




Waipu Primary School - 2026 Annual Implementation Plan

The annual implementation plan is a working document. Additional actions and updates will be added during the course of the year as we reflect on our progress against the targets.


Updated 3_26



Waipu Primary School

STRATEGIC PLAN 2026


OUR VISION: SOAR towards excellence





Goals	Learning Foundations	Culture & Inclusiveness	Engagement	Physical Environment
Initiatives	Implement the new English & Mathematics Curriculum Embed 'High Leverage Teaching Practices' & Structured Approaches to Teaching Use new assessment tool & reporting to parents requirements	Pūrakau - Learning our local stories & histories Teaching to the North-East, Relationships First Pedagogy Bring 'SOAR' to life across all aspects of our school kaupapa	Implement Use of HERO Systems (Attendance) Communication Reporting Increase attendance & implement attendance management plan	Begin EnviroSchools journey + create ownership for initiatives Improve indoor & outdoor spaces to make them more visually appealing
Success	Students empowered and supported to reach full potential academically with robust teaching, learning & assessment programmes evident	Our people have a clearly articulated knowledge of who we are, how we operate and what we are striving to achieve	A connected, kura with all stakeholders engaged, informed and actively participating	Have clean, tidy, attractive environments that are collectively cared for and demonstrate pride in our school

OUR VALUES

Mā te huruhuru ka rere te manu







Adorn the bird with feathers so it may soar

Strategic Goal 1 <i>As per the strategic plan</i>	Learning Foundations <i>To provide ākonga/students with the foundations to become life-long learners.</i>
Annual Initiatives:	<ul style="list-style-type: none"> Implement the new English & Maths curriculum documents. Embed 'High leverage teaching practices' & structured approaches to teaching. Use the new 'SMART' assessment tool & reporting to parents requirements.
What does success look like?	Students will be empowered and supported to reach their full academic potential through robust teaching, learning and assessment programmes.

Targets:	<ul style="list-style-type: none"> - School wide reading: have at least 85% of students are proficient or exceeding curriculum expectations for their year level. <i>(2025 actual was 73%)</i> - School wide writing: have at least 85% of students are proficient or exceeding curriculum expectations for their year level. <i>(2025 actual was 71.8%)</i> - School wide maths: have at least 75% of students are proficient or exceeding curriculum expectations for their year level. <i>(2025 actual was 67.8%)</i> - Move the 2026 Year 3 and Year 4 cohorts so that 70% of students are proficient or exceeding in reading. - Move the 2026 Year 4 cohort so that 80% of students are proficient or exceeding oral language curriculum expectations for their year level. 			
Actions to meet planned initiatives & targets.	Who is Responsible?	Resources Required	How will we measure success?	Expected Outcomes
Action 1				
<ul style="list-style-type: none"> • Teaching and learning programmes will be well planned, structured and aligned with curriculum documents. 	<ul style="list-style-type: none"> - Classroom Teachers. - Team leaders (monitoring). 	<ul style="list-style-type: none"> - Access to Tāhurangi. 	<ul style="list-style-type: none"> - Planning documents and student work will reflect the action being implemented. 	<ul style="list-style-type: none"> - Class programmes will be structured, purposeful and consistent across the whole year.
Action 2				
<ul style="list-style-type: none"> • Teachers to implement HLTP & RF pedagogical practices. 	<ul style="list-style-type: none"> - Classroom Teachers. - RF Impact Coaches. - Principal (monitoring). 	<ul style="list-style-type: none"> - PLD and coaching mentoring from the RF facilitator. 	<ul style="list-style-type: none"> - In-class observations. - Professional Growth Cycle goals. 	<ul style="list-style-type: none"> - Teachers practice will align with expectations of 'High Leverage TP' & Teaching to the NE.
Action 3				
<ul style="list-style-type: none"> • Conduct regular assessment (formative) and termly (summative + diagnostic) to monitor progress/achievement. 	<ul style="list-style-type: none"> - Classroom Teachers. 	<ul style="list-style-type: none"> - Access to assessment tools. 	<ul style="list-style-type: none"> - Data will show that regular monitoring is taking place. - Data will inform student progress and achievement. 	<ul style="list-style-type: none"> - Robust assessment information will be available and will demonstrate regular assessment is taking place to inform teaching & learning.

