



'Empowering a Community of Learners - Kia whakamana ai i to hapori akonga'

Strategic and Annual Implementation Plan

2026 – 2028

Website: www.wanaka.school.nz

Address: 7 Ironside Drive, Wānaka 9305





Our Vision

Wānaka Primary School is a dynamic learning community where children respect themselves and others as they grow the knowledge, skills, and attitudes that are necessary for taking an active part in an ever-changing global world.

All children at Wānaka Primary School are given the opportunities to thrive and achieve to the best of their abilities in a joint partnership with parents, teachers, and the community to achieve successful learning outcomes. Our vision is to 'empower a community of learners – *kia whakamana ai i te hapori akonga*'.

'Empowering a community of learners

Kia whakamana ai i te hapori akonga'.

Our School Values

Our values give us meaning and motivation.

They are our taha wairua – our school's inner spirit. These values help us make decisions for our learning community.

We strive to encourage our students to value personal excellence by setting high goals and persevering.

Our values are expressed in everyday actions and interactions within the school which develop a sense of community.

Responsibility *Tika*



At Wānaka Primary we make good choices, we own the choices we make and we manage ourselves.

Honesty *Pono*



At Wānaka Primary we are honest with others and we are honest with ourselves.

Be the best you can be *Whāia te taumata*



At Wānaka Primary we always aim for the highest peak.

Respect *Whakaute*



At Wānaka Primary we respect ourselves, we respect others and we respect our environment.

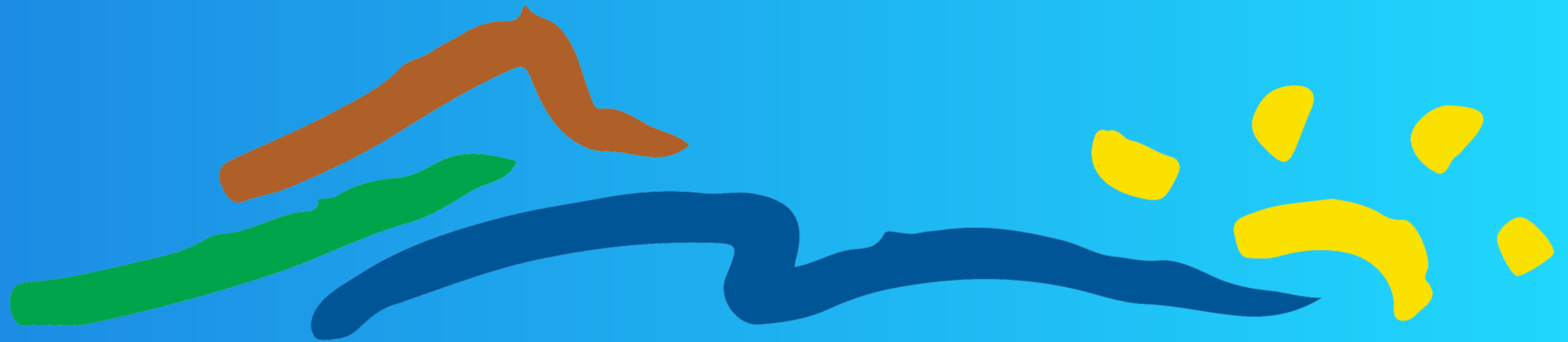
The Process Used to Develop this Plan (2025)



Board Objectives

There are four primary objectives for boards listed in **Section 127 of the Education and Training Act 2020**. These help boards to focus on what matters most for learners and their whānau. Boards must ensure that:

