



Summary of the plan.

Waiwera South School is a well-resourced hub at the heart of our rural community, where an experienced, stable and dedicated staff employs effective, evidence-based teaching practices to ensure all tamariki (children) are empowered to succeed. We remain committed to fostering an environment where our learners can reach their full potential through high-quality educational programmes tailored to their individual needs.

Our vision: Taute, Whakamanawa, Whanake. Nurture, Inspire, Grow allows us to get to know our ākonga as individuals and to inspire them in their learning, whatever path this may take. It encourages us to produce children who thrive in society and are ready, confident, and enabled to aim high in all that they do. Learning is not finite; this is why we as a school are constantly working to ensure our teaching is to the highest standard to ensure our ākonga have the best learning environment for them—as learners. Our focus continues to be to tweak our practice to suit the learners we have.

We will continue to provide many opportunities for our ākonga; meeting the curriculum is one aspect. We want to prepare our ākonga for a diverse future where they can reach their aspirations with the confidence to excel in all facets of life and expand their horizons.

Where we are at:

Our People: 2025 again had us running three classes in the morning and two in the afternoon. We know the children are getting a lot more valuable teaching time everyday, everyone is notice and known.

We to have a school environment where every ākoka sees their identity reflected in their surroundings. By ensuring diverse cultures are not only heard but deeply valued, we foster a genuine sense of belonging for all ākonga.

We continue to value and strengthen our relationship with Mana Whenua. This partnership is allowing us to ground our teaching in the authentic stories of our land, enriching our curriculum with indigenous knowledge and a shared understanding of our past. We view our school values as a framework for life, not just for the classroom. Through explicit teaching and modelling, we aim to grow 'great citizens who are prepared to navigate the world beyond the school gate

Learning: At the end of 2025 we had 84% of students reading within or beyond their expected curriculum level, 73% in writing and 78% in maths. Compared to the national average these are good results. Our aim is to see all tamariki reaching their potential across all curriculum levels. All tamariki have shown progress against the Curriculum.

Literacy was an area of focus in 2025, both reading and writing results showed an improvement but will be an area we continue to focus considerable resourcing. A focus on embedding and linking structured literacy across all literacy. Gender discrepancy in achievement has shown improvement but continues to be a focus.

Embedding narrative assessment practices, guided by Niho Taniwha and Te Whare Tapu Ngākau Māori, is an ongoing focus. Valuing the whole child, and celebrating the unique skills and dispositions all our ākonga bring. This approach ensures all learners have success, beyond traditional academic measures.

Property: Our next 5YA is due in 2027, this process will begin soon.

The NIK carpet upgrade for classrooms has all been completed - we are now looking to phase two where non-teaching spaces carpet will be replaced, alongside checking cladding, watertightness and heatpumps.

The Junior room roof had a complete replacement which was covered by MOE funding.

Maintenance painting completed

Where we are going:

Our People: Keep values and key competencies at the heart of our teaching to ensure our ākonga are well-prepared for the future.

Continue to grow staff and board capability.

Support and grow the relationships with Whānau to be valued and important partners in the learning pathway of our ākonga

Learning: Continue to lift achievement across the school, always aim higher.

Continue to grow structured literacy across the school.

Work with cluster to grow maths programmes across the school.

Continue to embed Maths and English curricula

Property: Complete maintenance work on drainage.

We will look to apply for grants to replace the remainder of the concrete surfacing.

Complete SUPA Solar process - hopefully solar installed.

Hopefully we can continue to work within the kaupapa of MAC; to provide an education that enhances what it means to be Māori. To ensure Māori students have access to te ao Māori - access to language, culture, marae, tikanga, and resources. To guarantee the absolute right for an education that fits Māori learners. To promote self-learning, strong secure relationships, cultural identity, and whānau-centred practice that is valued as much as academic achievement.

Developing relationships with local iwi/mana whenua

A matauranga Māori, te ao Māori lense will be applied to planning, our school curriculum will reflect the aspirations of our Māori community and the children of Aotearoa New Zealand.

Development of a Māori Language plan - options and resources provided to staff to ensure they are growing as well.

Kāwanatanga- The BOT maintains ongoing consultation with whānau to help shape the direction and priorities of the school. Both the BOT and staff are committed to fostering positive outcomes for all learners. Communication with whānau is genuine, regular, reciprocal, and transparent. Whānau are supported to feel connected to the school through authentic, meaningful opportunities to engage, share their perspectives, and see their voices reflected in school decisions.

Rangatiratanga- Ākonga Māori are empowered to succeed as Māori. Their identity, language, and culture are celebrated and visible throughout the school. All ākonga see their own and others' cultures meaningfully represented in both classroom environments and the wider school community. We foster confident learners who take pride in who they are and where they come from.