Action 4				
<ul style="list-style-type: none"> Learning Support Assistants to take assigned groups at the Year 3 & 4 level to review, revise and assist with oral language, reading & writing skills. 	<ul style="list-style-type: none"> SLT to determine target groups. Curriculum team to determine best use of resources. SENCO to develop timetables. 	<ul style="list-style-type: none"> Access to resources. Make small group teaching/learning spaces available. 	<ul style="list-style-type: none"> Monitoring of individual student progress using assessment data. 	<ul style="list-style-type: none"> A higher number of Year 3 & 4 students will be meeting curriculum expectations for oral language, reading & writing.
Action 5				
<ul style="list-style-type: none"> Students in Years 3-6 will have used the SMART assessment tool mid and end of year. 	<ul style="list-style-type: none"> Classroom teachers IT (Jordan) Principal 	<ul style="list-style-type: none"> Setting up of the SMART tool programme. Access to the SMART tool PLD. 	<ul style="list-style-type: none"> SMART tool data will help triangulate achievement against the curriculum. Students will have completed the assessments. 	<ul style="list-style-type: none"> SMART tool assessment procedures will have been completed, results reported to parents,

Strategic Goal 2 <i>As per the strategic plan</i>	Culture and Inclusiveness <i>Build a positive and inclusive school culture that develops connected, confident and engaged ākonga/students</i>
Annual Initiatives:	<ul style="list-style-type: none"> Develop and make use of our pūrakau (local story) so that students are familiar with the history of our area. Implement the 'Teaching to the North-East/Relationships First Pedagogy'. Bring 'SOAR' to life across all aspects of our school.
What does success look like?	Our people will all have a clearly articulated knowledge of who we are, our local history, how we operate and what we are trying to achieve.
Targets:	<ul style="list-style-type: none"> When interviewed, 80% of selected students will be able to articulate our local pūrakau. Classroom visits will show that all classroom teachers are implementing Teaching to the North-East/Relationships First Pedagogical practices.

	<ul style="list-style-type: none"> - When interviewed or surveyed, caregivers, students and staff will be able to articulate a clear understanding of the SOAR capabilities. 			
Actions to meet planned initiatives & targets.	Who is Responsible?	Resources Required	Micro Actions	Expected Outcomes & Measure
Action 1				
<ul style="list-style-type: none"> • Coactive Education to facilitate the writing of our local history story. • The story will be taught within our kura by staff to students. 	<ul style="list-style-type: none"> - Lisa Watson from 'The Speaking Company Ltd'. - Pūrakau unit holder (Jordan). 	<ul style="list-style-type: none"> - Funding from the MoE, Grants & PB4L 	<ul style="list-style-type: none"> - The pūrakau will have been written and taught in classrooms by teachers during Term 3. - Facilitator will liaise with Patuharakeke and the unit holder to establish the story content. 	<ul style="list-style-type: none"> - The resource will have been developed and shared within our kura as well as the wider community. - 80% of those surveyed will be able to articulate the local story.
Action 2				
<ul style="list-style-type: none"> • Relationships first pedagogy will be known and familiar to classroom teachers. 	<ul style="list-style-type: none"> - Bream Bay Cluster. - Maddy & Amy (unit holders). - PLD Provider 	<ul style="list-style-type: none"> - Teacher Only Day release. - Release days to visit teachers. 	<ul style="list-style-type: none"> - Discussions with teachers will highlight a good understanding of the pedagogy. - Specific teaching of concepts to be looked into and reviewed at staff meetings regularly. 	<ul style="list-style-type: none"> - Teachers will feel comfortable with the approach and have a deep understanding of what is involved. This will be measured by discussions with teachers.
Action 3				
<ul style="list-style-type: none"> • Relationships first practices will be part of teachers daily classroom practice. 	<ul style="list-style-type: none"> - Relationships first unit holders. - Senior leadership team - Classroom teachers 	<ul style="list-style-type: none"> - Provision of PLD material. - Hard copy of the Relationships First Book. 	<ul style="list-style-type: none"> - Specific teaching of the high leverage teaching practices during staff and team meetings. - Teacher engagement in PLD sessions. 	<ul style="list-style-type: none"> - Classroom teachers will be demonstrating use of best practice teaching strategies. Measured by use of the coaching template, coding practice and the High Leverage Teaching Practices sheet.
Action 4				