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



Wānaka Primary School

BALANCED SCORECARD

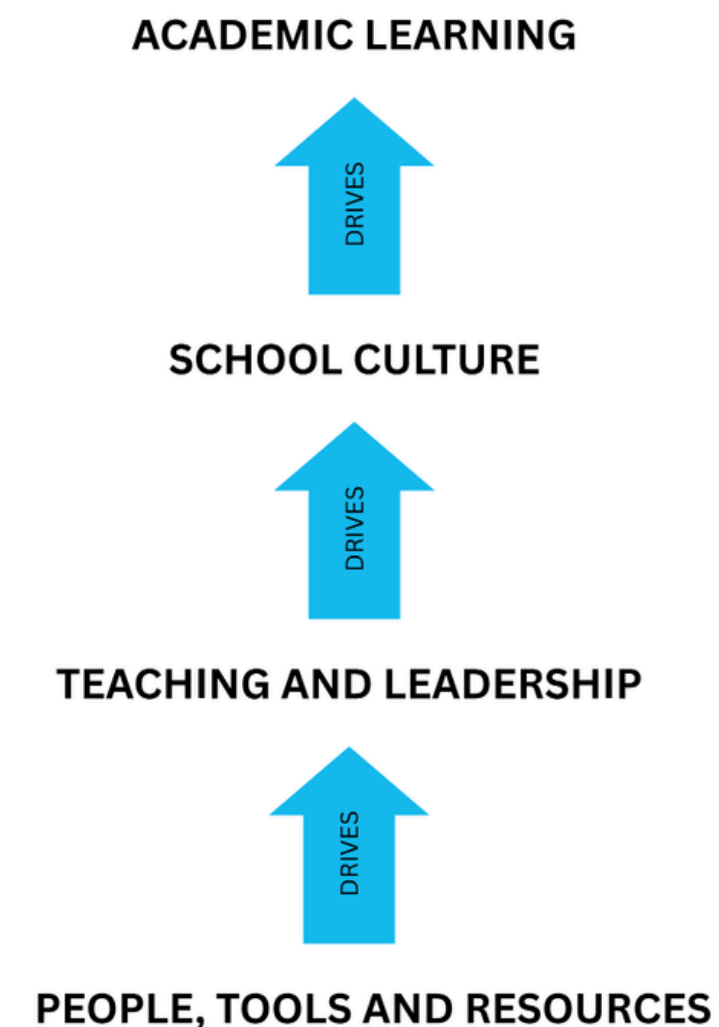
Introducing the Balanced Scorecard Model

Originally developed for businesses by Kaplan & Norton in 1992 from Harvard University, this model was modified for schools in Aoteroa NZ by the Springboard Trust. It has four prescribed objectives that overtime, will indicate overall school performance and support the successful implementation of our schools strategic plan. The four objectives are:



Our Balanced Scorecard measures how our school is performing over a longer period of time. For us, we have developed four objectives, each with a measurable end-point statement that is designed to be used for continual improvement over 9 years. These objectives use a “Value Chain” as seen in the image below.

THE VALUE CHAIN



Our Balanced Scorecard Objectives 2026 – 2035

People, Tools and
Resources

**Our resources
amplify learning**

75%

School Culture and
Community

**Everyone feels a
sense of
belonging**

70%

Academic Learning

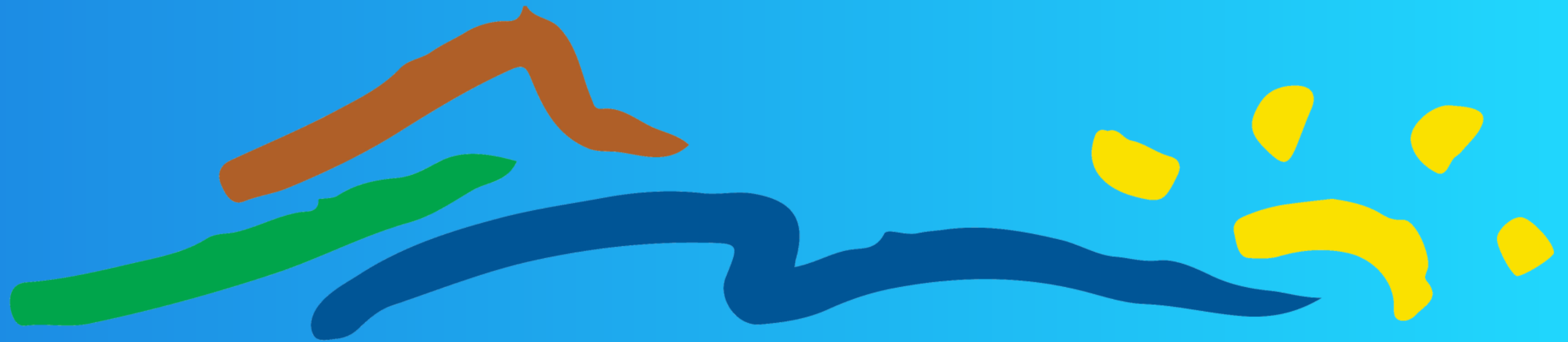
**Everyone
achieves to the
best of their
ability**

70%

**Our teachers
and leaders
adapt**

80%

Teaching and
Leadership



Wānaka Primary School

STRATEGIC PLAN 2026 – 2028

Strategic Goals 2026 – 2028

1

Progressive Curriculum

Our school-wide curriculum is designed to provide clarity and guidance for quality teaching and learning.

