



Annual Plan 2026 - Strategic Goals

Strategic Goal 1:

Work alongside our aakonga, whānau, iwi and hapū to ensure every student feels important and successful at Waipipi School.

Smart Goal	Planned Actions	Who is Responsible	Time Frame	How Success will be measured
1.1 By the end of 2026, 90% of students will report a strong sense of belonging and pride in Waipipi School.	Launch CARE values with explicit teaching Reset House system to build belonging and pride Integrate values into assemblies, classrooms, and events Increase student voice opportunities	Principal, DP, All Teachers	Terms 1–4, 2026	Student voice survey shows ≥90% positive responses Increased participation in House and school-wide events Improved engagement and attendance data
1.2 By the end of 2026, all Year 7–8 students will hold at least one formal leadership or responsibility role.	Develop Senior Student Diploma focused on accountability Expand leadership roles beyond traditional positions Explicit teaching of leadership and responsibility	Principal, Senior Teachers	Diploma designed Term 1; implemented Terms 2–4	100% of senior students documented in leadership roles Completion of Senior Diploma requirements Increased student responsibility observed and recorded



Strategic Goal 2:

Support and safeguard the wellbeing of our aakonga by addressing inequalities and protecting wellbeing, cultural heritage, language and values.

Smart Goal	Planned Actions	Who is Responsible	Time Frame	How Success will be measured
2.1 By the end of 2026, all identified priority learners will have a documented support plan and show evidence of progress.	Deep dive into academic, wellbeing and behaviour data Use RTLB, SENCO, Kia Ora Ake supports TA-led junior learning interventions; teacher-led middle/senior learning interventions	Principal, SENCO, Teachers, TAs	Identification Term 1; monitoring Terms 2–4	100% of priority learners have documented plans Evidence of progress in engagement, wellbeing or achievement Termly review notes recorded
2.2 By the end of 2026, Māori students and priority learners working below expectation will make more than one year's progress.	Re-establish formative assessment practices Trial paper-based assessment to improve accuracy Increase culturally responsive and authentic contexts Termly data inquiry and targeted response	Principal, Teachers	Terms 1–4, 2026	Progress tracking shows >1 year's progress for target learners Reduced disparity for Māori students in Reading, Writing and Maths Reliable formative assessment data
2.3 By the end of 2026, the school will have an active Kapa Haka group with regular participation.	Establish regular Kapa Haka sessions Integrate te reo Māori and tikanga across classrooms Reflect cultural diversity in teaching programmes	Principal, Lead Teacher, Community Support	Established Term 1; ongoing	Regular Kapa Haka attendance records Student participation across year levels Increased visibility of te reo and tikanga Māori in school life



Strategic Goal 3:

Build equitable partnerships with whānau in discussions and decisions regarding their aakonga needs.

Smart Goal	Planned Actions	Who is Responsible	Time Frame	How Success will be measured
3.1 By the end of 2026, whānau participation in school events and learning conversations will increase by at least 20%.	Create welcoming engagement opportunities Promote Friends of the School group Use varied formats for engagement (hui, workshops, events) Improve communication clarity and consistency through new SMS – HERO	Principal, Staff, Board	Terms 1–4, 2026	Attendance data shows $\geq 20\%$ increase Growth in Friends of the School membership Positive whānau feedback
3.2 By the end of 2026, all whānau of students with identified needs will be involved in at least one documented learning or support conversation.	Clarify parent–teacher–principal processes Ensure timely, strengths-based meetings Use consistent documentation for follow-up	Principal, Teachers, SENCO	Terms 1–4, 2026	100% of targeted whānau have documented meetings Clear agreed actions recorded and reviewed Improved alignment between home and school support



Annual Plan 2026 Academic Targets

The planned actions for 2026 are intentionally focused on **restoring assessment integrity, rebuilding student stamina, and rebalancing digital and analog learning**. By treating 2025 as a baseline year shaped by systemic instability, the school is moving decisively from *data acceptance* to *data inquiry*. This approach ensures that 2026 achievement data is both **accurate** and **actionable**.

Smart Goal	Planned Actions for Reading	Resourcing	Measure
By the end of 2026, increase Year 7 reading achievement from 40% to at least 65%.	Reintroduce formative running records (minimum twice per term) to drive day-to-day instruction rather than relying on end-of-year summative testing.	Teacher release time for assessment calibration and analysis (1day per term). Purchase of high-interest physical texts suitable for Year 7, including culturally responsive materials.	Term 1: PAT Reading Comp (paper based)
	Implement a paper-based assessment trial for comprehension in the senior school to test accuracy and stamina against digital testing.		Term 2: SMART
	Establish daily sustained silent reading (SSR) using physical texts to rebuild reading stamina and deep comprehension.		Term 3: Running Rec
	Provide targeted small-group instruction for Year 7 students below expectation, focused on decoding, fluency, and comprehension strategies.		Term 4: PAT Reading Comp
By the end of 2026, lift Māori student reading achievement from 57% to at least 70%.	Identify Māori students below expectation and set accelerated progress targets (more than one year's progress).	Targeted funding for culturally relevant reading resources . Teacher PLD in culturally sustaining literacy practices Additional teacher aide or literacy support time for	(Running Records 2x a year at least for
	Use culturally responsive texts and contexts to increase engagement and comprehension.		
	Replace high-stakes digital testing with formative, paper-based assessments to ensure accurate representation of progress.		



