



Waiotira School – Strategic Plan 2026 – 2028

Vision Statement: “Kia tū teitei, kia tū kaha”, “To stand tall, to stand strong” [Refer Regulation 7 \(a\)](#)

The Board Primary Objectives this strategic goal works towards meeting:

1. *Every student at this school can achieve their highest possible standard in educational achievement;*
2. *Our school is a physically and emotionally safe place that ensures students’ human rights are upheld and takes steps to eliminate racism, stigma, bullying and other forms of discrimination*
3. *Our school is inclusive of and caters for, students with differing needs*
4. *Our school gives effect to Te Tiriti o Waitangi by*
 - a. *working to ensure our plans, policies, and local curriculum reflect tikanga Māori, mātauranga Māori, and te ao Māori*
 - b. *taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori*
 - c. *achieving equitable outcomes for Māori students.*

Links to National Education Priorities & Strategies:

- National Education Learning Priorities (NELPs)
- Te Mātaiaho (the refreshed NZ Curriculum)
- Common Practice Model
- Attendance and Engagement Strategy
- NZSTA’s guidance for giving effect to Te Tiriti o Waitangi
- Mana Model & Te Whare Tapa Whā (Well-being Models)

Summary of the information used to develop this plan/How did you create this plan [Refer Regulation 7 \(c\)](#)

A range of ‘collection of data’ was used:

- Google surveys
- Suggestion box
- ‘Have your say’ brainstorm
- Kōrero at the school gate
- Sharing trolley
- Kōrero at mara kai nui (community garden)
- Emails with suggestions
- Newsletters

- Communication with whānau and community at local events held at school and in the community – e.g. Matariki evening, Centenary celebrations, AG day, Whānau picnic, Cross-country event, Tryathlon event.
- The Creatives in Schools project alongside the ‘creative’ facilitator.
- The Well-being Survey used with staff.
- Student voice from students.

Key themes were:

- Links to the school community and environment
- ‘Te Āo o Waiotira’ heart of the community
- Welcoming environment for community to be a part of
- Long history of the same whānau in the community – generational
- Local curriculum that included enterprise and life skills, e.g. cooking, gardening, stall products etc.

| Strategic Goals | What do you expect to see? | How will we achieve or make progress towards the strategic goals? | How will you measure success? |
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| <p>Attendance & Engagement: To increase student attendance and reduce absenteeism through targeted interventions and whānau engagement.</p> | <ul style="list-style-type: none"> *Increased student attendance, with at least 90% attending regularly. *Reduction in irregular and moderate absence categories. *Stronger engagement between school and whānau regarding attendance. *Improved punctuality rates | <ul style="list-style-type: none"> *Follow the Attendance Management Plan *Strengthen whānau engagement through regular communication and meetings. *Introduce incentives and recognition for regular attendance. *Partner with external agencies to support chronic absenteeism cases *Utilize student voice and peer support initiatives to promote attendance. | <ul style="list-style-type: none"> *Termly attendance data analysis. *Reduction in students attending less than 80% of the time. *Increased whānau participation in school events and meetings. *Student surveys and feedback. |
| <p>High-Quality Teaching & Learning To enhance literacy and numeracy outcomes through structured approaches that cater to all</p> | <ul style="list-style-type: none"> *Increased student achievement and engagement in literacy and numeracy. *Consistent, evidence-based teaching practices across all classrooms. *Improved teacher confidence and capability in structured teaching | <ul style="list-style-type: none"> *Continue to use Structured literacy approaches like iDeal *Continue to use PRIME Maths and Numicon across the whole school for structured numeracy. *Conduct regular student progress tracking and assessments. *Deliver targeted interventions for | <ul style="list-style-type: none"> *80% of students achieving literacy and numeracy benchmarks. *Observations of structured teaching practices. *Student engagement data and assessment tracking. *Whānau feedback on learning progress. |

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| <p>learners.</p> | <p>approaches. *Tailored interventions for students with additional learning needs.</p> | <p>students below benchmarks, supported by RTLB and SENCO. *Strengthen whānau partnerships in literacy and numeracy learning.</p> | |
| <p>Positive Behaviour & Well-being To cultivate a safe, mana-enhancing school environment where every tamaiti is supported to "Stand Tall and Stand Strong" (<i>Kia tū teitei, kia tū kaha</i>) through holistic well-being and clear values-based expectations.</p> | <p>*Create a culture of Mana with students and staff interacting in ways that uphold their own dignity (<i>Mana</i>) and the dignity of others. *Put values into action by students explicitly demonstrating <i>Manaakitanga</i> (Care) and <i>Wawata</i> (Aspirations) in the playground and classroom. *A holistic well-being model (<i>Te Whare Tapa Whā</i>) that is understood by students and inextricably linked to their ability to attend and learn (<i>Matauranga</i>). *Self-Regulated Learners so that tamariki have the social <i>Matauranga</i> (Knowledge) to resolve conflict and "stand strong" when challenged.</p> | <p>*Develop "The Waiotira Way" by co-constructing a local behaviour curriculum that explicitly defines what <i>Manaakitanga</i>, <i>Matauranga</i>, <i>Mana</i>, and <i>Wawata</i> looks like, sounds like, and feels like in our school. *Explicit Teaching of Values by scheduling time to teach social and emotional skills (<i>Matauranga</i>) just like literacy or numeracy, using the <i>Kia tū teitei</i> vision as the learning intention. *Well-being Frameworks that deepen the integration of <i>Te Whare Tapa Whā</i> into daily classroom practice to support mental and emotional health. *Continue Whanaungatanga Fridays and other inclusion initiatives to ensure every child feels a sense of belonging and connection to the kura. * Staff PLD focus on Restorative Practice — ensuring that when behaviour wavers, the focus is on repairing relationships and restoring <i>Mana</i>.</p> | <p>*Reduction in "Major" Behaviour Incidents, specifically tracking a decrease in incidents that harm the <i>Mana</i> of others (bullying/physical). *Data showing that students with "Regular" attendance also report higher levels of belonging (via Wellbeing @ School survey). *Feedback indicating students feel safe and know how to "Stand Tall" (be resilient) when things go wrong. *Whānau feedback confirms that the values of <i>Manaakitanga</i> and <i>Mana</i> are visible in how the school communicates and cares for their children.</p> |