

Waikaretu School - Annual Implementation Plan 2026

2026 Implementation Plan

Strategic Aim 1:	Grow achievement for all learners through equitable teaching and learning practices.																																																																
Annual Aim 1 & 2	<p>Curriculum: To lift student achievement through the adoption of the refreshed, knowledge-rich curriculum & assessment tools supported by structured literacy and structured maths programmes. Lift achievement: Reading from 78 % to 80 %, Writing from 74% to 80%, Maths sustain >80%</p> <p>Inclusive Teaching & Learning: Strengthen Learning Support through Hauora and barrier-free access to learning, including Culturally Responsive Practices for Maaori and flexible practices for neuro-divergent students.</p>																																																																
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<p>Improve overall achievement underpinned by the refreshed curriculum, quality assessment, and evidenced based and culturally responsive approaches As a minimum, retain results from the end of year 2025 and aim to reach the Ministry’s targets of 80% achievement in all areas Students with additional needs have been identified and receive targeted holistic support All students are progressing in their learning and they can identify their next learning steps</p>																																																																	
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Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
<p>Planning systems are developed to ensure all sequence statements in both English and Maths are intentionally taught across the year levels. Structured literacy and maths tools (LMIT / iDeaL / Dibels / Pr1me Maths) are mapped against the refreshed Curriculum and integrated into newly developed long-term plans, forming the foundation of sustainable structured literacy and maths models.</p>	Principal	Release time and Ministry Support for PLD.	Throughout the year.	<p>Planning systems in place that reflect the refreshed curriculum phases, scope and sequence.</p> <p>Students can talk about their learning in phases and they can identify what their current learning steps are within the refreshed curriculum.</p>
<p>Assessment practices and tools are reviewed and redeveloped in alignment with the new curriculum ensuring consistency and clarity in achievement expectations.</p>	Principal / Teachers	PLD / Taahuurangi curriculum hub / Staff meeting time to reflect	Throughout the year / staff meeting times approx 5-6 times a term	<p>Assessment tools are used a minimum of twice a year, aligned with the refreshed curriculum and progress indicators.</p>
<p>Targeted support programmes are designed and implemented for all students that have additional needs or learning gaps, including and not limited to 1 on 1 Teacher Aide support, in class teacher facilitated accelerated learning time, intervention assessments, inclusive and culturally responsive practices, specialised intervention support.</p>	Principal / SENCo / Learning Support Coordinator / Teachers	<p>Whaanau & Caregiver twice termly hui / Ministry funded LMIT Literacy Intervention & Maths acceleration programmes / RTLB services / any other health agencies needed / Hauora & Te Whare Tapa Whaa resources / assessment data collection & analysis / planning for intervention / PLD for teachers on inclusive & culturally responsive practices</p>	Throughout the year	<p>Targeted support is evident in teacher planning and provided as a result of evidence based, reliable assessment and teaching practices. Akonga show improved wellbeing and accelerated progress. Akonga are able to identify their learning steps. Individual Education Plan indicates wrap-around support services and whaanau / caregiver collaboration.</p>

Essential Progress Markers guide teaching and learning, while progress descriptors are applied consistently in 2026 reporting to parents.		Teacher Aide funding / time Updated SMS system with reporting progress descriptors / Teachers PLD unpacking the Progress Markers	End of Term 1 & Beginning of Term 2	Student progress and achievement with refreshed progress descriptors is reported twice yearly to whaanau and caregivers.
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Strategic Aim 2:	Grow professional capability of teachers.
Annual Aim 3:	Teachers as Learners: Strengthen teacher knowledge of the refreshed curriculum by engaging with PLD initiatives which are supported by research and evidence-based practices.
What do we expect to see by the end of the year?	
Teachers run successful Literacy & Maths programmes informed by PLD of the refreshed curriculum, quality assessment and Aromatawai resources Strengthened internal evaluation processes in which teachers continue to reflect on their practice and can identify next steps within their Professional Growth Cycle	

Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
Teaching staff engage in comprehensive professional development across both the English and Maths Curriculum, including the Ministry of Education Maths acceleration programme and Structured Literacy Intervention PLD from LMIT (iDeal). This includes unpacking and understanding the year-by-year teaching sequences, progress indicators, key teaching considerations	Principal & Teachers	Ministry of Education funded PLD for Maths & Literacy that includes FTTE staffing entitlement for PLD release and scheduled Teacher Only Days. NZ Curriculum LMIT Resources Pr1me Maths Resources Ready to Read Phonics Plus Other Decodable Readers resources SMART assessment tool PLD	Throughout the year.	The school will have a certified Literacy Intervention Teacher early 2027. Students show accelerated progress at the end of the year. Teachers can confidently use the refreshed curriculum tools in their planning, assessment and teaching practice.

<p>outlined in each curriculum area and new Ministry prescribed assessment tools.</p> <p>The refreshed Professional Growth Cycle is unpacked collaboratively and applied to goal orientated, bi-annual teaching observations. These observations form the basis of learning conversation with management. Teachers reflect on their teaching practice during the learning conversations and set a new professional learning goal from thereon.</p>	Principal / Teachers	<p>Phonics assessment tools PLD component in Staff meetings</p> <p>Teachers Professional Growth Cycle - Teaching Standards</p> <p>Observations and learning conversations.</p>	Bi-annually; Term 2 and Term 4.	Teacher PGC, reflections, and a professional goal have been identified; observations & learning conversations with senior staff have been completed to inform a new professional learning goal for the following year.
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Strategic Aim 3:	Grow Community and Whaanau involvement that fosters the well-being and a strong sense of identity for students.
Annual Aim 4, 5 & 6:	<p>Community: Implement ideas and strategies to enhance roll growth and attendance by strengthening community partnership, promoting transport options and local events.</p> <p>Whaanau involvement: Maintain a schoolwide progressive Maaori tikanga & language plan in consultation with whaanau, hapuu and iwi.</p> <p>Wellbeing: Build onto an overarching sense of belonging and identity through a refreshed set of school values.</p>
What do we expect to see by the end of the year?	
<p>Attendance data shows improvement from 2025 and Ministry of Education Attendance Targets are achieved</p> <p>Cultural values and whaanau interests are identified and used to inform school procedures and practices, including a refreshed set of school values</p> <p>Students can share some history, engage confidently in waiata, inoi (karakia), tikanga and te reo Maaori informed by mana whenua (Tainui & Ngaati Tahinga)</p>	

Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
Focus on whanaungatanga and implement the Stepped	Principal / SENCo / Learning Support Coordinator / Teachers	STAR resources and reporting.	Throughout the year	100% attendance awards per term; the highest yearly


<p>Attendance plan for 2026. Take all reasonable steps to ensure students attend school regularly.</p>		<p>Term time attendance awards & yearly attendance award at prizegiving.</p> <p>Hui with whaanau / caregivers of students at risk of low attendance.</p> <p>The Stepped Attendance Management Plan.</p>	<p>Termly & annually</p> <p>Regularly throughout the year when students at risk are identified.</p> <p>Regularly throughout the year when students at risk are identified.</p>	<p>attendance score is awarded at prizegiving. Individual attendance is reported to whaanau on progress and achievement reports.</p> <p>Collaborative planning for attendance of students at risk is evident between school & whaanau / caregivers. The Stepped Attendance Management Plan is identified as a working document.</p>
<p>Daily Maaori language & tikanga integrated within the classroom as well as the current daily teaching sessions.</p>	<p>Principal / Teachers</p>	<p>Te reo Maaori language subscriptions & resources such as Te Puna Reo Maaori, Kapa Haka online.</p> <p>At the Paa local curriculum plan - mana whenua & kaumatua.</p> <p>PLD for teachers regarding culturally responsive practices.</p>	<p>Daily</p>	<p>Teaching time allocated to te reo Maaori in weekly planning. Some te reo Maaori words are used regularly by teachers and akonga throughout the day. Akonga can retell local inoi, sing waiata and share Maaori puuraakau / traditional stories.</p>
<p>Develop a long-term local curriculum overview and a Student Profile statement in collaboration with Ngaati Tahinga & Te Akau School</p>	<p>Principal</p>	<p>Collaboration time with Te Akau School, mana whenua & local kaumatua</p>	<p>Term 1 & 2</p>	<p>Teaching and planning for a local curriculum draws upon a local curriculum overview and a Student Profile statement.</p>
<p>Annual school community survey that can identify whaanau interests and values including attendance, learning support for at home, school</p>	<p>Principal / SENCo / Learning Support Coordinator / Teachers</p>	<p>Whaanau & caregivers</p>	<p>Annually</p>	<p>School Community voice is collected, analysed and taken into account to inform 2027 strategic and annual planning.</p>

