

WATERLOO SCHOOL STRATEGIC PLAN 2026

OUR VISION Te Pae Tiwhiti	Empowering active learners		
OUR VALUES Ngā Uaratanga	Respect Kia Takohanga	Responsibility Kia Manawaroa	Resilience Kia Ngana
OUR ACTIVE LEARNER TRAITS	Thinking Me Whakaaro	Managing Me Motuhaketanga	Collaborating Me Mahi Tahi Communicating Me 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. Students need to be regularly attending, and school and whānau 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 Increase student attendance levels to align with the Government's Attendance and Engagement strategy. 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.	Improved outdoor learning through play environment. Increase in positive parent feedback regarding the inclusiveness of the school.	Increased student attendance in termly data reports. Increase in the number of students and whānau reporting strong cultural competency within the school.

	Increase in staff and student feedback on quality of PE skill teaching.		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 Deeper understanding of the revised Mathematics curriculum 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"> Students attending and achieving at school 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	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 & 2025 internal school review information, student voice. Consultation with the community includes school newsletters, whānau hui, Board meetings, Student Learning Conversations, consultation surveys, and kanoahi ki te kanoahi (face to face).	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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2026 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 2024-2025 all staff were involved in Structured Literacy professional learning with Learning Matters, with a focus on writing. 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. This shift in practice needs to be consolidated. With the Government's focus on Mathematics, the school has now moved to Maths PLD. Understanding the changes within the revised Maths curriculum and becoming familiar with the resources will be a priority. Through 2024 and 2025 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. Ensuring consistency across the school is a next step.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
1a Consolidate structured literacy teaching and learning practices.	<ul style="list-style-type: none"> Consolidate consistent reading, spelling and writing practices across the school - staff meetings, modelling, observations, walk throughs, and feedback, coaching 	Chris, SL Leads	Term 1-4	PLD budget SL resources	Increased teacher confidence and capability in teaching using a structured literacy approach.
	<ul style="list-style-type: none"> Continue to unpack and implement the refreshed English curriculum 	Chris, SL Leads	Term 1-4	Staff mtg time	Increase in students' writing achievement levels and confidence.
	<ul style="list-style-type: none"> Review assessment and parent reporting requirements for reading and writing 	SLT, SL Leads	Term 2-3	Release time to observe other teachers	Evidence of effective literacy practice across the school.
	<ul style="list-style-type: none"> Become familiar with the new Ministry tools for reading and writing assessment (SMART tools) 	SLT, SL Leads	Term 1-2		
	<ul style="list-style-type: none"> Upskill the Year 2 teachers on completing the 40 week Phonics check 	SL Leads	Term 1	Time to review curriculum and assessment tools	Teachers confident with the assessment of reading and writing.
	<ul style="list-style-type: none"> Continue the moderation of reading and writing OTJs 	Chris, SL Leads	Term 2 & 4		
	<ul style="list-style-type: none"> Review our new Curriculum Implementation Plan 	Chris, SL Leads	Term 3		
	<ul style="list-style-type: none"> Ensure Structured Literacy information on the school website is up to date. 	Chris	Term 1		
1b Investigate a structured approach to the teaching and learning of Mathematics.	<ul style="list-style-type: none"> Continue to unpack and implement the refreshed Mathematics curriculum 	Janice, Becky, Karen	Term 1-4	Maths resources Staff mtg time	Increased teacher confidence and capability in teaching mathematics through the revised curriculum.
	<ul style="list-style-type: none"> Continue PLD on the refreshed Mathematics curriculum and a structured approach to the teaching of Mathematics 	Janice, Becky, Karen	Term 1-2		
	<ul style="list-style-type: none"> Ensure consistent mathematics teaching practice across the school - staff meetings, modelling, observations, walk throughs, and feedback, coaching 	Janice, Becky, Karen	Term 1-4	Time to review curriculum and assessment tools	Increase in students' maths achievement levels and confidence.

