

WATERLOO SCHOOL STRATEGIC PLAN 2025

OUR VISION Te Pae Tiwhiti	Empowering active learners		
OUR VALUES Ngā Uaratanga	Respect Responsibility Resilience Kia Takohanga Kia Manawaroa Kia Ngana		
OUR ACTIVE LEARNER TRAITS	Thinking Me Managing Me Collaborating Me Communicating Me Whakaaro Motuhaketanga Mahi Tahī Whakakakau		
STRATEGIC GOALS	TEACHING / WHAKAAKO Empower staff to provide optimum learning outcomes for our students by growing their professional practice.	LEARNING / AKORANGA Learn through a culturally responsive, localised curriculum that empowers and excites our students to be successful.	PARTNERSHIP / WHAKAWHANAUNGA Strengthen staff and community partnerships to foster whanaungatanga.
RATIONALE	Quality teaching is essential to make a progressive difference for all students. Our work needs to focus on equipping all our students with sound foundational skills in order for them to progress and be successful. Differentiated instruction is necessary.	The New Zealand Curriculum is currently being refreshed to ensure it gives effect to Te Tiriti, is inclusive and identifies important learning for students. Our local curriculum needs to reflect the changes and support all students to engage with the relevant knowledge, values and key competencies.	A strong partnership with whānau, and amongst staff, is essential. We need to be working together for tamariki to be successful. We acknowledge the unique place of mana whenua and our obligation to honour Te Tiriti o Waitangi. We acknowledge the diverse cultures within our school and the learning this brings.
TARGETS / INITIATIVES	1a Consolidate structured literacy teaching and learning practices. 1b Investigate a structured approach to the teaching and learning of Mathematics. 1c Support teachers to develop their capability to explicitly teach physical education.	2a Create a learning through play outdoor learning environment. 2b Implement inclusive practices so diversity is acknowledged and valued.	3a Strengthen leadership capability and team cohesion. 3b Engage with whānau and iwi to strengthen our cultural capabilities and practices across the school and community. 3c Celebrate the cultural diversity across our school.
MEASURES	Increase in student literacy achievement data across the school. The gap for all priority learners is reduced. Māori students will make suitable progress with learning outcomes. Increase in staff and student feedback on quality of PE skill teaching.	Improved outdoor learning through play environment. Increase in positive parent feedback regarding the inclusiveness of the school.	Positive regular staff ‘pulse checks’. Increase in the number of students and whānau reporting strong cultural competency within the school. Positive feedback through student and whānau surveys regarding the school’s recognition and celebration of cultures.

SUCCESS OUTCOMES	<ul style="list-style-type: none"> Improved literacy student achievement data Mathematics PLD and resource providers selected. Students are engaged in regular and effective physical education 	<ul style="list-style-type: none"> Outdoor learning through play space is improved through school projects Diverse student needs are understood and suitably responded to 	<ul style="list-style-type: none"> A cohesive and confident leadership team Relationship with Te Atiawa, working in partnership to support our learners Cultural connections strengthened for students and whānau
Education strategies alignment	NELP Priorities 1, 2, 3, 5, 6 Te Mātaiaho, The Literacy & Communication and Maths Strategy	NELP Priorities 1, 2, 3, 4, 6 Ka Hikitia, Te Mātaiaho, Common Practice Model, The Literacy & Communication and Maths Strategy	NELP Priorities 2, 4, 5, 6, 7 Ka Hikitia, Te Mātaiaho, Attendance & Engagement Strategy
Board Primary Objectives	1 (a) (b) (c) (d); 2 (a) (b) (c) (e)	1 (b) (c) (d); 2 (a) (b) (c) (e)	1 (a) (c) (d); 2 (a) (b) (c) (e)

Information informing this plan	<p>Our strategic goals were created through analysis of the following: school wide student achievement data, community consultation survey feedback, Māori whānau feedback, leadership analysis of teacher and student needs, 2024 internal school review information, student voice.</p> <p>Consultation with the community includes school newsletters, whānau hui, Board meetings, Student Learning Conversations, consultation surveys, and kanohi ki te kanohi (face to face).</p>	Strategies for giving effect to Te Tiriti o Waitangi	<ul style="list-style-type: none"> Developing relationships with our local iwi Creating a curriculum that reflects the aspirations of our Māori community Beginning to develop curriculum areas with a Mātauranga Māori lens (Māori knowledge) Mana Ōrite (equal status) will underpin the foundation of our school curriculum Provide learning opportunities in te reo and tikanga Māori for all students Provide experiences and understandings in Māori traditions, language and local and national histories
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2025 ANNUAL IMPLEMENTATION PLAN

