



Strategic Plan 2026 – 2028

Foundations of learning: Learner Success and Wellbeing

Strategic Priorities	Key Dimensions	Resources	Intended Outcomes
Literacy	Phonics and spelling approach	<i>iDeaL</i>	<p>Learners attend regularly and engage in meaningful learning, making sustained progress and achieve at the appropriate curriculum level; have a strong sense of belonging and are confident in their identity, language and culture. They feel physically, emotionally and culturally safe and healthy, and confidently participate and contribute in a range of contexts, including understanding their role in giving effect to Te Tiriti.</p> <p>Target: 80% of learners attend regularly and achieve at or above expected curriculum level in reading, writing, maths.</p>
	Writing sentences & paragraphs	<i>Writers Toolbox</i>	
	Punctuation and Grammar	<i>The Writing Revolution</i>	
Numeracy	Mathematical algorithms	<i>Maths No Problem</i>	
	Family of facts	<i>Mental Maths</i>	
	Mental maths		
Attendance, Engagement and Wellbeing	Attendance Plan	<i>Stepped Attendance</i>	
	Engagement in the classroom	<i>Response (MOE)</i>	
	E Tū Tāngata	<i>Engage & Wellbeing survey</i>	
Teaching for Learning			
Curriculum	Structured curriculum plan	<i>NZ Refreshed Curriculum</i>	<p>A responsive curriculum and high quality teaching reduces barriers and provide opportunities for learners to engage in meaningful learning. High quality assessment evidence is used to evaluate effectiveness of strategies to improve learner outcomes and wellbeing and to inform strategic planning cycle. Teachers regularly work collectively in planned ways (eg modelling, observing and providing constructive feedback to inquire into aspects of their teaching practice to support learner progress and achievement.</p>
	In-house Technology	<i>Local resources eg bush</i>	
	Strengthen Health & PE	<i>Sport Waikato</i>	
Quality Teaching	Explicit teaching	<i>What Works Best 2025 (NSW)</i>	
	Effective feedback	<i>High Impact Teaching</i>	
	High expectations	<i>Strategies (Victoria Ed_</i>	
Assessment	Assessment and Reporting Plan	<i>MOE PLD</i>	
	Using data to monitor progress	<i>What Works Best 2025 (Dept of Education, NSW)</i>	
	Using data to inform teaching		
Partnerships for learning			
Parents and Whānau	Reporting to parents & whānau	<i>2026 Reporting format (MOE)</i>	<p>Teachers communicate effectively with home; parents & whānau actively support their child's learning. The wider community supports school's endeavours. Te Ao Māori is visible, valued and integrated across teaching and learning.</p> <p>The Board effectively holds leaders to account through scrutiny of learner engagement, wellbeing, & achievement data.</p>
	Learning Plans	<i>Parent Survey</i>	
Mana Whenua & Community	Te Ao Māori plan	<i>Mana Whenua</i>	
	Kaihere School Friends (Alumni)	<i>T Spence</i>	
Stewardship & Governance	Property Plan	<i>Board Work Plan</i>	
	Self Review processes		

Key measures:

1. Student attendance, progress, achievement and wellbeing information
2. Professional Growth Cycle documentation
3. Teaching Plans. Assessment and reporting schedule
4. Learning Plans for each student with a particular focus on those with additional learning needs and challenges

Consultation:

Strategic priorities have been developed with reference to Ministry goals and in consultation with Parents & Whānau, Staff and Mana Whenua

Key documents:

1. NZ Curriculum documents including the refreshed NZ Curriculum in all learning areas
2. Education Act, 2020.

Benchmark data: