



# WINCHESTER SCHOOL

TE KURA O TE HAONUI



A welcoming environment fostering creativity and life long learning.

He kura maioha, he kura manahau, he kura whakamana tamariki.

## ANNUAL SECTION 2026

### Summary of the Plan

In 2026, Winchester School Te Kura o Te Haonui will deepen the implementation of the refreshed New Zealand Curriculum. We will move from "establishing" to "embedding" practices, with a specific lens on Phase 2 of the curriculum, Mātauranga Māori, and Neurodiversity.

- We will implement Phase 2 of the Curriculum, ensuring clear scope and sequences in core subjects to meet community expectations for academic rigour.
- We will expand our definition of success to include specific pathways for Gifted and Talented (GATE) students and purposeful Play-Based Learning in the junior school.
- We will continue to honour Te Tiriti o Waitangi, ensuring that our commitment to Tangatawhenuatanga enhances the learning of all students through a knowledge-rich local curriculum.

### Where we are Currently:

Currently, Winchester School Te Kura o Te Haonui is performing strongly. The 2025 ERO report confirms that "almost all learners meet or exceed the expected curriculum level" in Reading and Mathematics, with results being equitable for all groups.

- Successes: Our focus on Science in 2025 resulted in a massive shift in student perception, with 83% of learners now seeing themselves as scientists. Attendance is approaching the 80% regular attendance target.
- Challenges: While Writing achievement is good ("Most learners"), it lags behind Reading and Maths. Community consultation indicates a need to balance our strong cultural identity work with visible academic challenge and support for neurodiverse learners.
- Focus for 2026: To address this, 2026 will focus on "Phase 2" of the curriculum: deepening knowledge, refining assessment to be more specific (responding to requests for better reporting), and implementing a school-wide strategy for Neurodiversity and GATE.

## Links to Te Tiriti o Waitangi

	<b>Article 1:</b> Kāwanatanga (Governance) + Sovereignty	<b>Article 2:</b> Tino Rangatiratanga (Independence) + Full, exclusive and undisturbed possessions (Taonga)	<b>Article 3:</b> Ngā tikanga katoa rite tahi (all the rights and customs) + Rights & privileges	<b>Article 4:</b> Te Ritenga Māori Māori customs
What we are <b>already doing...</b>	* Communication: Multiple channels (HERO, Facebook, Kanohi ki te kanohi, Formal and Informal.	* Pae Kōrero: Daily routine in Te Reo Māori establishing identity and pride.	* Learning Support: 12 Learning Coaches funded by the Board.	* Ngā Uara: Values embedded in daily life and explicitly taught.
	* Connecting with whānau aspirations via "Kōrero mai".	* Kapa Haka: Valuing time during school hours (Te Ope Kura)	* Attendance: Targeted intervention for chronic absence.	* Karakia: Routine start/end of day and meetings.
	* Board Statement on Te Tiriti obligation regardless of legislative changes.	* Mātauranga Māori: Integrated into Science (e.g., Manawatū Awa study).	* Equitable Outcomes: ERO confirms equitable results in Reading/Maths	* Mihi Whakatau: Welcoming all new whānau. * Marae and Rangitāne relationship
What we would <b>like to do...</b>	* Build a Te Ao Māori story at our kura and weave this through our policies and procedures. * Phase 2 Curriculum: Ensure "Back to Basics" is visible through a rigorous knowledge-rich curriculum.	* Student Agency: Students leading learning, setting goals and Pae Kōrero earlier in the year.	* Induct new staff into how we do things at our kura in regards to Te Ao Māori. * Neurodiversity: Specific focus on Gifted/Talented (GATE) and diverse neurotypes to ensure equity for all minds.	* Pae Kōrero - starting each day in each class with tikanga Māori. A new format which includes mihimihi and whakapi. * Te Reo Māori Integration: embed Te Reo Māori language learning in 30 minutes of the day.
	Kapa Haka happening in all rooms through Pae Kōrero - Te Ope Kura to be more performance focused. Junior Waiata - needs a name and also will continue.	* Mātauranga Māori to be connected and woven through. Engage and learn with Rangitāne.	* Play-Based Learning: Structured approach in Junior school to support transition and social regulation.	* Tikanga: Deepen understanding of why we do these practices (the 'science' behind the tikanga).