Strategic Goal: 1	TEACHING / WHAKAAKO Empower staff to provide optimum learning outcomes for our students by growing their professional practice.				
Current Position	In 2024 all staff were involved in Structured Literacy professional learning with Learning Matters, with a focus on writing. This needs to continue for another 6 months. All staff have demonstrated a significant increase in their pedagogical knowledge and we are seeing consistent practice across the school in the teaching of reading and spelling. With the Government's focus on Mathematics, the school intends to move to Maths PLD in the second half of the year. This will ensure our commitment to Literacy PLD is not compromised and our staff are not overwhelmed with new learning. Through 2024 we supported our teachers to provide regular and appropriate PE programmes, with a focus on throwing and catching. PE equipment was purchased for Hubs to support this.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
1a Consolidate structured literacy teaching and learning practices.	<ul style="list-style-type: none"> Continue with MOE PLD with Learning Matters with a focus on writing - staff meetings, modelling, observations and feedback, coaching Review our Induction model for new teachers to support them to upskill in structured literacy quickly and effectively Consolidate consistent reading and spelling practices across the school Continue professional learning on Dyslexia and reading difficulties Embed the Whānau Reading programme Unpack and implement the refreshed English curriculum Finalise assessment, data report and student reporting requirements for reading and writing Review our Curriculum Implementation Plan 	<p>Chris, Staff</p> <p>Chris, SL Leads</p> <p>Teachers</p> <p>SL Leads</p> <p>SL Leads PLD Team</p> <p>Chris, SL Leads</p> <p>Chris, SL Leads</p>	<p>Term 1-2</p> <p>Term 1</p> <p>Term 1-4</p> <p>Term 1-2</p> <p>Term 1-4 Term 1-2</p> <p>Term 3-4</p> <p>Term 2</p>	<p>PLD budget</p> <p>SL resources</p> <p>Staff mtg time</p> <p>Release time to observe other teachers</p> <p>Time to review curriculum</p>	<p>Increased teacher confidence and capability in teaching using a structured literacy approach.</p> <p>Increase in students' writing achievement levels and confidence.</p> <p>Evidence of effective literacy practice across the school.</p>
1b Investigate a structured approach to the teaching and learning of Mathematics.	<ul style="list-style-type: none"> Unpack and implement the refreshed Mathematics curriculum Review current practices in the teaching of Mathematics across the school Investigate the mathematics resource providers and select resources for Waterloo School Begin PLD on a structured approach to the teaching of Mathematics 	<p>Janice, Rebecca</p> <p>Janice, Rebecca</p> <p>SLT, Maths Leads</p> <p>Teachers</p>	<p>Term 3-4</p> <p>Term 3</p> <p>Term 1-2</p> <p>Term 3-4</p>	<p>Maths resources</p> <p>Staff mtg time</p> <p>Time to review curriculum</p>	<p>Mathematics resource books selected, ordered and received.</p> <p>Involvement in Mathematics PLD underway.</p>
1c Support teachers to develop their	<ul style="list-style-type: none"> Continue to revisit expectations for PE teaching Support in explicitly teaching PE skills provided 	<p>Sam</p> <p>Sam</p>	<p>Term 1</p> <p>Term 1-4</p>	<p>Time for Sam / Jen to support</p>	<p>Increased confidence and capability in teaching physical</p>