Ōritetanga- The Board and staff are dedicated to removing barriers to learning and ensuring equitable outcomes for all ākonga. We work actively to identify and address any disparities in achievement or access to opportunities. Every child is supported to thrive in a learning environment that values fairness, inclusivity, and success for all.



Strategic Goal One: Grow Life Long Learners: To foster the success of each child in cultivating fundamental skills and competencies, encompassing language, literacy, and numeracy.

Annual Target/Goal Ākonga are at school and are having their learning needs met through effective pedagogy and a localised curriculum based on Te Mātaiaho. An increase in achievement across reading, writing, maths, no discrepancies between gender, Māori, Pakeha, Asian and students of other ethnicities.

What do we expect to see by the end of the year?

Ākonga are at school, and their learning needs are being met through effective pedagogy and a localised curriculum based on NZC with Te Mātaiaho. Plan, implement and review programmes and practices that will build the fundamental skills and competencies. An increase in achievement across reading, writing, maths, no discrepancies between students regardless of ethnicity or gender.

Actions: High level steps to inform the annual targets.	Who is responsible	Resources required	Timeframe	Measuring success: By the end of 2026 we will see:
Analyse student achievement data to inform progress discussions with ākonga, whānau, leadership, and the BOT.	Kaz Staff BoT	Time	Mid Year End of Year	Ākonga demonstrate increased achievement in reading, writing, and mathematics. Staff identify students to accelerate - interventions in place where required
Continue to grow the capabilities of tumuaki, kaiako and other staff to deliver high-level differentiated learning.	Kaz/Staff	Time, PD Budget	Ongoing - all year	Kaiako identified target ākonga and deliver differentiated programmes to accelerate learning
Embed culturally responsive pedagogy that affirms identity, language, and culture. Continue to value and incorporate narrative assessments such as Te Whare Tapu Ngākau and Niho Taniwha.	Kaz Staff BoT	Time, PD Budget	Ongoing - all year	Kaiako demonstrate understanding and consistent use of culturally responsive practices and narrative assessment tools.
Review and refresh our school curriculum including assessment and reporting, so it is relevant to our learners but incorporates mandated change. Implement NZC with aspects of Te Mātaiaho aligned with our localised curriculum.	Kaz Staff BoT	Time, Staff meetings	Ongoing - all year	Teaching practices that are adaptive, inclusive, and evidence-based. Greater use of local curriculum and mātauranga Māori in teaching and learning programmes.
Staff will participate in the cluster organised Maths PLD with The Learner first Facilitators	Kaz Staff	PD cost - approx \$1000 - release time, TOD?	Ongoing - all year	All kaiako understand and deliver balanced maths programme, long term/delivery plans updates staff develop an understanding of the refreshed maths curriculum

Actions: High level steps to inform the annual targets.	Who is responsible	Resources required	Timeframe	Measuring success: By the end of 2026 we will see :
Continue PLD in structured literacy and embed consistent practices across classes. Expanding kaiako efficacy and capability in enabling learners to reach their potential in literacy. Active participation in offered PLD	Kaz Staff	Time, PD Budget	Ongoing - all year	All kaiako supported and guided to grow efficacy. Consistent school wide approach in delivering and assessing Structured Literacy. The Code alongside iDeaL? Identified learners to have accelerated progress
Encourage and model school values and key competencies in everyday learning.	Kaz Staff	Time	Ongoing - all year	Confident, curious ākonga showing progress in key competencies and wellbeing.

Strategic Goal Two

Strategic Goal Two: Maintain Our Strong Community-School Partnership: Encourage collaboration among students, whānau, staff, and the community to achieve shared goals, enhancing academic outcomes, life skills, and overall student success.



Annual Target/Goal: We will build a culture of collaboration, trust and mutual respect between school staff, whānau, and the wider community. Our communications will be clear, timely and reciprocal, ensuring our school remains an inclusive and welcoming hub.

What do we expect to see by the end of the year?

Our strong school community relationships further develop, with increased trust and mutual respect. This will manifest in greater whānau and community engagement, more positive staff and whānau interactions, and high satisfaction with communication. We strive for and anticipate a continually inclusive and welcoming school, that can always adapt and improve, characterised by enhanced reciprocal relationships and shared pride.

