

Waitakere Primary Annual Plan 2026



Strategic Goals reflected in this annual plan.

Goal 1: Develop a balanced academic, social, and emotional curriculum that enables continuous steady improvement for everyone.

Goal 2: Deepening our understanding of and strengthening collective teacher efficacy and learner agency.

Annual Plan Goal 1: To continue to lift achievement in Literacy as we implement the new English curriculum.

Timeframe	Actions	Expected Outcomes	Actual Outcomes
Ongoing All Year	<p>Consolidate teaching practice in literacy using BSLA and WTB.</p> <p>Continue training staff in BSLA as required.</p> <p>Consolidation of our literacy programmes at the various year levels using BSLA as a resource whilst continuing the established effective practices.</p> <p>A Fixed term M unit position targeting literacy – developing a deeper understanding of what the new curriculum looks like in practice and leading this development across our school. Areas of focus include:</p> <ul style="list-style-type: none"> • Qualitative data re students' attitude to reading and writing • Analysis of the effectiveness of our additional programmes BSLA, WTB • Raising writing achievement and attitude schoolwide 	<p>Programmes at each year level meet the needs of all students using relevant BSLA resources to support the existing programmes.</p> <p>Programmes delivered with fidelity resulting in continued improvement.</p> <p>Greater understanding of the new English curriculum</p> <p>Qualitative and Quantitative data is used to inform teaching practices and deepen teacher student relationships.</p> <p>Teachers have solid understanding of the expectations at each year level and differentiate their programmes to meet the needs of all students.</p>	
	<p>Continued monitoring of student achievement school wide using formative assessment practices.</p> <p>Introduction of:</p> <ul style="list-style-type: none"> • Twice yearly assessments in reading and writing for years 3 to 8 students using PAT reading comprehension and vocabulary and writing tests. • Phonics check for students at 20 and 40 weeks. 	<p>Data used to inform programmes and show progress and achievement.</p>	

Ongoing All Year	Professional learning in moderation and building a common understanding of progressions at each year level phase.	Teachers are confident in making OTJs. Consistency noted in judgements within and between teams.	
Ongoing All Year	To continue monitoring and supporting priority students to ensure they continue to make accelerated progress and that their attendance is consistent. Review ways in which we can show the progress these students make using the new curriculum milestones/signposts.	Priority students make progress. Targeted programmes are implemented and reviewed with successful practices shared. Parents are informed of the progress they make. Attendance is monitored and students attend regularly	
Terms 1- 3	<p>Involvement in MOE Assessment PLD</p> <ul style="list-style-type: none"> • To further develop assessment practices to include: • Identification of learning goals • Feedback/feedforward • Qualitative data • Review reporting procedures in line with the MOE requirements and the new Learning Phases in the refreshed curriculum 	<p>Improved teacher knowledge in assessment for learning practices and moderation</p> <p>Students receive timely feedback about their learning</p> <p>Teachers are confident in making an OTJ and giving focused relevant feedback.</p>	

Annual Plan Goal 2: To continue to lift achievement in numeracy as we develop our understanding of the 2025 maths and statistics curriculum.

Timeframe	Actions	Expected Outcomes	Actual Outcomes
Ongoing All Year	Continued consolidation of teaching practice in numeracy particularly using our current Inquiry Based Mathematics Programme, Trio tasks and the Numicon resources. Continuation of the implementation of programmes through a culturally sustaining lens.	Programmes delivered with fidelity resulting in continued improvement.	
	Continued monitoring of student achievement school wide using formative assessment practices. Introduction of: <ul style="list-style-type: none"> • Twice yearly assessments in maths for years 3 to 8 students using PAT maths. • Termly basic facts tracking 	Data used to inform programmes and show progress and achievement.	

Ongoing All Year	Professional learning in moderation and building a common understanding of progressions at each year level and phase and deepening understanding of what the curriculum looks like in practice.	Teachers are confident in making OTJs. Consistency noted in judgements within and between teams. Teachers have solid understanding of the expectations at each year's level and differentiate their programmes to meet the needs of all students. Increased automaticity of basic facts lowers cognitive load and improves accuracy in all areas of maths	
Ongoing All Year	To continue monitoring and supporting priority students to ensure they make accelerated progress and that their attendance is consistent. Maths Support Teacher programmes for students identified as priority (working above and below expectations)	Priority students make progress. Targeted programmes are implemented and reviewed with successful practices shared. Parents are informed of the progress they make. Attendance is monitored and students attend regularly	
Ongoing all year	To further develop assessment practices to include: Identification of learning goals Feedback/feedforward Quantitative data and Qualitative data To review reporting procedures in line with the MOE requirements and the new Learning phases in the refreshed curriculum	Students receive timely feedback about their learning Teachers confident in making an OTJ Data analysed to make decisions for next progress steps	

Goal 3: To build teacher capability and collective efficacy through the professional growth cycle.