	<ul style="list-style-type: none"> Undertake PLD on Numicon and Maths No Problem resources Develop Mathematics long term plans and unit plans for Hubs, and promote sharing of planning Complete the purchasing of maths resources for class and team kits Become familiar with the new Ministry tools for mathematics assessment (SMART tools) Review assessment and parent reporting requirements for maths 	<p>Teachers</p> <p>Janice, Becky, Karen</p> <p>Janice, Becky</p> <p>SLT, Maths Leads</p> <p>Janice, Becky, Karen</p>	<p>Term 1-2</p> <p>Term 1-2</p> <p>Term 1</p> <p>Term 1-2</p> <p>Term 1-3</p>		<p>Consistency with Mathematics unit planning across the school.</p> <p>Teachers confident with the assessment of mathematics.</p> <p>Numicon and Maths No Problem resources effectively used to support teaching and learning of mathematics.</p>
1c Support teachers to develop their capability to explicitly teach physical education.	<ul style="list-style-type: none"> Continue to revisit expectations for PE teaching Support in explicitly teaching PE skills provided to teachers, utilising staff expertise Revisit and finalise the school wide PE long term plan Ensure consistent PE planning and teaching across the school showing progression of skills - Sharing of best practice, use of Sportstart/Movewell 	<p>Sam</p> <p>PE Leads</p> <p>Sam</p> <p>Sam, PE Leads</p>	<p>Term 1-4</p> <p>Term 1-4</p> <p>Term 3</p> <p>Term 1-4</p>	<p>Time for leaders to support teachers</p> <p>Release time to model & observe</p>	<p>Increased confidence and capability in teaching physical 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 progression.</p>

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"> Continue to develop the outdoor learning through play space with planned areas: <ul style="list-style-type: none"> Mud pit, Planter boxes, Nature area, Whare, Storage Finalise the plan and include actions, timeline, costs Continue to build resourcing for the space 	<p>Carolyn</p> <p>Carolyn</p> <p>Year 1 teachers</p>	<p>Term 1-4</p> <p>Term 1</p> <p>Term 1-4</p>	<p>Funding / grant for materials and resources</p> <p>Volunteers with carpentry and</p>	<p>A developed and resourced outdoor learning through play space.</p> <p>Teachers and students make full use of the space for outdoor learning.</p>

	<ul style="list-style-type: none"> through donations and purchasing • Apply for grant funding as required • Source equipment and materials for the area • Plan for working bees to assist in developing the learning spaces 	Carolyn, Paula Year 1 teachers Carolyn, SLT	Term 1-3 Term 1-4 Term 1-3	landscaping skills	
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 • Continue to grow staff knowledge and understanding of neurodiverse conditions • Strengthen teacher knowledge and understanding of Universal Design for Learning (UDL) • Provide teachers and teaching assistants time to visit and use the Waterloo School Learning Support Site so they are aware of its contents and supports • Workshops for Teaching Assistants to support them with the students they are working with • Provide professional learning and support for challenging and extending more able students • Finalise and document the Learning Support / Inclusion Register processes 	DPs Karen Karen Karen, Suzanne Karen Karen DPs	Term 1-4 Term 1-4 Term 1-4 Term 1 Term 1-4 Term 1-3 Term 1	Staff mtg time Release DPs for meetings Funding for LSC Junior Hub Registrations for external programmes	Greater staff understanding of diverse needs and how to respond to them. Appropriate differentiation of learning programmes to meet student needs. Students and whānau feel included and connected to the school.

