEA Level 2.</li> <li>• By the end of 2025 the English, Mathematics and Social Science learning areas at WGC will have completed planning for implementation of Te Mātaiaho for 2026.</li> <li>• Resilience survey results.</li> <li>• Social Workers termly reports.</li> <li>• Leavers/ ākonga survey.</li> <li>• Whānau feedback.</li> <li>• IEP's</li> <li>• Guidance and kaiako feedback.</li> <li>• Classroom problem solving feedback.</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Mātauranga Māori:</b> We will continue to enhance cultural competency, celebrate indigenous knowledge, and support the educational aspirations of Māori ākonga while fostering an inclusive learning environment for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning programmes at WGC will continue to evolve to ensure that aspects of Mātauranga Māori are at the heart of what we choose to teach.</li> <li>• Continue to create a school environment that is welcoming and engaging for all ākonga.</li> <li>• Our environment will better reflect our ākonga and community of WGC.</li> </ul>	<ul style="list-style-type: none"> <li>• Whānau and ākonga feedback.</li> <li>• Increased participation in Kapa Haka, and entering students in the Manu Korero speech competition.</li> <li>• Cultural Audit.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Literacy and Numeracy Support:</b> We are dedicated to providing comprehensive support for literacy and numeracy skills development. By focusing on the foundations of learning, we aim to ensure that all ākonga have a strong basis upon which to build their knowledge and capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• We will build awareness and grow understanding with kaiako and our school community.</li> <li>• Staff PLD focus on differentiation: This involves recognising and accommodating individual learning needs, styles, and paces, ensuring that all ākonga can reach their full potential.</li> <li>• Specialised Literacy teacher support for ākonga at level 2 or 3 of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and Numeracy results.</li> <li>• E asttle results.</li> <li>• Other measures like LASS and PROBE tests.</li> </ul>

Strategic Goals	Link to BOT Primary Objectives	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic Goals?	How will we measure success?
<b>FACILITIES</b>					
<p><b>Strat Goal 4: Facilities</b> <i>(Respect, Tipuranga – Growth)</i></p> <p>To continue to update our learning environment so that it is inclusive and reflects our ākonga and community.</p>	<p>127 (1) a) 127 (1) b) 127 (1) c) 127 (1) d)</p> <p>127 (2) a) 127 (2) b) 127 (2) c) 127 (2) d) 127 (2) e)</p>	<p>NELP Priorities: 1, 2, 3, 4, 5</p> <p>Takitini Hauora: Achievement Challenges – Transitions, Engagement and Raising Māori Achievement</p> <p>10YPP 5YA</p>	<ul style="list-style-type: none"> <li>• <b>Modernised Learning Environment:</b> Continue to deliver a modernised learning environment through a comprehensive plan in conjunction with the 5YA and 10YPP.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise the renovation and expansion of classrooms, laboratories, and other educational spaces to support modern teaching methods and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued progress towards 5YA and 10YPP.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Maintenance Plan:</b> Update and implement a Long-term Maintenance Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Update the maintenance and cyclical maintenance plan to ensure the ongoing upkeep and preservation of the newly improved facilities.</li> <li>• Enhance safety measures, including the installation of additional security cameras, and systems to ensure the safety of ākonga, kaiako, and visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly property report feedback.</li> <li>• Additional security cameras will increase safety and allow the guidance team to identify problem behaviors.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Technology Infrastructure:</b> Provide ākonga with the infrastructure required to meet their potential as 21<sup>st</sup> C learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to invest in state-of-the-art technology infrastructure, including multimedia resources in classrooms to enhance digital learning capabilities.</li> <li>• Kaiako PD for using technology more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Kaiako feel well supported in their technology journey.</li> <li>• Provide all senior ākonga with a laptop.</li> <li>• The school continues to invest in appropriate software that has real world applications beyond WGC.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Sustainability:</b> Continue to implement sustainable practices, and waste reduction programs, to create an environmentally responsible learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement recycling system.</li> <li>• Implement Enviro principles into units of work, learning activities and community based events.</li> </ul>	<ul style="list-style-type: none"> <li>• Silver Enviro status.</li> <li>• A growing understanding for all kaiako of how to implement enviro principles in daily school life.</li> <li>• Improved waste audit results.</li> </ul>