capability to explicitly teach physical education.	<p>to teachers</p> <ul style="list-style-type: none"> School wide PE long term plan developed Consistent PE planning across the school showing progression of teaching skills - Sharing of best practice, use of Sportstart/Movewell Utilising staff expertise to support the teaching of classroom PE lessons 	Sam Teachers	Term 2 Term 1-4	teachers Release time to observe other teachers	<p>education.</p> <p>Students' skill ability strengthened across a variety of codes.</p> <p>Students involved in regular PE activity with a focus on skill learning.</p>
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Strategic Goal: 2	LEARNING / AKORANGA Learn through a culturally responsive, localised curriculum that empowers and excites our students to be successful.				
Current Position	We have a small outdoor area in the Year 1 block that is used for learning through play. This area has the potential to be a wonderful outdoor space for learning, but needs developing. Time and resourcing is required. Professional learning and support is provided to the Lower Hutt special needs coordinators. We want to continue to provide opportunities to share new learning with our staff to grow their knowledge and kete of strategies. We also want to strengthen our school practices.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
2a Create a learning through play outdoor learning environment.	<ul style="list-style-type: none"> Develop a detailed plan for the learning through play outdoor area - include actions, timeline, costs Consult with staff and gain feedback Visit other outdoor learning through play spaces created at other schools Apply for grant funding as required Source equipment and materials for the area Plan for a working bee to develop the learning spaces 	<p>Carolyn</p> <p>Carolyn Carolyn, DP</p> <p>Carolyn, Paula Staff Carolyn, SLT</p>	<p>Term 1</p> <p>Term 1 Term 1</p> <p>Term 1-3 Term 2-3 Term 2 & 4</p>	<p>Funding / grant for materials</p> <p>Release time to visit schools</p> <p>Volunteers with carpentry and landscaping skills</p>	<p>Well developed and resourced outdoor learning through play space.</p> <p>Teachers and students make full use of the space for outdoor learning.</p>
2b Implement inclusive practices so diversity is acknowledged and valued.	<ul style="list-style-type: none"> Continue involvement in the Lower Hutt Puni Kura PLD, sharing new learnings with staff Staff professional learning on neurodiversity Workshops for Teaching Assistants to support them with the students they are working with Review and refine the Inclusion Register, alongside Te Rito Complete the Teaching Council's Unteach Racism 	<p>DPs, SENCO</p> <p>Karen Karen</p> <p>Karen</p> <p>Karen, Staff</p>	<p>Term 1-4</p> <p>Term 1-4 Term 1-4</p> <p>Term 1</p> <p>Term 1-2</p>	<p>Staff mtg time</p> <p>Release DPs for meetings</p> <p>Sabbatical time to develop online platform</p>	<p>Greater staff understanding of diverse needs and how to respond to them.</p> <p>Appropriate differentiation of learning programmes to meet student needs.</p>

	modules				Students and whānau feel included and connected to the school.
	<ul style="list-style-type: none"> Investigate Trauma informed practice - moving from reacting to behaviours, to responding to needs 	Karen	Term 1-4	Registrations for external programmes	
	<ul style="list-style-type: none"> Implement actions from the Inclusive Practices Self-Review toolkit 	Karen, Suzanne	Term 1-4		
	<ul style="list-style-type: none"> Develop an online platform for learning support resources 	Suzanne	Term 3-4		
	<ul style="list-style-type: none"> Provide opportunities for challenge/extension for more able students 	Karen	Term 1-4		

Strategic Goal: 3	PARTNERSHIP / WHAKAWHANAUNGA Strengthen community partnerships to foster whanaungatanga.				
Current Position	In 2025 we have a new team leader joining the Leadership Team. It's timely to focus on our leaders and ensure cohesion amongst the staff and leadership capacity continues to grow. Strengthening our cultural capability has been a focus for the last 3 years and significant shifts have been made for staff and ākonga. Involvement in PD with Kura Ahurea has grown our knowledge of local stories. Engagement with whānau Māori has begun, but needs to continue to be of focus. Developing a relationship with mana whenua is a priority. Our roll consists of a very diverse range of ethnicities. We always try to acknowledge these ethnicities, but we want to continue to build on the work done in 2024.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
3a Strengthen leadership capability and cohesion.	<ul style="list-style-type: none"> Leadership Team involved in regular professional learning on leadership Revisit our Face of Leadership and make any necessary changes Development of a leadership goal for 2025 Professional reading of leadership texts Engage a leadership consultant to work with the Leadership Team Team Leader and unit holder mentoring to help grow their leadership capacity Attendance at WRPPA Leadership Symposium 	Suzanne Leadership Team Suzanne Suzanne SLT SLT	Termly Term 1 Term 1 Term 1-4 Terms 1 & 3 Term 1-4 Term 1	Budget for Leadership Consultant Release Leaders to meet Time for professional reading	Effective leadership support for teachers, focussed on improving outcomes for students. Leaders are able to talk about the performance of their people. Shared understanding of leadership vs management.
3b Engage with whānau and iwi to strengthen our cultural capabilities and practices across the school and	<ul style="list-style-type: none"> Create a plan for termly whānau hui Continue involvement in Kura Ahurea, Year 4 Revisit staff Te Ao Māori survey and identify next steps Engage with mana whenua, alongside the Lower Hutt Principals' Association strategy 	Paul, Jason Paul, Jason Paul Paul, Suzanne	Term 1 Term 1-4 Term 1 Term 1-4	Budget for Kura Ahurea Time for review and to plan actions	Increased use of Te Reo across the school by staff and students. Stronger connections with whānau and mana whenua.

