



TO BE Valuing and nurturing individuals to be themselves
OUR BEST In all things there are many forms of best - as individuals and
as a community of learners we always strive to be our best

Educational Goals

2026 - 2028

At Waitohu School, while fostering a love of learning, we will focus on:

- Strong foundations in literacy, numeracy, oral language and inquiry
- The ethos of 'valuing and nurturing individuals to be themselves' as expressed within the mauri, taku Waitohutanga and reflection koru
- The acquisition of fundamental physical skills and the opportunity for students to experience and express themselves through 'The Arts'

Strategies to Meet Educational Goals

At Waitohu School, while fostering a love of learning, we will focus on strong foundations in literacy, numeracy, oral language and inquiry:

- 'Priority of Time' will be given to the development of literacy and numeracy
- Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed
- Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon
- Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed
- Ongoing targeted 'Professional Development' will be provided for all teachers.

At Waitohu School, while fostering a love of learning, we will focus on the ethos of 'valuing and nurturing individuals to be themselves' as expressed within the mauri and reflection koru:

- Within programmes of learning, opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world
- Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models

At Waitohu School, while fostering a love of learning, we will focus on the acquisition of fundamental physical skills and the opportunity for students to experience and express themselves through 'The Arts':

- Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided
- Opportunities to experience and participate in dance, drama, music and visual arts will be provided.

Waitohu School Strategic Plan 2026 - 2028

1: Curriculum Goals:

- Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed
- 'Priority of Time' will be given to the development of literacy, numeracy, oral language and inquiry skills - student achievement is paramount
- A consistent process of inquiry that is age appropriate, which empowers all students to discover and learn across all curriculum areas will be developed
- Take all reasonable steps to ensure students attend school
- Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided
- Opportunities to experience and participate in dance, drama, music and visual arts will be provided
- Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon
- Analyse and use good quality assessment data in order to identify patterns of student achievement
- School wide emphasis on numeracy and literacy achievement
- Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed
- Maintain and refine organizational structures to enable appropriate levels of learning assistance
- Seek to achieve equitable outcomes for Māori students
- Take all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers
- Take reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity

2: Self Review Goals:

- Put new policies, plans and procedures in place
- Follow the Board's self review programme
- Formally report to students and their parents on an individual basis twice yearly on the student's achievement
- Report to the community on an annual basis on the achievement of students as a whole

3: Personnel Goals:

- Maintain and refine an effective staff appraisal system
- Ongoing targeted 'Professional Development' will be provided for all teachers
- Maintain effective systems that acknowledge the value and contribution staff make to the school
- Maintain a balance of personnel i.e. teaching experience, teaching strengths, when recruiting staff

4: Financial / Property Goals:

- Prepare an annual budget each year that reflects the school's identified priorities
- Prepare an annual report in accordance with all legislative requirements
- Maintain and follow a regularly updated five year maintenance programme plan
- Maintain and follow a systematic process for identifying and removing any physical hazards

5: Health and Safety Goals:

- Ensure pastoral systems / processes are maintained to ensure support for all students
- The attitude of reflection is fostered in all things. Our 'Reflection Koru' incorporating Language of Learning Lords, Inspiration Wall and Resilience directs our reflection
- Within programmes of learning opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world
- Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models
- Ensure that audit systems for the safety of all students and staff are maintained

6: Administration Goals:

- Meet all legislative requirements
- Complete an annual update of our school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year
- Provide an analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter at the same time as the updated school charter provided to the Secretary for Education.



Waitohu School

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2026 - ANNUAL PLAN

1: Curriculum - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> ● Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed ● 'Priority of Time' will be given to the development of literacy, numeracy, oral language and inquiry skills - student achievement is paramount ● A consistent process of inquiry that is age appropriate, which empowers all students to discover and learn across all curriculum areas will be developed ● Take all reasonable steps to ensure students attend school ● Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided ● Opportunities to experience and participate in dance, drama, music and visual arts will be provided ● Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon ● Analyse and use good quality assessment data in order to identify patterns of student achievement 	<p>To continue to use and modify the junior and senior literacy reflective rubrics for professional development reflection and goal setting, to support implementation fidelity within literacy programmes.</p> <p>To continue professional development to move toward being able to implement the new mathematics curriculum.</p> <p>Developing an understanding of the mathematics curriculum and then aligning assessment to meet these understandings.</p> <p>Implement the Stepped Attendance Response (STAR) strategy</p> <p>Continued engagement with our local Kāhui Ako and the Manaiakalani Educational Trust.</p> <p>Analyse schoolwide assessment data</p>	<p>Term one goal setting for teachers will be based around the developed junior literacy programme (structured literacy) and senior literacy programme (based on the Manaiakalani Reading Programme Intensive) reflective rubrics.</p> <p>Within staff meetings and Teacher Only Days to develop an understanding of the new mathematics curriculum so that by the end of the year we are in a position to implement it.</p> <p>Develop an understanding of the mathematics curriculum and align assessment to meet these understandings.</p> <p>Stepped Attendance Response strategy implemented</p> <p>Working with the Te Reanga Ipurangi Trust and principals within Te Kāhui o Ōtaki o Tokotoko Maine will: - develop a realistic prioritising of goals - support Annie to provide within school leadership - continue to represent our kahui ako at the convenor cluster meetings</p> <p>School assessment data is analysed</p> <p>Assessment information used to target and raise student achievement, with opportunities for staff to work co-operatively in the setting and reviewing of goals set for targeted students.</p>	<p>Denise Creasy Annie Spratt</p> <p>Principal Denise Creasy Annie Spratt</p> <p>Principal Denise Creasy Annie Spratt</p> <p>Principal Shelly Matheson</p> <p>Principal Annie Spratt</p> <p>Principal SENCO</p>