## WGC 2024 Annual Implementation Plan

<b>Strategic Goal 1: Achievement</b> <b>(Achieve, Tipuranga – Growth, Respect)</b>		<b>Strat Goal 1:</b> To foster a holistic approach to ākongā achievement by optimising attendance, recognising excellence in sports, culture, creative arts, and academics; ensuring that ākongā attain their full potential.		
Annual Target/Goal:		Lift achievement and participation through a targeted focus on attendance.		
What do we expect to see by the end of the year?				
1. Regular attendance of 82% by the end of 2024 using data from Everyday Matters. 2. Increased attendance and participation in House competitions. 3. Increased involvement in extracurricular activities and development of leadership capacity. (Sports, Culture, Creative Arts, Enviro) 4. Improved achievement outcomes for all based on current cohort and individual data.				
<b>Actions:</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<ul style="list-style-type: none"> <li>Closely monitor school wide attendance statistics- in particular on ‘event’ days and reward positive behaviors around attendance.</li> <li>Adjust the house competition to include 60 points for attendance</li> <li>Positive messages/data to community and ākongā re importance of attendance</li> <li>Raise ākongā/whānau awareness around the correlation of attendance and academic success</li> <li>Continue to improve and follow school processes regarding non attendance.</li> </ul>	Teachers, Guidance Team, SLT, Admin, Attendance Service, whānau COR  SLT, Admin, Teachers  Deans, COR  Dean, COR	ASTRA prizes and rewards.  Equity funding to remove barriers Attendance Services	Throughout the year Signpost at end of each term.  Weekly	An improvement in Attendance data (to 82% by the end of term 3- Everyday Matters) including an improvement in attendance at specific school/house events. Specifically recording attendance on these days. More ākongā participating in extracurricular activities and events.  Visible celebrations and ākongā awareness on individual attendance statistics that is shared with ākongā and whānau. Student awareness around this opportunity for house points.   Clear structures and processes in place. Absences are followed up in a timely manner- attendance data is ‘clean.’

<b>Strategic Goal 2: Whanaungatanga</b> <i>(Safe, Respect, Awhi)</i>	<b>Strat Goal 2:</b> Continue to foster an inclusive, equitable, sustainable and accessible learning environment that caters for the diverse needs of all ākonga.			
Annual Target/Goal:	All ākonga feel supported, safe and a sense of whanaungatanga			
<b>What do we expect to see by the end of the year?</b>				
<ol style="list-style-type: none"> <li>1. A reduction in negative pastoral entries. An increase in ASTRA buys</li> <li>2. Increase in participation numbers in Kapa Haka and Pasifika, Creative Arts and Sports.</li> <li>3. A stronger ASTRA programme that all staff are actively contributing to.</li> <li>4. Progress towards achieving silver enviro status as a kura.</li> <li>5. Kaiako will grow resilience with ākonga .</li> </ol>				
Actions:	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<ul style="list-style-type: none"> <li>• ASTRA Tier 1 data is used to create an action plan that all staff can implement directly to decrease the number of pastoral entries.</li> </ul>	ASTRA Tier 1 team Kaiako	ASTRA budget More time given to ASTRA mentoring throughout the year	Report progress every term End of the year report	Reflected on at the end of every term in relation to pastoral entries and at the end of the year in comparison to 2023.
<ul style="list-style-type: none"> <li>• Senior Student Leaders will have more focused leadership training- re their role in creating a positive school culture.</li> </ul>	COR, SLT, Te Mania	Attendance at the ‘Grip Leadership Conference’	Start of the year	Greater ākonga buy in and positivity around leadership opportunities (Assembly, house activities). Student lead activities (Year 13 Camp) Combined Year 12/13 House preparation for the start of the year.
<ul style="list-style-type: none"> <li>• Rewarding and acknowledging positive behaviours in assemblies, ASTRA rewards and activities</li> </ul>	SLT, Student Leaders, Deans, Kaiako	Prizes Reintroduction of the ‘Astra Stars’ badges- acknowledging top ASTRA buy winners periodically throughout the year.	Regularly throughout the year	Students value and aspire to achieving our Astra Stars.
<ul style="list-style-type: none"> <li>• Promoting Kapa Haka and Pasifika at orientation week. More public performances to raise profile.</li> </ul>	Kaiako in charge of Culture and Creative Arts and sports Kapa Haka tutor Pasifika tutor Sports Co-ordinator Enviro Council,		On-going through the year with a focus on assemblies, promotion, orientation	A rise in the number of ākonga choosing to participate in Kapa Haka and Pasifika. A rise in the number of ākonga participating in NZSport in comparison to 2023. A rise in the number of ākonga participating in the Creative Arts like DanceNZmade and Showquest in comparison to 2023.



<ul style="list-style-type: none"><li>• The Enviro council will continue to pursue goals to achieve Silver Enviro Status</li></ul>	Kaiako, wider school community	School would continue to fund tutors as required. Uniforms, equipment	Aiming for the end of 2024/Jan 2025	Silver Enviro status is gained.
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<b>Strategic Goal 3: Change</b> <b>(Achieve, Tipuranga – Growth)</b>	<b>Strat Goal 3:</b> To empower kaiako, ākonga, and community to effectively navigate and embrace the shifts within the New Zealand curriculum and assessment structure.
Annual Target/Goal:	Kaiako have implemented the new Level 1 NCEA, literacy and numeracy strategies, Mātauranga Māori and have a growing understanding of Te Mātaiaho.

