

Our Mission & Vision:

Our mission is to continuously thrive and learn.
Waikaretu School empowers our learners to make connections to, from, and within our rural context. We support our students to develop the necessary knowledge and skills to become resilient, critical thinkers who actively participate in their education and who strive to be life-long learners.

Our Values:



2026-2028

School Charter



Who we are:

Waikaretu School is a full primary school catering for years 1-8 in a beautiful and isolated setting in Northwestern Waikato. Our rural environment provides farming and tourism related opportunities for the community. We are connected to our local community and local iwi, Ngaati Tahinga; Tangata Whenua to Pukerewa Marae and Weraroa Marae.





The Board of Trustees is committed to fostering an environment where every student is empowered to reach their full potential. To guide our strategic direction and daily operations, we adopt the following core objectives:

Student Achievement

Our primary mission is to ensure that student achievement remains the paramount objective of this school. We are dedicated to providing a high-quality learning environment where every student can progress and succeed. This commitment drives our resource allocation, curriculum design, and professional development, ensuring that the diverse needs, identities, and aspirations of our ākonga (learners) are at the heart of every decision we make.

Consistent Attendance

We recognise that regular presence at school is the foundation of learning. The Board will take all reasonable steps to ensure students attend school and engage meaningfully with their education. We will work in partnership with parents, whānau, and the wider community to identify and remove barriers to attendance, fostering a school culture where every student feels valued, safe, and motivated to be present every day.

Evidence-Informed Practice

To ensure our teaching is effective and responsive, the Board mandates the use of good quality assessment and aromatawai information. We are committed to gathering and analysing robust data to:

- Identify the unique learning needs and strengths of individual students.
- Monitor progress over time against national and local expectations.
- Inform targeted interventions and celebrate student growth.
- Ensure that our pedagogical approaches are grounded in evidence and reflect the best interests of our learners.

Implementation & Review

The Board will monitor progress toward these objectives through regular reporting from the Principal and senior leadership, ensuring that our actions consistently align with our vision for excellence and equity.



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Strategic Aim 1

Grow achievement for all learners through equitable teaching and learning practices.

Strategic Aim 2

Grow professional capability of teachers.

Strategic Aim 3:

Grow Community and Whaanau involvement that fosters the well-being and a strong sense of identity for students.

Annual Aim 1: Curriculum

Lift student achievement through the adoption of the refreshed, knowledge-rich curriculum & assessment tools supported by structured literacy and structured maths programmes.
Lift achievement for Reading from 78 % to 80 %
Writing from 74% to 80%
Maths sustain >80%

Annual Aim 2: 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.

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.

Annual Aim 4: Community

Implement ideas and strategies to enhance roll growth and attendance by strengthening community partnership, promoting transport options and local events.

Annual Aim 5: Whaanau involvement

Maintain a schoolwide progressive Maaori tikanga & language plan in consultation with whaanau, hapuu and iwi.

Annual Aim 6: Wellbeing

Build onto an overarching sense of belonging and identity through a refreshed set of school values.



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EDUCATIONAL PRIORITIES

Implementation of the refreshed New Zealand Curriculum.

Implementation of a stepped attendance plan.

Implementation of deliberately planned activities for outdoor learning experiences .

The Waikaretu School **Values** translate into the WAI Way:

At Waikaretu School we encourage children to strive to be kind, always aim to be brave and respectful, and to act as a kaitiaki to care for people, places, all living things, and all things of personal and shared value.

Respect Appreciation

- I can use my manners
- I can celebrate others' success
- I am mindful of my surroundings



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Kind Cooperative

- I can share and take turns
- I can work in a team
- I am an important member of my community



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Brave Courageous

- I try new things
- I can share my ideas
- I stand up for those that don't have a voice



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Respect

Understanding

- I know I am at school to learn
- I allow others to learn
- I seek opportunities to learn



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Kind

Compassionate

- I use kind words
- I am supportive of others
- I understand the impact of my actions



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Brave

Leadership

- I make the right choice
- I am responsible for my choices
- I consider how my choices affect others



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We implement Positive Behaviour for Learning (PB4L) strategies to encourage our students to use our values at school, in our community and beyond.