Timeframe	Actions	Expected Outcomes	Actual Outcomes
Ongoing All Year	Set up collaborative Professional growth cycle in each collaborative space to conduct a shared focus based on 2025 data and current observations This could include exploring the following to effect change: <ul style="list-style-type: none"> Consolidating Formative Assessment Practices including the use of feedback/feed forward Flexible grouping Growing student agency Learner Dispositions 	PGCs focus on the impact of practice on student achievement. They are iterative, timely, data and research informed and culturally sustaining.	

	<ul style="list-style-type: none"> Phonological awareness -BSLA programme Using research to effect change Writers' Toolbox <p>Review regularly at team meetings and include:</p> <ul style="list-style-type: none"> Sharing of data and student work Identifying problems of practice Sharing successes Resetting targets <p>Staff meetings scheduled focusing on PGCs</p> <p>Presentations on results of Professional Growth Cycles, lessons learnt and next steps.</p>		
Ongoing all year	A fixed term M unit focused on Te Āo Māori to ensure continuation of all programmes through a culturally sustaining lens.		

Minor Focus Areas			
Attendance	<p>Compliance with new MOE attendance guidelines</p> <p>Monitoring of attendance as per our attendance action plans, working with Attendance West to support recidivist families</p> <p>Report to Board and community on attendance.</p>	<p>Families supported to improve their child's attendance.</p> <p>Improved achievement outcomes noted by regular attendance.</p>	
Reporting to, and communicating with parents	<p>Reporting to parents twice a year in written form. Term 1, goal setting interviews, Term 2 Report with optional additional parent interview, Term 4 Written Report</p> <p>Extend opportunities for parents to find out more about programmes using subject open mornings or evenings.</p> <p>Use surveys, informal chats, etc. to gain feedback.</p> <p>Use newsletter to gather ongoing voice from our community to inform our strategic planning process.</p>	<p>Parents have a deeper understanding and awareness of our school programmes through increased engagement with school events and initiatives</p>	
Finalise our school vision to ensure it is reflective of our learner profile, Waitākere way, Waitākere values and Waitākere Why.	<p>Using the outcomes from our BOT consultation in 2024 and further work on 2025 (reviewing our vision and relishing the waka) to create a visual image of our tikanga and supporting documentation.</p> <p>Consolidation of all aspects of the Waitakere way– e.g. learner profile, values, PB4</p>	<p>Our school vision and Waitākere Way is clear and aligned.</p>	

	Work in collaboration with Mana Kura to strengthen educational powerful connections to Te Kawerau a Maki		
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Business as Usual Key Goals 2026	
Item	Outcomes
<p>Property Remediation of school cladding in identified areas. Nest toilets refurbishment Continued development of our school environment reflects our school values and culture. Completing projects from our 5YA</p>	<p>Cladding - complete Toilets - complete</p>
<p>Personnel Continued development of staff knowledge of the revised 2025 curriculum in English and Maths. Consolidate practices in collaborative teaching including review of collaborative planning expectations and implementation of the Collaborative rubric and revised PGC Continued development of teacher knowledge of Te Reo Māori and Tikanga Māori to support classroom program</p>	
<p>Finance Monitoring of finances to reduce deficit considering reduced roll. Promote an international student programme to increase locally raised funds. Explore other avenues for funding including hall hireage</p>	
<p>Community Continued implementation of Skool Loop as our key communication tool with our community and Seesaw as a way for them to share in their child's learning. Explore other SMS and reporting systems which align with the new curriculum and ministry reporting requirements Ongoing and responsive consultation with our parent community (Reporting to parents' procedures, curriculum refresh, Waitākere Way, School Vision etc.) Consultation with our Māori families Work in partnership with Te Kawerau a Maki in the Mana Kura Programme.</p>	
<p>Health and safety Implementation of Health and Safety procedures Review swimming pool community use</p>	