What do we expect to see by the end of the year?

1. We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local curriculum.
2. Kaiako have developed in depth knowledge of the refreshed learning areas of English, Social Science, and Maths and Statistics with Te Mātaiaho. This will include ākonga and whanau having had opportunities to engage in understanding Te Mātaiaho and the changes that are coming.
3. Kaiako have successfully navigated the NCEA Level 1 changes and adapted teaching and assessment to meet the needs of all ākonga.
4. Literacy and numeracy strategies are regularly employed across all learning areas, particularly in the junior school.
5. Kaiako will continue to develop their knowledge and confidence in Mātauranga Māori.

Actions:	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<ul style="list-style-type: none"> <li>• Create and implement a CRP framework for Whanganui Girls' College in consultation with other schools in Whanganui.</li> </ul>	TUN, RIT, and FAI	Continuing PD with Takitini Hauora PLD	End of Term 2	Framework completed
<ul style="list-style-type: none"> <li>• PD for staff around Structured Literacy</li> </ul>	STE, HOL, and DOH.	PD and resources for Structured Literacy. Liz Caine.	PD in Term 1 (February). Ongoing.	Increased e-asTTle results for students at Year 9, 10 and 11.
<ul style="list-style-type: none"> <li>• PD for staff regarding literacy strategies and differentiation</li> </ul>	STE, COR and Outside providers	100 hours PLD funding has been approved.	Feb- Sept 2024	A continued growth in literacy rich, explicit teaching within classrooms. Classroom observations and student feedback Kaiako using a wider variety of differentiation strategies to cater for the needs of all ākonga.
<ul style="list-style-type: none"> <li>• PD for staff around EasTTle and the progressions</li> </ul>	TUN and RIT.	PD time for all Kaiako	On-going Monday Staff hui	Kaiako are actively using the data in order to inform their teaching, identifying next steps for ākonga. EasTTle results are shared with confidence with whānau and ākonga.
<ul style="list-style-type: none"> <li>• Te Mataiaho is explored by HOD's and Kaiako through schoolwide PD sessions.</li> </ul>	RIT, MOE, and other providers.		On-going	Unit plans and resources are gradually being adapted to reflect the transition from use of the current NZC to Te Mataiaho

<ul style="list-style-type: none"> <li>• Kaiako develop knowledge around Maturanga Maori.</li> <li>• Continue with Moderation and PD around NCEA Level 1 standards.</li> </ul>	RIT, and HOD's.		On-going	Units and teaching plans continue to make explicit links to elements of Maturanga Māori, local contexts
	RIT, and HOD's.	Time for moderation across schools is provided.		Teachers will receive positive moderation reports back for the Level 1 NCEA standards and Level 1 ākonga are reaching their potential regarding NCEA credits.

<b>Strategic Goal 4: Facilities</b> <i>(Respect, Tipuranga – Growth)</i>		<b>Strat Goal 4: Facilities</b>		
		To continue to update our learning environment so that it is inclusive and reflects our ākonga and community.		
Annual Target/Goal:		To continue to improve and update WGC buildings and infrastructure to meet the needs of all ākonga.		
What do we expect to see by the end of the year?				
<ol style="list-style-type: none"> <li>1. Upgraded and modernised spaces including; B2, B4, Staffroom, roofing, water tightness, cyclical maintenance.</li> <li>2. Implementation of the updated Maintenance plan.</li> <li>3. Continued progress towards our 5YA plan.</li> <li>4. Continued progress towards Silver Enviro status.</li> <li>5. Technology infrastructure is maintained and upgraded to meet the needs of ākonga and kaiako.</li> </ol>				
<b>Actions:</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
<ul style="list-style-type: none"> <li>• Upgraded and modernised spaces including; B2, B4, Staffroom, roofing, water tightness, cyclical maintenance.</li> <li>• Implementation of the updated Maintenance plan.</li> <li>• Continued progress towards our 5YA plan.</li> </ul>	BOT, Property Committee, ESL  Property Team,  Enviro group, BAT, FRI, WLM	Funding, 5YA  Appropriate budgeting	End of 2024  Ongoing – end of 2024	Modernised B2 and B4 classrooms Roofing projects completed – B block, C block, gym back, admin A3 Window upgrade completed Leaks repaired Staffroom painted Pool changing room partitions installed Planned maintenance is completed  Enviro status moves to Silver – portfolio continually added to.

<ul style="list-style-type: none"><li>• Continued progress towards Silver Enviro status.</li><li>• Technology infrastructure is maintained and upgraded to meet the needs of ākongā and kaiako.</li></ul>	BOT, SLT, CON	Appropriate budgeting	On-going	Technology is updated and adequate for the demands.
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