NZ Curriculum



Our teachers implement teaching and learning tasks that are underpinned by the refreshed New Zealand Curriculum. The refreshed curriculum content is still under development and released in phases. Schools and kura will have until the beginning of 2027 to fully implement this.

Te Maataiaho | the refreshed curriculum will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive and clear about the learning that matters.

Waikaretu School reports to parents and caregivers twice a year. This reporting will also see some changes to progress indicators and attendance. A Stepped Attendance Plan is adopted from 2026 that informs the procedures to encourage our akonga to attend school regularly.

At Waikaretu School we aim to implement research based and best evidence practices. This means that our teachers continue to reflect on their practice and professional development and always aim to deliver programmes that are inclusive of all students, targeting individual learning and wellbeing needs to enhance achievement.

Learning at Waikaretu School is supported in a holistic way; Explicit teaching practices are delivered to target individual need-based learning support. Deliberate planning for learning activities within knowledge rich, motivational contexts and use of multi-sensory resources are underpinned by the intention to cater for the wellbeing / hauora of each student.

The Board of Trustees at Waikaretu School seeks to achieve equitable outcomes for Maaori students, and takes all reasonable steps to provide for students to be taught, and to learn, in te reo Maaori on request of their parents or immediate caregivers. The Board of Trustees takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity.

Waikaretu School follows The Poutama Reo Framework to ensure equitable outcome for Maaori students.

The Poutama Reo framework is a self-evaluation tool to support improvement in te reo Maaori provision in English-medium schools.

This framework is an evolving document and gives us feedback and feedforward as a school community to support our students to learn te reo and tikanga Maaori.

The framework helps our school explore key focus areas:

- leadership,
- whaanau, hapuu and iwi relationships
- student agency
- teaching and learning.

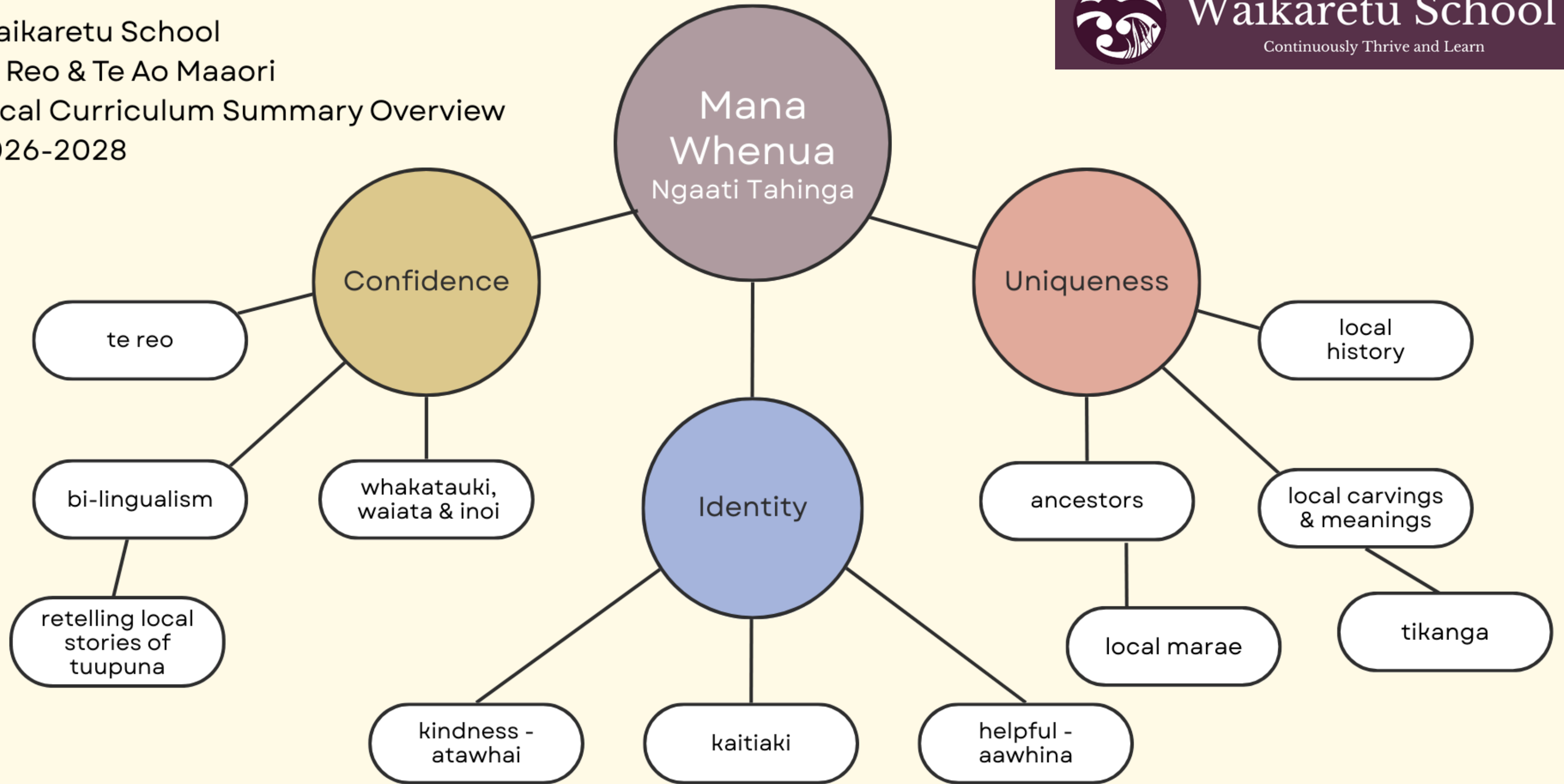
As we proceed with using the framework, we will discover indicators and examples of effective practice to support us and our school's goals.

