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WINDLEY SCHOOL

STRATEGIC PLAN 2025 - 2026

Ka oho te wairua, ka mataara te tinana, he aroha ki te aroha, ka kā te rama - *Te Rauparaha*

OUR MISSION

Shape collaborative communities with our whānau and tamariki
to create world class learning journeys.

OUR VISION

E tipu ngā rakau iti.

OUR VALUES	Whanaungatanga	Manaakitanga RESPECT * RESPONSIBILITY * SAFETY	Tautokona
OUR GOALS *BOT Objectives*	**Te Tiriti o Waitangi** (Develop/ Implement) Culturally Sustaining Pedagogies and Systems to ensure equitable access for all learners	**Our Curriculum, Our Environment** We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)	**Our Hauora & Wellbeing** All members of our school community are safe and secure
OUR INITIATIVES	1:1 Grow our knowledge and practices in Tikanga Māori, Te Ao Māori and Mātauranga Māori 1:2 Grow our knowledge in Te Reo Māori and strengthen the use of te reo by staff and students 1:3 Build our understanding and capabilities in the Tapasā framework and Tātaiako strategies to celebrate the cultures within our school. (Link this to our Windley Quality Practice document)Strengthening 'Pacific specific, Māori specific and Refugees and Migrant capabilities to provide positive educational experiences free of racism and discrimination.	2.1 We prioritise time for literacy and numeracy teaching, meaningfully planned as part of our unit inquiry planning. We are focused on the development of a consistent approach including sound assessment practices and tracking of progress. 2.2 We will develop our Windley School localised curriculum (Te Marau-a-kura) to reflect the values of our community, and rich learning experiences and opportunities. 2:3 Implement The Refreshed NZ Curriculum/ Te Mataioho	3.1: We will grow and strengthen Mana Enhancing practices that improve wellbeing and positive behaviour change 3.2: We plan activities that will help develop a shared understanding of the values of Windley school. PB4L is clearly part of this. (This also supports our QP document) Set in place proactive actions to support expected behaviour 3.3 We will grow our skills and knowledge in restorative practices in strengthening relationships.
OUR SUCCESSES	Our people have a strong knowledge and understanding of Te Tiriti o Waitangi.	Our staff are highly skilled professionals who deliver a well balanced future focussed curriculum that is engaging and innovative.	Our children and Whanau are skilled with a strong sense of Mana, using skills to regulate/ co-regulate and engage positively with people.

MINISTRY OF EDUCATION GUIDING DOCUMENTS

Te Tiriti o Waitangi (Develop/ Implement) Culturally Sustaining Pedagogies and Systems to ensure equitable access for all learners	**Our Curriculum, Our Environment** We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)	**Our Hauora & Wellbeing** All members of our school community are safe and secure

Objectives of Boards in governing Schools (Education and Training Act 2020)		
The school gives effect to Te Tiriti o Waitangi, including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.	Every student at the school is able to attain their highest possible standard in educational achievement The school gives effect to Te Tiriti o Waitangi including by o Achieving equitable outcomes for Māori students. The school is inclusive of, and caters for, students with differing needs;	The school is a physically and emotionally safe place for all students and staff The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school,

Ka Hikitia - The Māori Education Strategy (2020)				
Te Whānau Education provision responds to learners within the context of their whānau.	**Te Tangata** Māori are free from racism, discrimination and stigma in education.	**Te Kanorautanga** Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	**Te Tuakiritanga** Identity, language and culture matter for Māori learners.	**Te Rangatiratanga** Māori exercise their authority and agency in education.
Pacific Education Plan (2020 - 2030)				
Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific Bilingual and immersion education pathways	Confront systemic racism and discrimination in education.	Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.	Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met	Grow, retain and value highly competent teachers, leaders and education professionals of diverse Pacific heritages.

We have consulted with staff, students and our communities in a number of ways to hear their voices. We have reflected upon what we know about our ākonga, our kaimahi and our school's setting. We have considered Board Objectives and National Education Learning Priorities and these are reflected in our Goals and Initiatives. In essence we have synthesised key messages about the direction of our kura and believe this plan reflects the areas of emphasis that will support us to best achieve our Vision.