Strategic Goal: 3	PARTNERSHIP / WHAKAWHANAUNGA Strengthen community partnerships to foster whanaungatanga.				
Current Position	School attendance plans are required to detail how the school intends to address student absences and underlying causes. We have procedures in place for monitoring attendance, but these will need reviewing. Strengthening our cultural capability has been a focus for the last 4 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 and needs to continue to be of focus. Developing a relationship with mana whenua continues to be 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 over the last 2 years.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
3a Increase student attendance levels to align with the Government's	<ul style="list-style-type: none"> • Review Waterloo School's current procedures and Ministry requirements and resources • Develop and implement an Attendance Management Plan 	Suzanne Suzanne	January January	MOE attendance plan support materials	School attendance plan in place. Increase in attendance rates

Attendance and Engagement strategy.	<ul style="list-style-type: none"> Regularly communicate attendance expectations with whānau Analyse fortnightly and termly attendance reports and identify any next steps 	Suzanne Leadership & SLT	Ongoing Ongoing		throughout the year. Decrease in lateness rates throughout the year.
3b Engage with whānau and iwi to strengthen our cultural capabilities and practices across the school and community.	<ul style="list-style-type: none"> Continue developing regular whānau hui, with a purpose Continue involvement in Kura Ahurea, Year 5 Revisit staff Te Ao Māori survey and identify next steps to ensure we're meeting staff needs Revise pepeha versus mihimihi for greater clarity for staff Continue to support teachers to grow their use and confidence of te reo Māori Continue to connect with mana whenua, develop a plan for this Create and implement draft progressions for te reo Māori and tikanga for Year 1-6 Detailed analysis of Māori student achievement data 	Paul Paul, Jason Paul Paul Paul, Jason Paul, Suzanne, Karen Paul, Jason Paul	Termly Term 1-4 Term 1-3 Term 1 Term 1-4 Term 1-4 Term 1-2 Term 2 & 4	Budget for Kura Ahurea Time for review and to plan actions Koha for mana whenua	Increased use of Te Reo across the school by staff and students. Stronger connections with whānau and mana whenua. Progressions implemented. Māori students will feel valued and will make suitable progress with learning outcomes.
3c Celebrate the cultural diversity across our school.	<ul style="list-style-type: none"> Continue to share supporting resources for language weeks and cultural celebrations for teachers to utilise Integrate cultural celebrations into curriculum planning Staff to ensure their practice acknowledges and values the cultural diversity within their classes Create cultural artefacts and artworks for the school during language weeks Complete an audit of cultural teaching resources within the school Review our new enrolment letter to see how the recommended cultural questions align Begin looking for ways to connect with cultural communities to understand them better and explore ways for more authentic connections 	Glynnis Glynnis Staff Glynnis, Staff Glynnis Glynnis Glynnis	Term 1-4 Term 1-4 Term 1-4 Term 1-4 Term 2 Term 1 Term 1-2	Budget for cultural resources Budget for artworks	Students will have a sense of belonging and feel their culture is valued. Cultural knowledge and respect will increase for all students.

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

STRATEGIC ROAD MAPPING

Targets/ Initiatives		2025				2026			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
TEACHING	S.1a	Embed and sustain Spelling, Reading and Writing structured literacy approaches across the school				Investigate and implement the new Literacy assessment tools			
			Review refreshed English curriculum			Implement refreshed English curriculum			
	S.1b	Research and order maths resources				Investigate and implement the new Mathematics assessment tools			
				Engage in Mathematics PLD					
						Implement refreshed Maths curriculum			
	S.1c	Support for teachers on teaching progressive PE skills							
	LEARNING	S.2a	Develop a plan		Develop outdoor learning space				
S.2b		Professional learning and support for staff on neurodiverse conditions and UDL							
		Implement recommendations from the Self-Review toolkit - Action Plan				Learning and support for challenging and extending more able students			
PARTNERSHIP	S.3a					Draft and implement Attendance Management Plan			Review plan
	S.3b	Develop a whānau engagement plan		Implement whānau engagement plan		Continue to connect purposefully with Māori whānau			
		Begin to develop connections with mana whenua & Waiwhetu marae				Continue to develop connections with Waiwhetu marae			
			Waterloo Te Reo & tikanga progressions drafted			Te Reo & tikanga progressions implemented			Review progressions
	S.3c	Celebrate the many cultures and languages at Waterloo School							
					Explore authentic cultural connections				