Alongside The Poutama Reo framework, Waikaretu School is also developing leadership knowledge, cultural responsive practices and local curriculum knowledge.

This is developing through PLD initiatives for teachers and leadership within the local Too Taatou Haerenga Kaahui Ako or Community of Learning (Waikato-Tainui). We work closely together with Te Kauwhata Primary School, Te Kauwhata College, Ohinewai School and Te Paina School.

Learning te reo and tikanga Maaori is interwoven with our local curriculum.

We currently work in partnership with our local Kaumaatua (Ngaati Tahinga) from our local Weraroa Marae to engage our students in local te reo Maaori and tikanga.



This document was drafted in consultation with mana whenua -
Ngaati Tahinga Kaumatua Russell Riki December 2025



Local Curriculum Student profile statement:

I learn te reo, tikanga and te ao Māori with confidence, drawing on my unique cultural heritage.

I can share local stories about tuupuna - ancestors from the Ngaati Tahinga district.

I can recite and understand local waiata, whakatauki and inoi.

I value mana whenua, the local marae and tikanga.

I act with atawhai (kindness) and I am helpful (aawhina); I understand that these values shape my sense of responsibility and guardianship - I am a kaitiaki of people, places, things and environment.

I embrace my unique identity, shaped by my whakapapa, local history, ancestral knowledge, and cultural tikanga. At the same time, I appreciate the uniqueness of others.

I stand bravely (aumangea) and can apply my local knowledge with confidence and respect (whakaute) everywhere I go.