ANNUAL IMPLEMENTATION PLAN 2026

Help for Boards

Summary and Plan for 2026

Goal 2 remains a priority for our school.
Our strategic focus will be on strengthening assessment, improving attendance, embedding effective curriculum implementation, and ensuring consistency of practice across the school.

Goal 1: Te Tiriti o Waitangi

Developing and implementing culturally sustaining pedagogies and systems to ensure equitable access for all learners.
In 2026, this focus will be considered across all areas of practice.

Goal 2: Our Curriculum, Our Environment

We support the achievement of our learners by making learning accessible and equitable, with a focus on successful achievement and the graduate profile. Improving student achievement and attendance are key government priorities, and the school is committed to aligning with these expectations.

Student attendance is a priority focus. The school aims to improve attendance so every student has the best opportunity to learn, engage, and succeed. The Attendance Management Plan will be consistently implemented, monitored, and reviewed to support regular attendance for all learners, in line with Ministry of Education expectations, with the goal of lifting attendance rates across the school.

Our primary focus is the consistent implementation of the refreshed Mathematics and Statistics curriculum. This includes building teacher capability and confidence to strengthen teaching practice and improve learning outcomes. The curriculum will reflect best practice and meet the diverse needs of all students, providing a strong foundation for academic success, wellbeing, and personal growth, and supporting the broader government priority of lifting achievement for all learners.

A coherent and consistent approach to assessment and reporting will be developed across the school. This includes effective assessment practices, regular tracking, and monitoring of student progress. Teachers will engage in targeted professional learning and development (PLD) and use Ministry of Education assessment tools to gather evidence of learning, inform teaching, and support student progress. Formal student reports will be provided to whānau at least twice a year, clearly communicating achievement, progress, and next steps, ensuring alignment with national priorities to improve outcomes for all students.

We are committed to ensuring that our curriculum reflects best practice and meets the needs of all students, providing a strong foundation for both academic success and personal growth.

Goal 3: Our Hauora and Wellbeing

All members of our school community are safe and secure
In 2026, this focus will be considered across all areas of practice.

Where we are currently at – 2026 (Regulation 9 (1) (e)

In 2026, our overall attendance rate for 2025 was 48% of students regularly attending school. Improving attendance remains a strategic priority, particularly for students experiencing chronic absenteeism or irregular attendance. Engaging families to support regular attendance is central to this work. To reinforce its importance, the Board has allocated funding for an attendance management plan and established an attendance team comprising teachers, support staff, and Board of Trustees representation. This team leads the implementation of targeted actions and monitors progress.

We have worked hard to gather reliable assessment information through overall teacher judgements. However, ensuring the reliability of this information has been challenging, particularly in relation to students' attendance patterns, as irregular attendance can affect both progress and the accuracy of assessment data.

To address this, we are developing a consistent approach to assessment practices across the school to improve the reliability and consistency of teacher judgements. The following assessment tools are used: PATs and the ministry funded pld assessment tool SMART.

- Junior classes additionally complete the **Phonics Check**,and other diagnostic assessments developed by the Deputy Principal

Student achievement remains a key focus. We are strengthening assessment practices by ensuring teachers use agreed, effective measures to identify progress, achievement, and next learning steps. Achievement data is used purposefully to inform teaching, track progress over time, and respond to the learning needs of all students, with particular attention given to learners requiring acceleration.

This approach directly supports our Annual Plan targets and strategic goals in literacy and mathematics. Teachers will engage in assessment-focused professional learning and development (PLD), including Ministry-funded PLD, to further strengthen assessment capability. Ministry of Education (MOE) tools will continue to be used to support this work.

eTap is our student management system (SMS), and we remain up to date with system improvements and developments, including assessment and reporting requirements. This will be reflected in our 2026 Annual Plan.

