



## Wainuioru School Annual Plan 2026

Vision:

### **Curious, Confident and Connected**

Our philosophy of teaching and learning within our localised curriculum, encourages curiosity, develops confidence and creates connections for our learners. Kaiako and students benefit from an explicit, structured programme of learning to provide the tools for making connections to this learning, within and beyond our local context.

The learner is at the core of our own development as kaiako and our interactions with our community.  
Our localised curriculum enables us to grow the whole learner, as well as honour the principles of Te Tiriti o Waitangi.

### **Enduring Goals (10+ years)**

- Creating connected learners (our essence)
- Growing learning focused partnerships
- Providing quality teaching and learning

## Strategic Goal 1: TEACHING *Ako* - Quality teaching and learning

To cultivate excellence in teaching by using research-informed effective practices to foster a culture of collaborative professional learning. Through the development of learning teams we will empower our staff to deliver an engaging, knowledge-rich curriculum that is consistently monitored through reflective Professional Growth Cycles.

### Targets/Results: How will we measure success? What does success look like?

Writing: 100% of students in identified target groups will show accelerated progress through differentiated, effective teaching.

Shared understanding of explicit teaching, using research to inform our pedagogy.

Professional Growth: Teachers will successfully complete their PGC, with documented evidence of growth actions.

Initiatives	Actions	Who	When	Outcomes
Effective teaching practice	Develop and implement learning teams to build collaboration and ensure student outcomes are central to teaching and learning.	SLT Teaching staff	T1 -T4	Staff collaborate in formal teams to ensure every student's needs are met. A shared understanding of what effective teaching looks like in our context is developed.
	Use research to unpack what effective teaching looks like in our context.	SLT Teaching staff	T1 -T4	
Unpacking curriculum	Explore the new Maths and English learning areas.	SLT Teaching staff	T1 -T4	Progressions and progress descriptors are reflected in our assessment and reporting practices. Target and priority groups are identified and tracked.
	Begin to use the new progressions to teach and assess from.	SLT Teaching staff	T1 -T4	
	Review 2025 EOY data to identify target groups for accelerated progress in writing	SLT Teaching staff	T1 -T4	

Professional growth cycle	Establish a system for annual PGC to ensure ongoing growth and reflection.	SLT Teaching staff	T1 -T4	All teachers document growth actions and participate in a PGC that directly improves student outcomes.
	Embed a sustainable PGC model using the new teaching standards.	SLT Teaching staff	T1 -T4	

## Strategic Goal 2: LEARNING: *Te Aromatawai* - Value added progression for all learners

To implement effective assessment and review learnership practices to empower students to take agency over their progress., We will ensure all learners are active participants in monitoring their achievement, understanding their next steps, and reaching their full potential.

### Targets/Results: How will we measure success? What does success look like?

Student Agency: Students (Year 3–8) can identify their current learning goals in Reading, Writing, and Maths.

Learnership: School-wide student voice surveys that provide data on agency, belonging and values.

Assessment: undertake school wide assessment review using assessment rubrics to inform areas to improve on.

Support provided by intervention teaching is communicated to whanau with clear systems to measure impact.

Initiatives	Actions	Who	When	Outcomes
Assessment rubrics used to review assessment practices.	Review school wide assessment practices using the assessment rubric as a staff.	SLT Teaching staff	T1 -T2	Assessment is a shared journey; develop a way for students to help track and understand their own progress. Teachers
	Utilise the 'informed decision' function on HERO to	SLT Teaching staff	T2 -T4	

	create dynamic priority learner groups for responsive daily teaching.			use real-time data to adjust daily teaching to meet student needs, utilising HERO.
	Use assessment rubrics to increase student involvement in the assessment process	SLT Teaching staff	T2 -T4	
Teaching and learning programmes (local curriculum)	Identify and implement everyday practices that honour Te Tiriti o Waitangi.	SLT Teaching staff	T1 -T4	Students experience a curriculum that honors NZ heritage and our local environment, this is tracked through our teaching and learning programmes. Data shows students feel a strong sense of belonging and "learners-ship". Steps are taken to improve areas of need generated from student voice.
	Student survey to capture student voice on belonging, values and agency.	SLT Engagement lead	T1 T3	
	Embed sustainable practices and Te Ao Māori / Environmental education within teaching and learning programmes.	SLT Teaching staff	T1 -T4	
Learner agency and support	Effective goal setting. Students identify their goals for reading, writing, maths and participate in setting and tracking them.	Teaching staff	T2 -T4	Students can clearly articulate what they are learning and what their next goal is, the vehicle for doing this will be developed throughout the year. Parents are clearly informed about the specific support their child receives.
	Track and communicate the impact of interventions with staff and whanau.	SENCO, SLT, Teachers	T1 -T4	

### Strategic Goal 3: CULTURE - *Whānaungatanga* - Growing learning focused partnerships

To cultivate a strong, learning-focused partnership between students, kaiako, and whānau by ensuring high levels of attendance and utilising HERO as a transparent, real-time window into learning. Through community consultation we will strengthen these connections to inform the development of our 2027 Strategic Plan.

#### Targets/Results: How will we measure success? What does success look like?

**Attendance:** 80% of students meet the 'Regular Attendance' threshold (90%+)

**Engagement:** 90% of whānau report (via survey) that they feel well-informed about school events and their child's specific learning goals through the HERO app.

**Strategic Planning:** A draft 2027-2029 Strategic Plan is completed by Term 4, reflecting the voices of staff, students, whānau, and the wider Wainuioru community.

Initiatives	Actions	Who	When	Outcomes
Attendance	Regularly review attendance data in line with Ministry targets and track interventions on HERO.	SLT BOT	T1-T4	80% of students meet the "Regular Attendance" threshold of 90%+. 90% of whānau report feeling well-informed about their child's progress.
	Implement and review our attendance management plan.	SLT BOT	T1-T4	
Improve learning focused partnerships	Ensure we have clarity on what an effective learning focused partnership is.	SLT Teaching staff	T2 -T4	Higher engagement and more collaborative dialogue during school and community events.
	Explore ways to make our parent hui more meaningful and effective.	SLT Staff BOT Whānau	T2 - T4	

	Use HERO to identify, track and communicate student progress related to learning goals.	SLT Teaching staff	T2 -T4	90% of whānau report feeling well-informed about their child's progress.
Re developing our strategic plan for 2027	Begin consultation and data gathering to redevelop the Strategic Plan for 2027	SLT BOT	T2- T4	A draft 2027 Strategic Plan is completed, reflecting the voices of our whole community.