Strategic Priorities:

- *Implementation of the Refreshed NZ Curriculum*
- *Quality Assessment for Learning*
- *Deep learning opportunities maximising our local environment*
- *High-impact teaching strategies.*

2

Positive and Inclusive Culture

We have a school culture that honours Te Tiriti O Waitangi, promoting our diversity and cultivating a strong sense of whanaungatanga.

Strategic Priorities:

- *Impactful learning support strategies*
- *Pastoral and wellbeing support*
- *Purposeful collaboration with school and wider community*
- *Honouring Te Tiriti o Waitangi*

3

Learning and Growing Together

Our learning environment promotes personal growth for staff and students

Strategic Priorities:

- *Investment in quality professional learning*
- *Evidence-based teaching and leadership practices*
- *Attract and retain quality staff*
- *Parent learning opportunities*

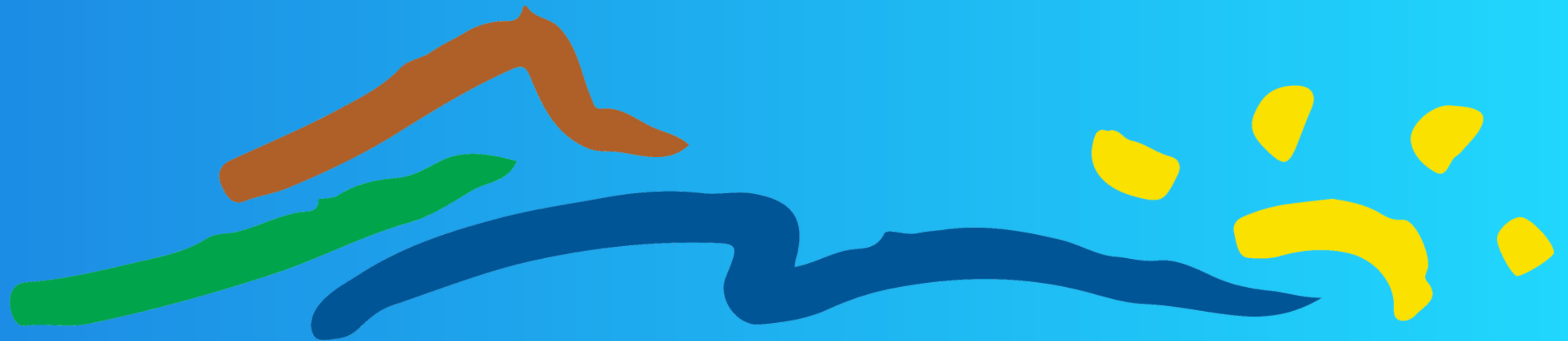
Strategic Goals 2026 – 2028

Strategic Goal #1: Progressive Curriculum				
Strategic Goal	Priorities	Board Objective (Section 127 of the Education and Training Act 2020.)	Strategic Actions	Outcome
Our school-wide curriculum is designed to provide clarity and guidance for quality teaching and learning.	Implementation of Refreshed NZ Curriculum	1	- Staff PLD in each learning area - Allocate sufficient resources for staff PLD - Align content delivery with NZC - Ensure timeline of implementation aligns with MOE directives	Teaching and Learning programmes will reflect Te Mātaiaho - The Refreshed New Zealand Curriculum (RNZC) as intended and meet the needs of our learners.
	Quality Assessment for Learning	1	- Ensure assessment practices are documented, timetabled and consistently implemented across the school. - Use of Edge SMS for input and data analysis - Reporting to parents is clear, timely and adheres to reporting regulations	Purposeful and quality assessment practices are implemented schoolwide. These practices result in accurate, informed decisions by teachers and clarity of reporting to parents.
	Deep learning opportunities maximising local environment	1	Ensure enviroschools and G2T programme and EOTC experiences are integrated authentically into local school curriculum.	Deep learning opportunities are enriched through maximising our local environment.
	High-impact teaching strategies.	1	Unpack the science of learning and impactful teaching practices that amplify learning.	High-impact teaching strategies amplify student learning.