All teachers have participated in professional learning and development in Structured Literacy (Tātai Angitu – Massey University) and the Mathematics Curriculum (MOE). In 2026, we will continue to unpack the refreshed Mathematics Curriculum and engage in Numicon professional learning and development. This will remain a key focus to strengthen consistency of practice and confirm agreed assessment tools to be used across the school.

Further details about 2025 is found in our Statement of Variance
Regulation 9(1)(e)

Statement on teaching and learning strategies:

Years 0–2

In Years 0–2, we use a structured literacy approach to develop students' reading, writing, and oral language skills. Phonics is taught daily, with a focus on sounds, blending, and segmenting through experiences that range to fit the children' s abilities. Shared book sessions support vocabulary development and story retelling, while small-group reading instruction focuses on fluency, vocabulary, and comprehension.

Writing instruction includes a fast-feedback approach, and handwriting is taught through a structured sequence. As students progress, they apply their reading skills to less structured texts, with Year 2 students expected to record word chains. Students also participate in a structured oral language and literacy programme. Additional support is provided through RTLB services and teacher aides for students working at pre-foundational levels.

Years 3–8

At Windley School, students in Years 3–8 continue with a structured literacy approach to strengthen reading, writing, and oral language skills. Weekly lessons are carefully planned to reduce cognitive overload and engage students in authentic, real-world contexts. Phonics lessons occur four times a week, focusing on revising known sounds, learning new patterns, and practising blending and segmenting.

Oral language is developed through structured discussions and storytelling. Targeted small-group teaching supports students in reading and writing, while handwriting instruction focuses on fluency and flow. Writing is taught daily, with an emphasis on neat corrections and timely feedback, and genres are introduced through authentic contexts. Shared reading takes place four times a week, focusing on comprehension, vocabulary, and text features. Instructional reading in small groups further supports fluency, vocabulary, and comprehension.

All staff have participated in whole-school professional learning in structured literacy to ensure consistency and effectiveness across the school.

Year 0-8 In mathematics, number knowledge is a key focus and is taught regularly to build strong conceptual understanding and strengthen links to problem-solving. To further strengthen teaching and learning in mathematics, staff will engage in Numicon professional learning and development (PLD), which will support consistent and effective implementation across the school.

WINDLEY SCHOOL ACHIEVEMENT TARGETS 2026
Regulation 9(1)(f)

Baseline data

The 2025 whole school achievement results are as at (EOY) based on overall teacher judgements.

Reading (65%) 134/205 students achieving at and above, 3 students not included.

Reading Curriculum Level	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian			3	13%	16	70%	4	17%	23
MELAA			1	20%	1	20%	3	60%	5
Maori	19	20%	17	18%	43	44%	18	19%	97
NZ/European					1	100%			1
Pasifika	14	18%	17	22%	38	48%	10	13%	79
Total	33	16%	38	19%	99	48%	35	17%	205

Writing (68%): 142/208 students achieving at and above

Writing Curriculum Level	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian	1	4%	3	13%	15	65%	4	17%	23
MELAA			1	20%	2	40%	2	40%	5
Maori	16	16%	21	21%	47	47%	15	15%	99
NZ/European					1	100%			1
Pasifika	9	11%	15	19%	46	58%	10	13%	80
Total	26	13%	40	19%	111	53%	31	15%	208

Maths (56%): 116/208 students achieving at and above,

Mathematics Curriculum Level	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian	2	9%	5	22%	14	61%	2	9%	23
MELAA			1	20%	4	80%			5
Maori	18	18%	28	28%	45	45%	8	8%	99
NZ/European					1	100%			1
Pasifika	12	15%	26	33%	39	49%	3	4%	80
Total	32	15%	60	29%	103	50%	13	6%	208

Achievement Targets 2026	Whole school data for achieving at or above expectation in Reading, Writing and Maths to be greater than 70%

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Strategic Goal: Our curriculum, Our Environment

We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)9(1)(a)

Annual Targets *Regulation 9(1)(a)*

- Increase the proportion of students attending school regularly from 48% in (2025 baseline) to an average of 60% in 2026.
- Reduce the number of students chronically absent by 10%.
- Reduce the number of students arriving late.