<ul style="list-style-type: none"> ● School wide emphasis on numeracy and literacy achievement ● Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed ● Maintain and refine organisational structures to enable appropriate levels of learning assistance ● Seek to achieve equitable outcomes for Māori students ● Take all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers ● Take reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity 	<p>Development of extension programmes through the use of available resources</p> <p>Within available resources, provision of appropriate additional classroom support</p> <p>Further modify implementation of tikanga Māori to utilize strengths of staff and community</p> <p>Increase the development of staff proficiency in day to day use of conversational te reo Māori and understanding of tikanga Māori.</p> <p>Value and nurture individuals to be themselves</p>	<p>Extension programmes developed through the use of available resources</p> <p>Within available resources, students with moderate to high learning needs are supported</p> <p>Within available resources seek to achieve equitable outcomes for Māori students</p> <p>Tikanga and te reo Māori successfully implemented using strengths from within staff and community</p> <p>Kahura Cameron to continue to lead development in use of te reo and tikanga Māori.</p> <p>Within all interactions and school practices be inclusive of all people from all cultures</p>	<p>Principal Senco</p> <p>Principal Senco</p> <p>Principal Kahura Cameron</p> <p>Principal Kahura Cameron</p> <p>Principal</p>
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2: Self Review - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> ● Put new policies, plans and procedures in place ● Follow the Board's self review programme ● Formally report to students and their parents on an individual basis twice yearly on the student's achievement ● Report to the community on an annual basis on the achievement of students as a whole 	<p>Review and update policies and procedures as per School Docs review calendar</p> <p>Start of and mid-year parent-teacher interviews End of year report</p> <p>Annual report written and reported upon to community</p>	<p>School policies reviewed</p> <p>Interviews held Students reports completed</p> <p>Annual report completed</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>

3: Personnel - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> ● Maintain and refine an effective staff appraisal system ● Ongoing targeted 'Professional Development' will be provided for all teachers ● Maintain effective systems that acknowledge the value and contribution staff make to the school ● Maintain a balance of personnel i.e. teaching experience, teaching strengths, when recruiting staff 	<p>Maintenance of effective staff appraisal system</p> <p>A full and rich professional development programme will be planned Individual development as identified / requested</p> <p>Appraisals Annual principal – teacher interviews</p> <p>Recruit the most appropriate applicant for positions arising</p>	<p>Appraisals implemented</p> <p>Professional development plan implemented</p> <p>Appraisals implemented Interviews held</p> <p>Most appropriate applicants offered available positions</p>	<p>Principal DP / AP</p> <p>Principal</p> <p>Principal DP / AP</p> <p>Principal Appointments Committee</p>

4: Financial / Property - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> ● Prepare an annual budget each year that reflects the school's identified priorities ● Prepare an annual report in accordance with all legislative requirements ● Maintain and follow a regularly updated five year maintenance programme plan ● Maintain and follow a systematic process for identifying and removing any physical hazards 	Principal to prepare an annual budget that reflects school's identified priorities	Annual budget approved by B.O.T.	Principal
	Annual report prepared	Annual report approved by Ministry	Principal B.O.T. Chair
	Follow and implement five year maintenance plan	Maintenance programme implemented	Principal Caretaker
	Monthly meeting of Principal and Caretaker to overview property matters	Process for identifying and removing any physical hazards implemented	Principal Caretaker
Regular schoolwide emergency drills	Regular schoolwide emergency drills held	Principal	

5: Health and Safety - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> ● Ensure pastoral systems / processes are maintained to ensure support for all students ● The attitude of reflection is fostered in all things. Our 'Reflection Koru' incorporating Language of Learning Lords, Inspiration Wall and Resilience directs our reflection ● Within programmes of learning opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world ● Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models ● Ensure that audit systems for the safety of all students and staff are maintained 	Student needs regularly discussed within senior management, syndicate and staff meetings	Identified student needs addressed	Principal DP / AP
	Ongoing embedding of use of Resilience neuroscience and choice theory tools	The Livingwell Consultancy resources integrating neuroscience and choice theory will be taught.	Principal
	Ongoing integration of use of Language of Learning words and Inspiration Wall people	Language of Learning Words and Inspiration Wall people will be integrated into assemblies and class learning in a systematic way.	Principal
	Opportunities will be sought within curriculum and extra curricula learning to include balanced, integrated, wholesome and generous hearted people from all cultures to share their skills, talents and perspectives	Opportunities for a variety of people to 'share' with students will have been provided	Principal DP / AP
Identify and address (through B.O.T. Chair - Principal, Senior Management, Principal – Office Manager and Principal-Caretaker, Staff meetings) any student or staff safety concerns	Student or staff safety concerns identified and addressed	Principal	

6: Administration - Goals	Action:	Expected Outcomes:	Responsibility
<ul style="list-style-type: none"> ● Meet all legislative requirements ● Complete an annual update of our school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year ● Provide an analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter at the same time as the updated school charter provided to the Secretary for Education 	<p>Implementation of all requirements brought about by the Education and Training Amendment Act 2022</p> <p>Annual update of our school charter provided to the Secretary for Education before 1 March</p> <p>An analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities or targets set out in our school charter, is provided to the Secretary for Education before 1 March</p>	<p>All legislative requirements met</p> <p>Secretary for Education receives our updated school charter before 1 March</p> <p>Secretary for Education receives our analysis of any variance before 1 March</p>	<p>BOT Principal</p> <p>BOT Chair Principal</p> <p>BOT Chair Principal</p>