<ul style="list-style-type: none"> The 'SOAR' capabilities will be explicitly taught to students. 'SOAR' capabilities will be woven into classroom planning and used across the kura. 	<ul style="list-style-type: none"> SLT Classroom teachers. 	<ul style="list-style-type: none"> SOAR visuals printed and up around the school. SOAR capabilities reference sheets created. New tokens to match the 4 areas. 	<ul style="list-style-type: none"> Continual reference back to the SOAR capabilities across the school including - assemblies; newsletters; planning & conversations. 	<ul style="list-style-type: none"> When interviewed or surveyed, caregivers, students and staff will be able to articulate a clear understanding of the SOAR capabilities. Measure will be through a survey and follow up interview.
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Strategic Goal 3 <i>As per the strategic plan</i>		Engagement <i>Build a collaborative and engaged community to support Waipu Primary School.</i>		
Annual Initiatives:	<ul style="list-style-type: none"> Implement the use of 'HERO' for systems; attendance; communication; reporting. Increase school wide & individual attendance. 			
What does success look like?	We will have a connected kura with all stakeholders engaged, informed and actively participating.			
Targets:	<ul style="list-style-type: none"> 90% of caregivers will be connected with and actively using the HERO system. Classroom teachers will have used HERO to report on mid and end of year academic progress. When surveyed, 90% of caregivers will feel that they are informed and that communication is regular. School wide attendance will show that 80% of our students are attending school 90+% of the time. Individual students with dis-regular attendance will be attending school increasingly more often. 			
Actions to meet planned initiatives & targets.	Who is Responsible?	Resources Required	Micro Actions	Expected Outcomes & Measure
Action 1				
<ul style="list-style-type: none"> Set up HERO admin, assessment and communication systems. 	<ul style="list-style-type: none"> Jordan (Unit Holder). Belinda 	<ul style="list-style-type: none"> Access to HERO webinars & zoom PLD sessions. 	<ul style="list-style-type: none"> Step staff through the use of HERO (staff meetings; daily notices; conversations). 	<ul style="list-style-type: none"> HERO systems will be working well. The measure of this will be observational in that we will see if staff are making use of the

				systems.
Action 2				
<ul style="list-style-type: none"> • Reports will be set up in HERO as per MoE guidelines and available for use by classroom teachers. 	<ul style="list-style-type: none"> - HERO SMS provider - Jordan - Belinda 	<ul style="list-style-type: none"> - Access to HERO webinars & zoom PLD sessions. - Step by step guidance notes for teachers as to how to complete the reports. 	<ul style="list-style-type: none"> - Liaise closely with HERO and communicate 'how to' steps with staff. - Teachers will load the curriculum achievement objective coverage into HERO to help inform the drop down boxes within the reporting window. 	<ul style="list-style-type: none"> - Mid and end of year reports will have been completed in HERO. Parents will have been able to access the reports and our measure will be via the analysis tab to see who has engaged.
Action 3				
<ul style="list-style-type: none"> • Assessments will be loaded into HERO and student results entered. 	<ul style="list-style-type: none"> - HERO SMS provider - Jordan - Belinda 	<ul style="list-style-type: none"> - Access to the HERO help sheets. - Time. 	<ul style="list-style-type: none"> - Liaise closely with HERO and communicate 'how to' steps with staff. - SLT to check staff are loading assessment information into HERO. 	<ul style="list-style-type: none"> - Assessment information will be loaded into HERO and visible to staff, parents and management.
Action 4				
<ul style="list-style-type: none"> • All school communication will be going through the HERO app. 	<ul style="list-style-type: none"> - Jordan - Belinda - Classroom teachers 	<ul style="list-style-type: none"> - Access to the HERO help sheets. - Time. - Posting schedule. 	<ul style="list-style-type: none"> - Posting schedule will be developed and shared with staff. - Staff will be mindful of not over-posting so that parents don't feel overwhelmed. 	<ul style="list-style-type: none"> - When surveyed, 90% of caregivers will feel that they are informed and that communication is regular. The measure for this action is a survey.
Action 5				

