Waiouru School

Ekea tō tāpuhipuhi

Climb to the highest peak, strive for success!

Strategic Priorities 2026

WAIOURU SCHOOL STRATEGIC PRIORITIES 2026-2028

PRIORITY 1

Accelerate achievement in literacy and mathematics

Success will look like

- More students achieving at or above curriculum expectations
- Learners below expectation making accelerated progress
- Teachers confidently using assessment to guide teaching

Key Actions

- Strengthen teaching practice in literacy and mathematics
- Identify and track priority learners
- Use assessment information to guide teaching
- Maintain settled classrooms so learning time is maximised
- Ensure smooth transition into, within and beyond the kura

PRIORITY 2

Foster a positive school culture

Success will look like

- Classrooms that are calm, respectful and focused on learning
- Students understand and independently use strategies to regulate emotions and behaviour
- Pride in our school, uniform and community
- Students supporting one another

Key Actions

- Establish and consistently uphold behaviour expectations
- Teach emotional regulation and respectful relationships
- Develop student leadership including House Leaders
- Peer Mediators support positive behaviour and conflict resolution
- Students represent Waiouru School positively in the community

PRIORITY 3

Develop a Waiouru local curriculum

Success will look like

- Understanding of the people, histories and environment that shape Waiouru and their significance
- Resilience, independence and a strong work ethic, navigating change and transition confidently
- Confident, capable and ready for secondary school

Key Actions

- Integrate Ngāti Rangi stories and mātauranga, local learning contexts and resources into learning
- Provide challenging learning experiences that build resilience, independence and a strong work ethic
- Strengthen learning pathways and transition processes so students leave Waiouru confident, capable and ready for secondary school

Accelerate achievement in literacy and mathematics through high quality teaching and targeted support.

What do we expect to see in 2026	How will we achieve/ make progress?	How will we measure success
Students transition smoothly into, within and beyond Waiouru School with minimal disruption to learning.	• Develop clear transition processes for students entering the school, moving between classes and leaving for secondary school. • Share achievement information promptly and ensure continuity of learning programmes.	• New students settle quickly and engage in learning. Achievement information is transferred effectively. • Feedback from whānau and receiving schools indicates students transition confidently.
Teachers deliver structured, explicit teaching in literacy and mathematics.	• Professional learning focused on effective instruction, structured literacy and mathematics progressions. • Strengthen expectations for lesson design, modelling, guided practice and feedback.	• Teaching observations show consistent use of explicit instruction. • Planning reflects curriculum progressions and deliberate teaching.
Priority learners are clearly identified and targeted for acceleration.	• Teachers identify all learners who are Below or Well Below expectation and plan targeted teaching strategies and interventions. • Progress is regularly discussed in team meetings.	• Each teacher can name their priority learners and describe the strategies used. • Target learners show accelerated progress across the year.
Assessment information is used to guide teaching and track progress.	• Strengthen teacher capability to collect, interpret and respond to assessment information. • Ensure consistent use of agreed assessment tools and the SMS to track progress.	• Data is updated regularly and used in planning and discussions. • Teachers can explain how assessment information informs their teaching decisions.

Foster a Positive Culture

What do we expect to see in 2026	How will we achieve/ make progress?	How will we measure success
Clear expectations for behaviour are understood and consistently upheld across the kura.	• Establish and teach shared behaviour expectations aligned to our MANA values. • Ensure consistent routines and responses across classrooms and school settings.	• Fewer behaviour incidents recorded. • Classroom observations show calm, focused learning environments. • Teaching time is maximised.
Ākonga demonstrate respect for themselves, others and their environment.	• Explicit teaching of behaviour expectations, emotional regulation and positive relationships. • Recognise and reinforce positive behaviour.	• Teaching observations show consistent use of explicit instruction. • Planning reflects curriculum progressions and deliberate teaching.
Students support one another and contribute positively to the school community.	• Provide leadership opportunities for ākonga through roles such as House Leaders, PALs and Peer Mediators. • House Leaders will organise and support school events and activities. • Peer Mediators will promote positive behaviour and help resolve minor conflicts between students.	• Student leaders are visible and active across the kura. School events are supported and led by students. • Playground issues are increasingly resolved through peer support and mediation.
Waiouru School is visible and positively represented in the wider community.	• Participate in community events, sports, cultural activities and service opportunities. • Encourage students to represent the school with pride and responsibility.	• Positive feedback from community organisations and partners. • Strong participation in community events.

Develop a Waiouru local curriculum

What do we expect to see in 2026	How will we achieve/ make progress?	How will we measure success
Strengthened relationship with Ngāti Rangi and Ngati Tū	• Work alongside Ngāti Rangi through the Huakina Mai project to reate opportunities within the curriculum • Develop a school haka that reflects Ngāti Rangi and our relationship with Ngāti Tūmatauenga. • Use the marae as a place of learning and contribution, including opportunities for students to care for and support the marae environment	• School production features Ngāti Rangi narratives. • Ngāti Rangi stories and perspectives are visible in learning programmes • Students show a sense of belonging and responsibility as kaitiaki of the Ngā hau e wha Rongo-a-marae-roa Marae
Students demonstrate pride in their culture, school and community.	• Strengthen kapa haka and cultural representation within the school. • Introduce new kapa haka uniforms and support students to represent Waiouru at local cultural events.	• Kapa haka represents Waiouru School at cultural events. • Increased student pride and participation in cultural activities.
Students develop resilience, independence and willingness to step up to challenge.	• Provide opportunities through school camps, leadership roles and student responsibilities that require perseverance, teamwork and problem solving.	• Students actively participate in camps and leadership opportunities. • Staff observe increased confidence and independence in students.
Stronger pathways and connections with secondary school support successful transition.	• Work with Kāhui Ako partners to strengthen transition opportunities. • Invite secondary students to support school events, leadership activities and sports events.	• Increased collaboration with secondary students. • Feedback from secondary schools indicates Waiouru students transition confidently.