

Success

An inclusive and responsive environment is created

Learning becomes student led, fun and engaging

The development of sustainable ideas

Programs are created in response to challenges locally and globally

Initiatives

Introduce a self review planning cycle

Support positive behaviour

Empower student agency in cross curricular learning

Appraise good sustainability processes

Develop pathways supporting community wellbeing

Goals

Enrich teacher understanding of best practice

Enhance communication

Expand sustainable practices

Perseverance • Uniqueness • Respectful • Initiative • Responsibility • Integrity



WAITŌRIKI SCHOOL

Active in Learning: Loving to Learn - Mātātoa i roto i te Akoranga: Aroha ki te Ako

2025 - 2026

STRATEGIC PLAN

	Links to board Primary objective	Links to Education Requirements	Success statement	Links to Kāhui Ako Achievement Challenge
Enhance Communication				
Develop clear pathways of communication that empower all whānau to support their tamariki and our kura with high aspirations for all learners	All of section 127(1) applies	<ul style="list-style-type: none"> • NELP Priorities - 2 • Ka Hikitia • Attendance and Engagement Strategy • Wellbeing in Education 	Whanau feel empowered and supported as partners in their child's educational journey.	Strengthening the learning and wellbeing of Ākonga with additional learning and emotional needs: Facilitating better access to services for priority and targeted ākonga internally and externally.
Enrich teacher understanding of best practice				
Continued development of teacher understanding of best practice - develop skills that enable future learning and development of all ākonga.	All of section 127(1) applies	<ul style="list-style-type: none"> • NELP Priorities - 2 3 4 5 6 • Ka Hikitia • Attendance and Engagement Strategy • Learning support action plan • Wellbeing in Education • Te Mātaiaho and the Common Practice Model 	An inclusive and responsive environment is created where learning is student led, fun and engaging.	Strengthening learning and connection by developing a shared pedagogy: Developing consistency across our Kāhui.
Expand sustainable practices				
Our current sustainability practices are expanded to include local and global impacts incorporating mātauranga Māori.	Section 127 (1) a, c and d.	<ul style="list-style-type: none"> • NELP Priorities 2 4 5 • Ka Hikitea • Te Mātaiaho and the Common Practice Model • 	Developing sustainable ideas and programs in response to real life challenges locally and globally.	Strengthening relationships between iwi, hapū, whānau and our community.

ANNUAL SCHOOL IMPROVEMENT PLANS - 2025

Enhance communication

Strategic goal:

- Develop clear pathways of communication that empower all whānau to support their tamariki and our kura with high aspirations for all learners

Annual goals:

- Continue to strengthen whānau and stakeholder relationships through the use of Hero sms.
- Support whānau to ensure regular attendance for their tamariki improving on our 2024 percentage across each term.

Expected outcomes/shifts and changes in teaching and learning

From our work within this strategic goal we expect to see greater whānau input and support of tamariki and mokopuna in our kura.

ERO paper on [Educationally powerful connections](#) discusses the connections between improved collaboration with whānau and enhanced student achievement. This goal also looks to implement the kaupapa of Te Mātaiaho including Mātaimoku and Mātaipū - Creating a foundation by recognising the relationship between attendance, achievement and wellbeing and the role of whānau in the well-being of students

How will we give effect to Te Tiriti o Waitangi?

- Strengthening relationships with whānau will strengthen the input of our community in our kura giving voice to the diverse backgrounds of our ākonga. This will further develop staff understanding leading to an improved inclusive, equitable and connected learning environment for all ākonga.

Actions	Who is responsible	Resources required	Timeframe	Indicators of progress
Implement further use of Hero by both school and whānau supporting clear communication	Principal to monitor staff usage	HERO - already obtained	Terms 1	<ul style="list-style-type: none">- All school notices go through Hero- Surveys and parent booking forms are utilised when appropriate
Use Hero to celebrate learning with students, parents and staff sharing the students learning stories	Principal to lead staff who will lead students	HERO	Terms 1-3	<ul style="list-style-type: none">- Real time learning stories clearly communicate students learning to whānau.- Parent feedback is positive
Student assessment is integrated throughout learning along with mid and end of year waypoints and entered into Hero as it takes place.	Classroom teachers	HERO	Terms 2-4	-
Attendance is closely monitored	Principal and attendance officer	Time	All year	- Parents and whānau are

and attendance interventions recorded and followed through				clear about the schools' attendance expectations - Weekly reviews of attendance are held between the principal and attendance officer. With follow up actions as needed. - All attendance interventions are recorded on Hero. - Improvements are made in the EDM termly data showing % of students regularly attending school.
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What's So? •	So What? •	What Next?

Enrich teacher Understanding of Best Practise

Strategic Goal: Continued development of teacher understanding of best practice - develop skills that enable future learning and development of all ā konga.