<ul style="list-style-type: none"> ● Implement specific attendance actions to see that we are meeting MoE expectations. 	<ul style="list-style-type: none"> - All staff to follow AMP - Belinda responsible for monitoring and following up attendance issues. 	<ul style="list-style-type: none"> - Attendance Management Plan - Attendance supports within the HERO app. - Access to Attendance Management Services. 	<ul style="list-style-type: none"> - Develop attendance management plan. - Use HERO tools to communicate letters with families if crossing thresholds. - Promote importance of attendance at fortnightly whole school assemblies & in the newsletter. - Iceblocks for class with the best attendance. 	<ul style="list-style-type: none"> - School wide attendance will show that 80% of our students are attending school 90+% of the time. The measure will be our data in HERO showing us that our attendance is improving. - Every day matters information will be showing us that our attendance is improving.
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Action 6

<ul style="list-style-type: none"> ● Implement strategies to have those with dis-regular attendance here more often. 	<ul style="list-style-type: none"> ● Belinda ● SLT ● Classroom Teachers 	<ul style="list-style-type: none"> - Attendance Management Plan. 	<ul style="list-style-type: none"> - Regular contact with families to unpack why students are away. - Provide encouragement and build relationships with students to reduce anxiety. - Seek help from attendance services to work with families around attendance. 	<ul style="list-style-type: none"> - Individual students with dis-regular attendance will be attending school increasingly more often. The measurement for this will be in our HERO data where individual attendance will have improved and school wide, we will have less students in the red section.
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Strategic Goal 4

As per the strategic plan

Physical Environment

To enhance the facilities to foster a learning environment where our ākonga/students and staff are happy, connected and engaged.

Annual Initiatives:

- Begin our Enviroschools journey and create teacher/student ownership for micro-initiatives.
- Improve indoor & outdoor spaces to make them more visually appealing.

What does success look like?	We will have clean, tidy, attractive environments that are collectively cared for and demonstrate pride in our school.			
Targets:	<ul style="list-style-type: none"> - Our 10 Year Property Plan will have been developed and a clear set of projects established. - We will be on top of cleaning, gardening and maintenance. 			
Actions to meet planned initiatives & targets.	Who is Responsible?	Resources Required	Micro Actions	Expected Outcomes & Measure
Action 1				
<ul style="list-style-type: none"> • Make contact with 'Enviroschools' and start our journey. 	<ul style="list-style-type: none"> • Sarah & Rebecca • Belinda • Enviroschools Facilitator 	<ul style="list-style-type: none"> - New recycling bins - Paper shredders - Thursday pm release for Sarah. 	<ul style="list-style-type: none"> - Sarah & Rebecca to work together to create enviro teams, enviro areas, plans for recycling. 	<ul style="list-style-type: none"> - We will be actively engaged in an enviroschool action plan.
Action 2				
<ul style="list-style-type: none"> • Classrooms to take on areas of responsibility. 	<ul style="list-style-type: none"> • Sarah & Rebecca • Classroom Teachers 	<ul style="list-style-type: none"> - Map of areas. - List of expectations. 	<ul style="list-style-type: none"> - Design the areas of responsibility and advise staff of the expectations. 	<ul style="list-style-type: none"> - Classes will be taking responsibility for their areas and these will be looking well maintained & cared for.
Action 3				
<ul style="list-style-type: none"> • Create a plan for our outdoor areas, including signage for our SOAR capabilities & School Values. 	<ul style="list-style-type: none"> - Belinda - PTA - BoT 	<ul style="list-style-type: none"> - Time - 10YPP overview of projects. 	<ul style="list-style-type: none"> - Consider the 10YPP and add on other areas of the school not included in the initial high-level MoE plan. - Coordinate ideas for our outdoor spaces into a plan. - Work out where SOAR & Values imagery needs to be placed. - Add in priorities for this plan. 	<ul style="list-style-type: none"> - We will have a coordinated plan for the improvement of the school which starts with the 10YPP and continues on into other non-MoE funded projects. - SOAR & Values will be visual around our school. - All groups (BoT; PTA; Staff) will have a clear idea of the project plan, the costs and the 'who'.

			- Establish estimates of cost and how the projects will be funded.	
Action 4				
<ul style="list-style-type: none"> • Read, understand and action projects listed in our 10YPP 	<ul style="list-style-type: none"> - BoT - Belinda - MoE 	<ul style="list-style-type: none"> - 10YPP - 5YA 	<ul style="list-style-type: none"> - Meet with MoE to unpack the 10YPP and negotiate projects according to priority. - Enlist the help of a property project team to see that projects are actioned and completed in a timely fashion. 	<ul style="list-style-type: none"> - New 10YPP & 5YA will be in place. - A project management company will have been appointed to action and manage projects.