What do we expect to see by the end of the year? *Regulation 9(1)(d)*

- *Regular attendance (90%+) increased from 48% in 2025 to **at least 60% in 2026**, as measured through our Student Management System using Ministry of Education definitions.*
- *A reduction in the percentage of students who are chronically absent (below 70%) compared to the 2025 baseline.*
- *A measurable reduction in the number of students arriving late, as tracked through school attendance records.*

Initiative	Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Time frame	How will we measure success? (What we expect to see by the end detail measurements we'll use. Regulation 9(1)(d)
2.1 **Student Attendance** To improve student attendance and reduce absenteeism, we will implement and regularly review its Attendance Management Plan.	Give priority to the full implementation of the Attendance Management Plan and closely track its progress. ● To increase the rate of regular attendance ● Reduce chronic absences and lateness/leaving early ● Review and monitor the effectiveness of the plan and act accordingly. ● Regular reporting and communications to the board, staff, students, parents and whanau.	Principal Attendance Team Staff	Attendance management plan Meetings	Term 1-4	AMP implemented consistently; roles and expectations clearly understood Regular attendance data reports produced and reviewed Individual attendance records tracked and reported and shared with staff, and the board Review notes show actions adjusted in response to data Board minutes show attendance discussed and monitored Number of communications sent, family attendance meetings held, and feedback collected via surveys or informal check-ins.
	Share AMP with whanau regularly, including school attendance rates. (SMS to be updated early 2026)	Principal, Attendance Team	Newsletters, hui, SMS (updated early 2026)	Term 1–4	Whānau communications sent regularly; attendance information visible

Strategic Goal: Our curriculum, Our Environment

We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)9(1)(a)

Annual Targets *Regulation 9(1)(a)*

Whole school: *At least 70% of students achieve at or above expectation in Reading, Writing, and Mathematics.*

Team leaders: set targets

What do we expect to see by the end of the year? *Regulation 9(1)(d)*

- *At least 70% of students achieve at or above expectation in Reading, Writing, and Mathematics.*
- *Analysis of school-wide assessment data (formative, summative, and standardised tools) in each learning areas*
- *Termly tracking of individual and cohort progress to identify students needing additional support.*
- *Reporting to the Board, staff, and whānau on progress and outcomes.*

Initiative	Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Time frame	How will we measure success? (What we expect to see by the end of the year; detail measurements we'll use. Regulation 9(1)(d)
2:3 Implement The Refreshed NZ Curriculum/ Te Mataioho Implementation of the refreshed Mathematics and Statistics curriculum (Te Mātaiaho)	Unpack the refreshed Mathematics and Statistics curriculum using MoE support documents and expertise	Principal Maths Team	MOE curriculum resources	Term 1-4	Staff can describe curriculum expectations and progressions Teachers confidently planning and teaching using Te Mātaiaho Mathematics and Statistics
	Plan and use regular, focused staff meeting time for maths learning	Principal Maths Team	Staff meeting time	Term 1-4	Maths is a regular and planned focus in staff meetings
	Provide regular coaching, observation, and feedback for teachers and SLT	Principal Maths Team	Release time	Term 1-4	Teaching practice shows increased consistency and alignment Clear links between planning, teaching, assessment, and progress monitoring Reduced variation in maths practice across classrooms
	Engage in Numicon PLD to support number understanding, and progressions (with Porirua East School)	Numicon Fracilitator Maths Team	Staff Development fund	Term 1 March (staff meeting) Term 2-4 2x TOD staff meetings	Numicon used consistently to support conceptual understanding Consistent use of Numicon to support number understanding
	Use assessment and monitoring tools to track student progress in maths	Teachers, Maths Team	Assessment tools	Term 1-4	Progress data shows improved understanding and progress, especially for priority learners Evidence of improved student progress in mathematics
	Hold regular curriculum meetings to monitor implementation, review progress, and agree next steps	SLT, Maths Team	Meeting times	Term 1–4	Meeting minutes show regular review, decisions made, and follow-up actions

