Waihao Downs School - Annual Implementation Plan 2026

"Growing Futures"

"A Rural School Letting Kids Be Kids - Ko tā te tamaiti he mahi tamariki"

Goal: Create better outcomes for our ākonga and their learning. Better outcomes, positive experience, learning how to learn, proactive in their learning

CURRICULUM - *A clear sequence/structure of learning that engages learners.*					
Actions	**Who is responsible**	**Resources required**	**Timeframe**	**Success Indicators: How will we measure success?**	**Review: End of 2026**
Appropriate & consistent planning and assessment. - Create criteria for planning and share with staff so all are clear on expectations.	MF to guide staff and act as a central point. All teachers contribute feedback and ideas.	PLD Time at staff meetings.	- **Term 1**: Reflect at the end of Term 1 to see where to go for remainder of the year. - Review planning at the end of Term 1 & adjust where needed. - **Term 4**: Review planning process	• Clear timeline of what needs to be done by when. • All teachers use consistent criteria • Clear expectations of delivery • Adapt planning to meet the needs of students	
Student agency & Action: - Student Agency - Voice, Choice, Ownership - Problem Solving & Collaboration. - Reflection. Feedback (progress) & Feed forward (next steps). - Students achieve their potential.	All teachers to implement	PLDf Time at staff meetings	**Ongoing** with reflection & feed back/feed forward in: **Term 1**: Reflect at the end of T1 and make a plan for each term. **Term 1 2026**: Meet the Teacher conferences by the end of Term 1 2026. **Term 1**: Classroom Learning Walls Ongoing- Continue to reflect and improve all year.	• Students are able to talk about their learning. - *"What have you been learning?"* - *"How do you know you have been successful?"* - *"What are the next learning steps?"* - *"Where can you find help?"* - *"Why are you learning this?"* • Classroom Learning Walls are displayed for core subjects and Inquiry. • Learners co-construct Success Criteria • Student pride in work	

Implement work of the Kāhui Ako around Relationships First.	All teachers to implement	Staff PD - shared text	**Ongoing**	• Improved outcomes through relationships alongside excellent reflection & pedagogy. • Aim for results in all core subjects 85% and above.	

COMMUNITY- *Build connections and commit to service within the community.*					
Actions	**Who is responsible**	**Resources required**	**Timeframe**	**How will we measure success?**	**Review: End of 2026**
- Action within the community.	All staff can contribute. We have staff with strong community connections in the Waimate region.	Waihao Downs Marae Local community organisations	**Ongoing** with reflection & feed back/feed forward	• Increasing community attendance at school events. • Survey the community at the beginning and end of the year. • School is being invited to participate in community-wide events • School reaches out to community organisations to support initiatives	
- Encourage Home Learning.	Class teachers	Hero, book bags, notices	**Ongoing**	• Home learning and school learning are connected, eg. measurement in Maths links to baking • Home learning that encourages caregivers and children to interact and work together.	
- Use the 5MCs, celebrate diversity.	Class teachers	5Cs posters - they will be the 5 "MC"s to include the te reo translations too.	**Ongoing** with reflection & feed back/feed forward	• Refreshed focus on this in Term 1 with new wall displays • Celebration of diversity and cultures.	

- Knowledge and actions derived from Te Tiriti.	All staff are responsible.		**Ongoing** with reflection & feed back/feed forward	• Develop and sustain Te Ao Māori within the school, so that it is visible - seen <u>and</u> heard.
				• School wide tikanga and expectations- to be documented and co-constructed with staff
				• Teacher self development of te reo Māori- online training, an increase of spoken te reo in the classroom, display of kupu displayed which are <u>referred to</u> and <u>used</u>.
				• Observation of the use of spoken te reo school-wide
				• Opportunities to participating in Kapa Haka (Waimate High School) and sing waiata in the community.
				• A good knowledge of Te Tiriti *(staff/students)*
				  ○ Learning that includes elements of te Tiriti, even in discussions or work not directly related to "The Treaty of Waitangi" lessons.
				  ○ Students are able to talk about elements of te Tiriti and what it means to them and/or different communities in Aotearoa NZ.
				• A consistent knowledge and assessment of Te	

				Reo Māori • Consistent learning around these areas- shown in planning. We will work towards assessment with meaningful data and next steps for both staff and learners.	

ENVIRONMENT - *Everyone feels like they belong. A welcoming and supportive environment.*					
Actions	**Who is responsible**	**Resources required**	**Timeframe**	**How will we measure success?**	**Review: End of 2026**
All learners are included. Learning diversity & styles are catered for.	Class teachers		**Ongoing each term. Termly reflections**	• High quality outcomes- Academic data at 85% & above. • Creative thinkers & problem solvers- Students can problem solve proactively as appropriate for their age and stage	
Strong attendance data because kids want to be at school.	Class teachers	Hero	**Ongoing each term. Termly reflections**	• High quality outcomes in attendance.	
Use spaces accordingly- e.g. mobile kindy, library, kohanga, tutoring space.	Class teachers	Painting of playground	**Term 4**	• We will know we are successful when we have appropriate well-used spaces. • A fit for purpose physical environment that invokes community and school pride.	