Strategic Goal #2: Positive and Inclusive Culture				
Strategic Goal	Priorities	Board Objective (Section 127 of the Education and Training Act 2020.)	Strategic Actions	Outcome
We have a school culture that honours Te Tiriti O Waitangi, promoting our diversity and cultivating a strong sense of whanaungatanga.	Impactful learning support strategies	3	• Ensure all students gain sound foundational skills, including language, literacy and numeracy, to meet diverse student learning needs. • Implement learning support programmes for students at risk of not achieving and those who require extension/enrichment • PB4L practices are embedded into daily school routines • Raise the profile and visibility of our School Values • Ensure adequate funding of Learning Support Programmes • Staff Professional Learning and Development supports teaching practices in class. • Provide ESOL support for students and their family	• WPS is inclusive of and caters for students with differing needs.
	Pastoral and wellbeing support	2	• Bullying prevention strategies are reviewed and consistently implemented across the school. • Implementation of Attendance Management Plan • Refining school-wide systems and supports available to students who require wellbeing and pastoral support. • Foster a strong relationship between home and school. • Provide ongoing support to international families.	• WPS is a physically and emotionally safe place to learn.
	Purposeful collaboration with school and wider community	3	• Provide opportunities to engage parents, whānau and the local community in student learning and school activities.	• School community feel a strong sense of whanaungatanga / belonging
	Honouring Te Tiriti o Waitangi	4	• Honour Te Tiriti o Waitangi through culturally responsive practices, te reo and Tikanga Māori according to school implementation plans.Te reo māori staff development • School-wide te reo māori teaching and learning sequence	• Equitable outcomes for Māori students.

Strategic Goal #3: Learning and Growing Together

Strategic Goal	Priorities	Board Objective (Section 127 of the Education and Training Act 2020.)	Strategic Actions	Outcome
Our learning environment promotes personal growth for staff and students	Investment in quality professional learning	1	- Allocate resources in annual budgets that allow for quality professional learning and development - Grow Leadership Capabilities	Quality and best teacher practice is implemented as a result of ongoing, purposeful professional learning and development.
	Evidence-based teaching and leadership practices	1	- Focus professional development on highly impactful teaching practices - Professional Growth Cycles / Ariki is used to grow teacher and leader practice.	Staff knowledge and capabilities are improved.
	Attract and retain quality staff	2	- Develop and implement an induction programme for all new staff - Ensure staff have quality and fit-for-purpose tools and resources to support quality teaching and learning - Monitor staff workplace satisfaction through regular surveys.	- Staff fulfilment at work is high - Low rate of staff turnover - WPS is seen as a desirable place to work.
	Parent learning opportunities	3	“Parent University” programme, covering topics of relevance to parents and how they can support their child’s growth and development.	Student learning is amplified through parents and whānau’s support from home.



Wānaka Primary School

ANNUAL IMPLEMENTATION PLAN

GOAL #1: Progressive Curriculum					
Strategic Goal # 1	Strategic Priorities	2026 Actions	Who:	When:	Outcome
Our school-wide curriculum is designed to provide clarity and guidance for quality teaching and learning.	Implementation of Refreshed NZ Curriculum	Respond to Government /MOE directives in a timely, sensible and effective manner. Order, receive and distribute resources.	SLT	As required	We achieve institutional agility. The school stays ahead of policy shifts.
		Support staff with “PRIME” Mathematics resources	Maths Lead	Ongoing	- Pedagogical consistency with school-wide language for numeracy. - Student transition between year levels becomes seamless because the methodology is familiar, leading to measurable gains in achievement data
		Engage in MoE Maths PLD with external provider	Teachers	Ongoing	
		Begin familiarization of the Social Science/ Science curriculum and trial planning and teaching of these	SLT / Teachers	Ongoing	A localized curriculum that reflects the new NZ mandates but still feels "like your school
		Year 4-6 teachers will enrol and complete Structured Literacy PLD - BSLA.	Yr 4-6 Teachers	T1-4	Improved equitable outcomes, particularly for your neurodiverse students or those who struggled with traditional balanced literacy.
	Quality Assessment for Learning	Review and refine use of assessment tools, used across all levels	SLT	Term 1	Quality, timely and purposeful assessment tools are used
		Refine our school’s assessment overview to ensure it maximises effective use of assessment information.	SLT	Term 1	Teachers have a clear and coherent assessment schedule