	Strengthen whānau communication around reading progress and strategies that support reading at home.	priority learners , where available.	students not at expectation / consolidating)
By the end of 2026, reduce the gender gap in reading by increasing boys' achievement from 60% to at least 72%.	Reduce screen-based reading tasks in the senior school and increase physical book use .	Budget allocation for boy-friendly reading resources (non-fiction, graphic novels, manuals, narratives).	Yr 0 - 3 Phonic Checks BSLA Assessments Running Rec
	Select high-interest, age-appropriate texts aligned to boys' interests.		
	Explicitly teach reading stamina strategies , including goal-setting and chunking longer texts.		
	Trial paper-based comprehension assessments to test engagement and accuracy for boys.		
Smart Goal	Planned Actions for Writing	Resourcing	Measure
By the end of 2026, increase Year 7 writing achievement from 75% to at least 85%.	Re-establish a consistent, school-wide writing programme with clear expectations for each year level.	Moderation time (once per term).	Term 1 E-asttle Yr 1 – 8 Term 2 E-asttle Yr 1 – 3 SMART TOOL Yr 4 – 8 Term 3 E-asttle
	Return to paper-and-pen drafting and assessment , particularly for extended writing tasks.	Purchase of writing books and drafting materials .	
	Explicitly teach writing stamina , gradually increasing time spent on sustained writing.	Focus on explicit writing instruction and stamina-building .	
	Provide structured exemplars and success criteria to support consistency		
By Term 4, 2026, improve boys' writing	Provide opportunities for physical writing through reading responses, handwriting and topic.	High-quality writing scaffolds and exemplars .	



achievement from 76% to at least 82%.	Use purposeful, authentic writing tasks (e.g. instructions, reviews, explanations). Provide opportunities for an awesome.	Adaption of writing tasks to boys’ interests.	Term 4 PAT Writing Yr 3-8 E-asttle Y0-2
	Provide scaffolded writing frameworks to support confidence and completion.		
	Monitor progress through regular formative checks rather than end-point assessment only.		
By the end of 2026, ensure 100% of teachers use agreed, consistent writing assessment and moderation processes.	Implement a school-wide writing moderation schedule (once per term).	Staff Meetings to oversee assessment consistency and moderation	
	Clarify and document standard assessment procedures to eliminate variability.		
	Use moderation meetings to strengthen shared teacher judgment and instructional consistency.		
	Audit assessment practices mid-year to ensure fidelity.		
Smart Goal	Planned Actions for Math	Resourcing	Measure
By the end of 2026, increase school-wide mathematics achievement from 68% to at least 78%.	Introduce regular formative “maths check-ins” to identify gaps early.	Teacher PLD on effective Maths No Problem implementation by Math Lead	Term 1 PAT Maths (paper based)
	Trial paper-based assessments for complex problem-solving to reduce digital distraction.		
	Rebalance <i>Maths No Problem</i> implementation to ensure full use of differentiation and concrete resources .	Concrete maths resources and manipulatives.	Term 2 SMART TOOL Yr 4 - 8
	Increase authentic, contextualised mathematics tasks .	Time for collaborative planning and reflection with buddies	Term 3



	School wide maths stock take of equipment and purchase of most needed manipulatives at each level.	Purchase of Maths equipment	Term 4 PAT Adaptive Test
By Term 4, 2026, increase Year 7 mathematics achievement from 55% to at least 70%.	Implement regular “unplugged” mathematics sessions focused on deep problem solving.	Additional mathematics resources for hands-on learning. Support from in-school mathematics lead.	Termly Basic Fact Test Ongoing MNP Reviews & OTJ
	Use paper-based tasks for multi-step problems to build stamina and focus.		
	Provide targeted support for students with identified number knowledge gaps.		
	Track progress through formative assessment rather than reliance on mid & end-of-year tests.		
By the end of 2026, increase Māori student mathematics achievement from 76% to at least 82%.	Identify Māori students below expectation and set accelerated progress goals .	Targeted resourcing for priority learner support .	Yr 0 - 2 Number Snapshots
	Increase use of real-world, culturally relevant mathematical contexts .		
	Replace digital-only assessment with paper-based problem solving for priority learners.		
	Monitor progress through frequent formative assessment and responsive teaching.		