<p>community.</p>	<ul style="list-style-type: none"> ● Create draft progressions for te reo Māori and tikanga for Year 1-6 ● Utilise 'Niho Taniwha - Improving Teaching and Learning For Ākonga Māori' & 'Te Whare Tapu o Te Ngākau Māori' for staff professional learning ● Detailed analysis of Māori student achievement data ● Continue involvement in MAC (Māori Achievement Collaborative) 	<p>Paul</p> <p>Paul</p> <p>Paul</p> <p>Suzanne</p>	<p>Term 2-3</p> <p>Term 1-4</p> <p>Term 2 & 4</p> <p>Term 1-4</p>	<p>Koha for mana whenua</p> <p>Professional reading texts</p> <p>MAC / Trina Bennett</p>	<p>Draft progressions ready for implementation.</p> <p>Māori students will feel valued and will make suitable progress with learning outcomes.</p>
<p>3c Celebrate the cultural diversity across our school.</p>	<ul style="list-style-type: none"> ● Update and share schedule for annual language weeks and cultural celebrations ● Continue to share supporting resources for language weeks and cultural celebrations for teachers to utilise ● Plan for any school wide cultural celebrations ● Staff to ensure their practice acknowledges and values the cultural diversity within their classes ● Establish a cultural corner in the school library ● Create cultural artefacts and artworks around the school 	<p>Glynnis</p> <p>Glynnis</p> <p>Glynnis Staff</p> <p>Glynnis, Mel Staff</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2</p> <p>Term 2-3</p>	<p>Budget for cultural resources</p> <p>Budget for artworks</p>	<p>Students will have a sense of belonging and feel their culture is valued.</p> <p>Cultural knowledge and respect will increase for all students.</p>

NB: Targets in purple text demonstrate where we are giving effect to Te Tiriti o Waitangi.

STRATEGIC ROAD MAPPING

Targets/ Initiatives		2024				2025			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
TEACHING	S.1a	Embed Spelling and Reading structured literacy approach		Engage in Writing PLD		Embed and sustain Spelling, Reading and Writing structured literacy approaches across the school			
		Review refreshed English curriculum				Implement refreshed English curriculum			
	S.1b					Research and order maths resources			
								Engage in Mathematics PLD	
							Implement refreshed Maths curriculum		
S.1c	Professional learning and support for teachers on teaching PE skills						Review PE skills teaching		
LEARNING	S.2a					Develop a plan	Develop outdoor learning space		
	S.2b	Professional learning and support for staff - Dyslexia, ASD, Anxiety, Trauma, Gender Identity, ADHD							
Engage with the Inclusive Practices Self-Review toolkit		Implement recommendations from the Self-Review toolkit - Action Plan							
PARTNERSHIP	S.3a	PD and mentoring for leaders							
	S.3b	Develop a whānau engagement plan		Implement whānau engagement plan				Review whānau engagement plan	
		Develop an iwi engagement plan		Begin to develop connections with mana whenua & Waiwhetu marae					
		Involvement in Year 3 Kura Ahurea				Waterloo Te Reo & tikanga progressions developed			
S.3c	Schedule for cultural celebrations		Celebrate the many cultures and languages at Waterloo School						