<p>values, cultural values, student wellbeing, community satisfaction.</p> <p>PB4L initiatives, including refreshed values, are embedded across the school to ensure a safe, supportive, and caring learning environment for all students.</p> <p>Te Whare Tapa Whā wellbeing framework is introduced and integrated throughout the school year in relation to Hauora.</p> <p>Organise and attend regular local events with students and staff that engages the wider school community. Plan for equitable EOTC learning experiences for our students off-site and onsite, regardless of the isolation and the small size of our school.</p>	<p>Principal / SENCo / Learning Support Coordinator / Teachers</p> <p>Principal / Teachers / Learning Support Coordinator</p> <p>Principal / Teachers / Administrator</p>	<p>Ministry funded Positive Behaviour for Learning PLD & monetary funds. Staff meetings</p> <p>Hato Hone / St Johns Wellbeing programme Health & Physical Education Curriculum Pause - Breathe - Smile</p> <p>Garden to Table William Pike Challenge Senior Leadership Camp Interschool experiences such as EPro-8 Engineering, Te Aakau School Cultural celebrations, Huntly West Rural School cluster events, Tough Guy & Gal Challenge, Kahui Ako organised events, attend Koroneihana.</p> <p>Visitors & volunteers</p> <p>School mini van transport</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>PB4L meetings are attended. Refreshed school values are in place and promoted through updated promotion material. Students are familiar with the refreshed values and this shows in their behaviour.</p> <p>A student wellbeing survey is collected and analysed to inform daily practices and procedures that create a safe, inclusive environment for all students. Teacher planning shows catering for Hauora - overall wellbeing within the PE & Health curriculum.</p> <p>Our students are represented at a broad range of events; whaanau and volunteers are engaged with the school and school event organisation. Student experiences are evident on the school's website, in the school's newsletters and on social media. Students are engaging positively in the events and are proud to be representing our small school.</p>
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Waikaretu School is also part of the Too Taatou Haeranga Kaahui Ako (Community of Learning group) with the following schools:



As a collective group of schools, for 2026 the Kaahui Ako aims to continue to implement the following theory for improvement with the below success statements:

 <p>TOO TAATOU HAERENGA THEORY FOR IMPROVEMENT</p>	<p>Clear and purposeful pathways for our learners that meet their educational & emotional needs.</p>
<p>Ki te whakapono i te moemoeaa, ka kii te kete ki te whakaute, te raupii, te aroha, ko te momoho te kite ko ngaa pangore kua eke ki te maunga tapu o Taupiri</p>	<p>Quality teachers and leaders who draw on collective strengths through ongoing collaboration.</p>
<p>If (we) believe in the dream/vision, (and our) kete is filled with respect, support and love, (you) will see the rewards, (which will be that) the children reach the (highest) pinnacle of Taupiri. Ref. Too Taatou Haerenga ~ North Waikato Kaahui Ako</p>	<p>Our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori</p>