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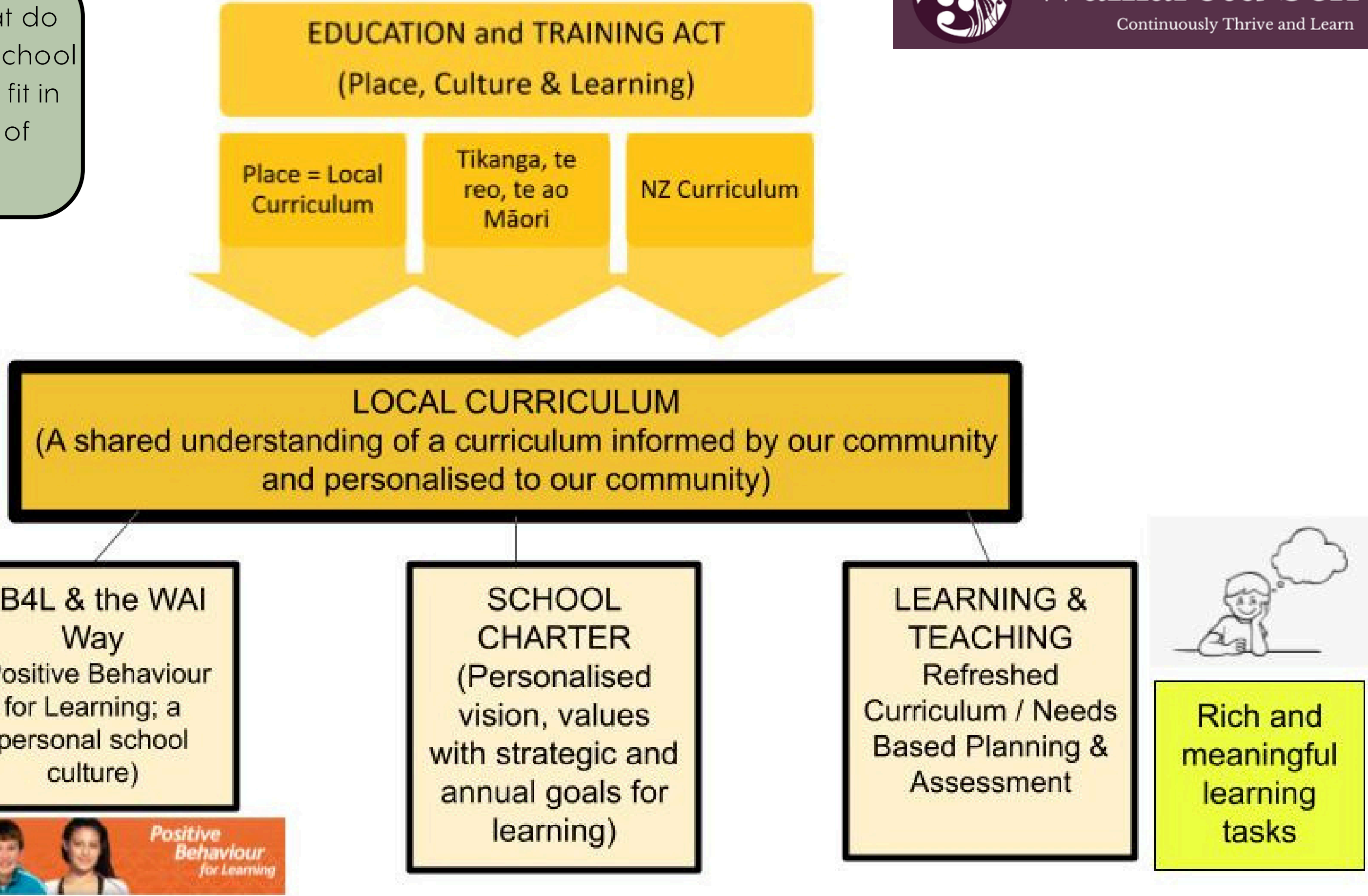
Poutama Reo

The Improvement Journey -
Te Reo Māori in English-medium schools





So, in a nutshell: What do we do at Waikaretu School and where does this fit in the grand scheme of education?



What do we expect to see? What is the result of a successful completion of our strategic aims, annual aims and objectives?

Through The New Zealand Curriculum, The Localised Curriculum, The Poutama Reo Framework, and our school values, we aim for our students at Waikaretu School to achieve academically, be confident about who they are, to be positively connected to people and places, to actively involve themselves in everything they do and to sustain a thirst for life long learning.

This is also reflected in the student assessment data we gather, data analysis and evaluation to continuously improve our practice and to inform future strategic and annual aims.