- Annual goals:**
- Implement the English and Mathematics and Statistics curriculums weaving them throughout the cycle of planning and our localised curriculum document.
 - Use the PB4L framework to provide a positive school climate and create a supportive and inclusive environment for personal, social and academic growth for students and staff.
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Expected outcomes/shifts and changes in teaching and learning

- Our inclusive environment is strengthened with high expectations for all students as we implement the Understand, Know, Do framework bringing learning to life within meaningful contexts appropriate to our community. This will lead to improved student wellbeing and academic achievement, particularly in literacy and numeracy.
- Students and whānau will develop an understanding of each child's progress and the next steps in learning.
 - We will develop consistently clear expectations and responses that are fair and equitable across the school which will lead to:
 - Reduced minor behaviour incidents
 - A more positive and supportive school environment
 - Greater efficiency and effective use of teaching and learning time for teaching and learning
 - Students developing increased competencies that enable them to participate, contribute and succeed in school and the community.

How will we give effect to Te Tiriti o Waitangi?

- Identify and challenge biases
- Strengthen connections with whānau
- Developing an inclusive environment with high expectations for all ā konga.

Actions	Who is responsible	Resources required	Timeframe	Indicators of progress
Respond to the refreshed English and Mathematics and Statistics curriculum documents beginning to use them for planning and teaching and gaining familiarity with the teaching sequence at each phase	Principal	Curriculum lead Online MoE support materials ToD and staff meetings Kā hui Ako wananga week and hui	Ongoing over the year	Targeted assessment informs next steps in teaching Clear learning pathways for students enable teachers, students and whanau to see progress and identify next steps. Hero is used to regularly capture student progress
Develop a clear pathway to accelerate writing skills for students finishing the phase 1 structured literacy program	Bec and Teresa	Curriculum lead Te Mātaiao Mid and EOY achievement data. RTLit	2025	Specific teaching results in evidence of accelerated learning Staff have developed a shared understanding of the school planning cycle they have helped

				to develop over the year. Students set goals and record progress in the senior classes.
Explore EAsttle as our mid and end of year standardised testing option. Attend initial training and prepare to use this in 2026	Principal leading staff	Access, readings, Training and PLD options as provided by MoE	2025	We will be ready to start using the chosen standardised assessment at the beginning of 2026. All staff will know how to use the assessments including administering, marking and analysing the resulting data to inform teaching.
Commit to PB4L PLD as a priority for 2024/25	Principal	PLD facilitator	25/26 Started term 3 2024	PB4L plan is in place by the end of 2024 with 100% staff involvement All staff are actively using PB4L strategies and terminology by the end of 2025.
Redevelop a school wide behaviour management plan based on a shared understanding gained through active engagement in the PB4L program			Term 1	Data is being collected regularly and is used to advise next steps in supporting student behaviour

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Sustainable Practices

Strategic goal: Our current sustainability practices are expanded to include local and global impacts incorporating mātauranga Māori.
Annual goal: <ul style="list-style-type: none">Develop pathways supporting community well-beingAppraise our sustainability processes
Expected outcomes/shifts and changes in teaching and learning <ul style="list-style-type: none">Students and teachers will shift their focus from school processes to actively contributing to the community and will continue to explore the ideas of national and global sustainability.Students will gain confidence viewing themselves as problem solvers and able to have a positive impact on their community.Students will develop financial literacy and business development skills
How will we give effect to Te Tiriti o Waitangi? <ul style="list-style-type: none">Exploring rongoaDeepening our understanding of kaitiakitanga and manaakitangaCreating links with community groups including mana whenua, local hapu and our local mara kai.

Actions	Who is responsible	Resources required	Timeframe	Indicators of progress
Continue to refine Waitōriki Whenua and how it supplies Small Stream Cuisine.	Kaiako taking WWW and SSC	WWW account	Terms 1 and 2	A yearly plan will be developed identifying ingredients required for small stream cuisine and tracking sowing and planting times for the WWW team. 60% of SSC ingredients will be provided from the school gardens.
Continue to explore ways of supplying the community and create a plan along with maintaining practices established in 2024	WWW team	WWW account Enviroschool liaison from TRC Inglewood business association Inglewood community groups	Terms 2 and 3	Current community initiatives will be identified WWW students will find ways to support at least one initiative and complete a long term plan of action by the end of term 3
Waitoriki wares becomes a viable school based, self-sustaining business	Dayna	Financial literacy resources/support Marketing resources and	Terms 2 and 3	Students in the Waitōriki Wares team can describe their processes in production and

		practical support.		marketing Levels of income have improved on 2024. Students are showing confidence in their abilities in the KC's There is increased awareness of Waitoriki schools environmental mahi in our wider community.

What's So? •	So What? •	What Next?