Strategic Goal # 1	Strategic Priorities	2026 Actions	Who:	When:	Outcome
Our school-wide curriculum is designed to provide clarity and guidance for quality teaching and learning.	Quality Assessment for Learning <i>(continued)</i>	Build teachers' evaluation capability through PLD in evaluative thinking and data literacy. Eg Effective use of assessment tools – PAT, easTTle, SMART tool, Phonics Checks.	SLT	Ongoing	Assessment is used to inform teaching of specific needs. Greater learning design
		Ensure school reporting to parents is clear and informative	SLT	T2 and T4	Parents are well informed of the next steps in their child's learning and the progress made.
	Deep learning opportunities maximising local environment	Review our school's deep learning curriculum and big ideas that are taught at each level to ensure curriculum coverage.	SLT and Pod Leaders	Term 1	Deep learning topics are progressive throughout school.
		Explore ways of integrating quality learning experiences that enhance our enviroschool's status.	Enviro-lead	Term 1	Enviroschools practices are authentically integrated.
		Look for opportunities to maximise learning through EOTC experiences that utilise our local environment.	SLT and Pod Leaders	Ongoing	Learning is enriched by maximising our local environment.
	<i>High-impact teaching strategies.</i>	Targeting Professional Development on HITs as well as the science of learning.	SLT	Ongoing	Evidence-based, high-impact teaching improves learning and progress outcomes.
		Build on the quality of teacher observations with feedback as part of professional growth cycles	SLT	Term 2	Teachers receive quality feedback to improve practice
		Utilise external Maths facilitator to model quality teaching practices in Mathematics.	Maths Lead	Ongoing	Staff knowledge and practice improve through expert PLD

GOAL #2: Positive and Inclusive Culture

Strategic Goal # 2	Strategic Priorities	2026 Actions	Who:	When:	Outcome
We have a school culture that honours Te Tiriti O Waitangi, promoting our diversity and cultivating a strong sense of whanaungatanga..	Impactful learning support strategies	Deliver a Mathematics Acceleration Programme (MAP), through a dedicated MAP Teacher, targeting Year 4-6 children.	MAT	Ongoing	Accelerated learning and achievement through targeted support.
		Deliver structured literacy support for students in years 1-3 and literacy lift programme for Yr 4- 6 students	SL Teacher	Ongoing	
		Increase funding to allow for additional Teacher Aid support in all classes.	Principal	Term 1	More targeted support
		Individual teachers engage in personal development specific to their professional growth cycle goals and student needs.	Teachers	Ongoing	Quality teaching practices
	Pastoral and wellbeing support	Establish a “Culture and Wellbeing Team” who will assume overall responsibility for school-wide initiatives that promote the hauora of staff and students.	Principal	Term 1	Positive culture
		Implement the school's Attendance Management	Principal	Ongoing	Attendance improves
		Create lessons about creating and mainatin healthy relationships and friendships with others.	PB4L Team	Term 1	Positive social relationships
		Deliver specific programmes such as “Seasons for Growth ”and”Rock and Water” to support students.	SLT	T3	Students are well supported and have the tools to work through difficult situations
		Work collaboratively with CO REAP to deliver counselling support for students.	SLT	Term 1	
		Conduct a full and in-depth review of pastoral and well-being support strategies and processes used across the school and implement improvements based upon recommendations.	Principal nd C/W Team	Term 1	Processes are strengthened
		Implement the ENGAGE Programme that supports students with self-regulation through play in Yr 1.	Yr 1 Teachers	T2-4	Students can self-regulate