Actions: High level steps to inform the annual targets.	Who is responsible	Resources required	Timeframe	Measuring success: By the end of 2026 we will see :
Host whānau evenings, learning celebrations and open classrooms. Strengthen community connections through partnerships with local organisations and involvement in Cluster initiatives.	Kaz Staff BoT	Time	Ongoing - all year	Positive and proactive relationships between staff, whānau, students and wider community.
Use feedback tools (like surveys and hui) to gather community voice and feed this into planning.	Kaz Staff BoT	Time	Ongoing - all year	Regular engagement with families and the wider community through events, newsletters, surveys, and informal interactions. Enhanced visibility of whānau voice in school decisions and planning

Actions: High level steps to inform the annual targets.	Who is responsible	Resources required	Timeframe	Measuring success: By the end of 2026 we will see :
Providing dedicated time for staff to meet, discuss curriculum, and plan lessons together. Staff involved in decisions that impact teaching and learning.	Kaz Staff	Time, PD Budget	Ongoing - all year	Staff working cohesively with shared goals, reflected in collaborative teaching and positive student outcomes.
Ensuring new families know how to access important information, contact staff, and stay informed about school events. Regularly seeking input to identify areas for improvement in the onboarding and transition processes.	Kaz Staff	Time	Ongoing - all year	Comprehensive and welcoming onboarding experience for new families to our school/community. Transitions to and from Waiwera South School are smooth.

Strategic Goal Three

Strategic Goal Three: Maximise Our Environment: Continue to develop the school environment to foster a thriving and inclusive learning community that supports the holistic development of all students.



Annual Target/Goal: Develop and enhance our physical and learning environments to support the holistic development of all learners. Foster environmental awareness, sustainability, and pride in place.

What do we expect to see by the end of the year?

Vibrant and flexible classrooms and grounds that actively engage students in learning through participation, critical thinking, and creative activities. Equitable access to updated resources, technology, and diverse materials, ensuring all students have the support and opportunities needed to thrive, and develop a genuine love for learning.

Actions: High level steps to inform the annual targets.	Who is responsible	Resources required	Timeframe	Measuring success: By the end of 2026 we will see :
Continue seeking grants for surfacing and environment upgrades. Continue work with SUPA to reduce power bill and grow assett	Kaz BoT	Time Money? Support from MOE	Ongoing - all year	Progress on property improvements (including drainage, concreting and solar initiative)
Embed kaitiakitanga in learning programmes (e.g., recycling, composting, planting). Work with the community on environmental projects, e.g., native planting or outdoor learning areas.	Kaz Staff BoT	Time	Ongoing - all year	Integration of sustainability education and low-waste practices across the school. Students actively contributing to the care of their learning environment and whenua.

Actions: High level steps to inform the annual targets.	Who is responsible	Resources required	Timeframe	Measuring success: By the end of 2026 we will see :
Review classroom setups for optimal learning and engagement.	Kaz Staff BoT	Classroom budget	Ongoing - all year	Classrooms and outdoor spaces used creatively to support diverse learning needs.
Enhance access to modern technology and professional learning around digital citizenship.	Kaz Staff	Time PD	Ongoing - all year	Equity in access to digital tools and learning resources.
Integrating the unique history and cultural heritage of Waiwera South into the learning environment.	Kaz Staff	Time PD	Ongoing - all year	Make changes to the environment so when visitors arrive at Waiwera South School, our history is visible and we know it is a kura in Aotearoa.
Ensure all work done on the grounds and building fit our environmental ethos and are creating engaging safe spaces for ākoka to learn and play	Kaz BoT Staff	Time Money	Ongoing - all year	Maintain regular property checks and ensure timely repairs. School grounds that are safe, well-maintained, and conducive to learning and wellbeing
Through the Enviroschools ethos and programme ākoka will grow their understanding of kaitiakitanga	Kaz Staff Scott	Time PD	Ongoing - all year	All ākoka will take pride in our kura and work together to keep the environment clean and healthy. Options for ākoka to attend hui Students will understand the importance of taking care of our environment

School Values

Our school values underpin everything we do at Waiwera South School. They shape our culture, guide our behaviour, and form the basis of the learning and social environment we strive to provide. Our goal is to grow great citizens who care for themselves, others and the environment.



- Annual Foci:**
- Strengthen the visibility and integration of our values—Ora, Respect, Responsibility, Honesty—in everyday school life.
 - Use values as the foundation for behaviour management, wellbeing initiatives, and citizenship education.
 - Embed values meaningfully into learning programmes, classroom environments, and celebrations of success.

- Actions:**
- Explicitly teach and model each value across the school year.
 - Celebrate tamariki who consistently demonstrate these values through regular assemblies and student-led recognition
 - Develop a shared understanding among staff, students and whānau of what each value "looks like" in action.
 - Incorporate values into goal-setting, narrative assessment and reflection activities. Use values to support restorative practices and promote positive relationships.