Strategic Goal: Our curriculum, Our Environment

We support the achievement of our learners by making learning accessible and equitable - focus on successful achievement (graduate profile)9(1)(a)

Annual Targets *Regulation 9(1)(a)*	What do we expect to see by the end of the year? *Regulation 9(1)(d)*

Initiative	Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Regulation 9(1)(c)	Time frame	How will we measure success? (What we expect to see by the end detail measurements we'll use. Regulation 9(1)(d)
2.1 We prioritise time for literacy and numeracy teaching, meaningfully planned as part of our unit inquiry planning. We are focused on the development of a consistent approach including sound assessment practices and tracking of progress. **Focus:** To strengthen assessment and reporting practices across the school to ensure consistent, accurate, and meaningful information is used to support student learning and engagement.	Build whanau understanding of curriculum ● Engage, support, and focus whānau on learning through curriculum information sessions and regular communication. ● Deliver Home–School Partnership (HSP) workshops to explain curriculum expectations in literacy and maths. ● Provide practical ways whānau can support learning at home.	staff	$500	Term 1-4	• Increased whānau attendance at HSP sessions (sign-in sheets). • Improved attendance rates for target students. • Whānau feedback shows increased understanding of curriculum expectations (survey data). • Evidence of learning conversations recorded in school communication logs.
	Select / confirm and assessment tools to be used in 2026 aligned with NZ Curriculum that best suit our students (e.g., phonics checks, PAT Maths/Reading, Writing samples).	Principal, Deputy Principal	SLT meeting times Documentation	Term 1	Review completed; strengths and gaps identified and documented
	Ensure assessment data and information are reliable, consistently collected, and used to guide targeted teaching. ● Assessment findings will inform annual implementation planning, support decisions to improve learner progress and achievement, and be shared with whānau through clear, timely reporting. ● Teachers will engage in professional learning and use Ministry of Education assessment tools to strengthen practices and track learner outcomes.	Principal/DP	PLD funds	Term 1 - 4	All assessment data is collected consistently, aligned with curriculum expectations, and verified for accuracy. Data informs targeted teaching. Improvement in student outcomes, including progression in key learning areas. Annual plans reflect assessment findings. Families receive timely, clear reports. Teachers use MOE tools and engage in PLD. Timely and clear reporting to families on learner progress based on assessment data.

	Strengthen data-informed practice and leadership capability ● Run regular training and review sessions for staff leading assessment and tracking processes. ● Prepare and use coaching questions to support teachers to analyse data and plan next steps. ● Review intervention effectiveness regularly and adjust as needed.	Principal, DP, Team Leaders	PLD time, staff meetings	Terms 1–4	• Increased staff confidence in analysing and using data (staff feedback). • Clear evidence of data-driven decision making in planning documents. • Interventions reviewed and refined based on progress data.
	Use the reporting format available (MOE requirements) to report ● communicate progress and areas for development to families ● revise MOE requirements	Principal, SLT	staff	Terms 2–3	• Updated report templates aligned with MOE requirements. • Whānau feedback indicates reports are clear and meaningful. • Reports show clear links between achievement data and next learning steps. All students receive at least two formal reports per year meeting MoE requirements.
	Engage in assessment PLD using the SMART tool to strengthen understanding of assessment, analysis, and next steps	Evaluation Associates Principal Deputy Principal, Teachers	SMART tool, PLD funding, facilitator support	First 6 months	Teachers demonstrate improved confidence and capability using SMART; evidence of use in planning and discussions
	Develop an assessment schedule, “Assessment Plan/ Handbook” with protocols, schedules, and sample tools/templates. ● Support teachers on assessment administration, analysis, and reporting.	Principal Deputy Principal,	Planning time	Term 1	Assessment schedule and Plan handbook completed,
	termly moderation sessions to ensure consistency in marking and interpretation. (Use of data)	Curriculum Leaders / Teachers/ Team leaders	Team/staff meeting	Term 1-8	Moderation records show shared understanding and consistency