Strategic Goal # 2	Strategic Priorities	2026 Actions	Who:	When:	Outcome
We have a school culture that honours Te Tiriti O Waitangi, promoting our diversity and cultivating a strong sense of whanaungatanga..	Purposeful collaboration with school and wider community	Collaborate and utilise our PTA to host a range of school events that bring school community together.	Principal	Ongoing	Parents and wider community are engaged in the life of the school.
		Utilise local organisations to enrich learning experiences for our students	SLT	Ongoing	School profile is enhanced across wider community
		Survey students, staff and community to gather voices to improve play facilities at WPS.	Playground Working Group	Ongoing	There is a collective agreement on playground enhancements.
		Establish a Playground Upgrade Working Group to gather voice, ideas and explore improvements to our play facilities. Implement enhancements accordingly.	Principal	Term 1	Playground facilities are enhanced, and students have fun during play breaks.
	Honouring Te Tiriti o Waitangi	Staff will be supported by the TiC of Maori in Te Reo and Tikanga in the classroom.	TiC Maori	Ongoing	Staff will develop their te reo Māori and apply it in daily school contexts
		Implement a Te Reo Māori Teaching Sequence across the school, and provide ongoing staff development support.	TiC Maori	Ongoing	Progressive programme builds on stu
		Hold mihi whakatau to welcome all new staff, students and whānau to WPS.	Principal	Termly	New people feel a strong sense of Whanaugatanga and Manaakitanga
		Change Pod names to the Maori names gifted as part of our pod narrative “Weni and the Kowhai Tree”.	SLT	Term 1	Māori Pod names are used daily
		Hold whanau hui to strengthen connections with whanau.	Principal	Term 3	Home-school connections are strengthened.

GOAL #3: Learning and Growing Together

Strategic Goal # 3	Strategic Priorities	2026 Actions	Who:	When:	Outcome
Our learning environment promotes personal growth for staff and students	Investment in quality professional learning	Create a PLD register to track staff PLD, monitor budget expenditure and link to strategic goals	Principal	Ongoing	The PLD register will be used as a measure to determine areas of focus, expenditure and next steps.
		Increase PLD budget to allow quality investment in professional learning	Principal	Term 1	Staff access to PLD is improved through additional funding.
		Prioritise PLD that links to strategic goals	SLT	Term 1	There is clear alignment to school priorities
		Utilise Ariki model for professional growth cycles	Teachers	Ongoing	A quality, coherent model is used to enhance growth and development for teaching staff and leaders.
	Evidence-based teaching and leadership practices	Work with Rob Proffit-White to develop quality teaching practices in Mathematics	Maths Lead Teacher	Ongoing	Quality, expert facilitation will improve teaching knowledge and practice.
		Year 4-6 teachers will engage in BSLA structured literacy PLD, MOE funded programme.	Yr 4-6 Teachers	Ongoing	Senior students will have structured literacy as part of their programmes
		Explore opportunities to grow Middle Leaders' leadership capability through a coaching model.	SLT	Ongoing	Leadership capabilities are improved and career pathways are opened up.

Strategic Goal # 3	Strategic Priorities	2026 Actions	Who:	When:	Outcome
Our learning environment promotes personal growth for staff and students	Attract and retain quality staff	Develop a quality, fit for purpose staff induction programme.	Principal	Term 1	Staff are set up for success when starting at WPS.
		Utilise our newly established “Culture and Wellbeing Team” to develop and implement initiatives and strategies to enhance school culture and hauora of staff.	CW Team	Ongoing	Wānaka Primary School is a happy, caring, well-supported place for all.
		Implement an “Employee Net Promoter Score” (eNPS) survey, once per term as a quick, high-level snapshot/insight into staff satisfaction and school reputation. Respond to score accordingly.	Principal	Termly	Ongoing feedback from staff will provide insights into areas to improve.
		Explore opportunities to create career pathways and leadership opportunities for staff.	SLT	Ongoing	Staff have career opportunities to enhance their growth and development.
	Parent learning opportunities	Create a “WPS Parent University” programme that offers learning opportunities for parents, delivered internally and externally. Hold parent seminars once per term.	Principal	Termly	Parents are equipped with knowledge to support from home.
		Hold regular, informal “Korero Over Coffee” sessions for parents to meet with senior leadership to discuss educationally related topics.	Principal	Termly	Parents are well informed about education and how it relates to their child’s learning.
		Ensure parents are well informed about changes in the curriculum and expectations for each year level.	SLT	Ongoing	