This plan includes information on teaching and learning strategies. It emphasises supporting students to progress and achieve, with a particular focus on Literacy (Reading and Writing), Mathematics, and Te Reo Māori (pānui and tuhituhi). It also addresses the needs of students whose needs have not yet been well met.

### Student Achievement

Our data shows strong achievement in Reading (80%) and Mathematics (89%). Our main focus for improvement is Writing, where 76.73% of our students are meeting or exceeding the expected level.

	READING			WRITING			MATHEMATICS		
	2025			2025			2025		
All students	80%			76.73%			89%		
NZE	81.04%			76.44%			84.49%		
Māori	69.64%			67.86%			83.92%		
Pasifika	75%			83.33%			83.34%		
Male	79.87%			72.95%			90.57%		
Female	80.51%			75.47%			86.79%		

### STUDENT ACHIEVEMENT TARGETS

## WINCHESTER SCHOOL TE KURA O TE HAONUI - ANALYSIS OF VARIANCE 2025

**STRATEGIC AIM:** Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.

Curriculum focus:	Science	Writing	Te Reo	Attendance & Engagement
Targets:	By the end of 2025, the goal is to have increased teacher confidence in using assessment sheets in the code, with an increase in connections between writing and science, an increased use of formative assessment within writing, and an increased teacher confidence in general.			

<p><b>Baseline data: 2024</b></p>	<p>Draw a scientist</p> <ul style="list-style-type: none"> <li>• Drawings reflect mad scientists and explosions.</li> </ul>	<ul style="list-style-type: none"> <li>• All learners = 83%</li> <li>• Māori learners = 68.5%</li> <li>• Pasifika learners = 92.8%</li> <li>• Male learners = 77.5%</li> </ul>	<p>All classes are engaged in Te Reo Māori for at least 10 - 20 minutes per day. Teacher Confidence</p>	<p>R I M C</p> <ul style="list-style-type: none"> <li>• 2024-1 76% 15% 5% 3%</li> <li>• 2024-2 67% 20% 8% 5%</li> <li>• 2024-3 63% 24% 8% 6%</li> <li>• 2024-4 70% 20% 4% 6%</li> </ul>
<p><b>OUTCOMES What happened? 2025</b></p>	<p>Draw a scientist</p> <ul style="list-style-type: none"> <li>• Drawings reflect self and their own culture</li> </ul>	<ul style="list-style-type: none"> <li>• All learners = 83%</li> <li>• Māori learners = 68.5%</li> <li>• Pasifika learners = 92.8%</li> <li>• Male learners = 77.5%</li> </ul>	<p>Years 3-6 classes are engaged in Te Reo Māori for at least 36 minutes per day. Y0-2: 20 mins per day. Teacher Confidence</p>	<p>R I M C</p> <ul style="list-style-type: none"> <li>• 2025-1 76% 17% 2% 3%</li> <li>• 2025-2 69% 19% 6% 4%</li> <li>• 2025-3 69% 22% 3% 4%</li> <li>• 2025-4 74% 14% 6% 5%</li> </ul>
<p><b>REASONS FOR THE VARIANCE Why did it happen?</b></p>	<p>School wide focus that we are all scientists, children actively engaged in science learning.</p>	<p>The improvements can be attributed to</p> <ul style="list-style-type: none"> <li>• Engagement through science</li> <li>• Professional Development</li> <li>• Professional Growth Cycle</li> <li>• Kāhui Ako</li> <li>• Using writing matrix</li> </ul>	<p>Explicit systems begun by Leadership:</p> <ul style="list-style-type: none"> <li>• Morning Karakia</li> <li>• Pae Korero</li> <li>• Phrase o te wiki</li> </ul>	<p>Small Positive shift in chronic attendance in terms 2-4. Medium Positive shift in moderate attendance in terms 1-4 Positive shift in Regular attendance T 1-4.</p>
<p><b>EVALUATION What are our immediate next steps?</b></p>	<p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p>	<p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p>	<p>Te Reo Think Tank visits schools using Pae Korero to inform next steps. Release Day together as a team to plan 2026</p>	<p>Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan</p>
<p><b>PLANNING FOR NEXT YEAR 2026</b></p>	<p>Reporting to the BOT Science curriculum team induct new staff with science learning Engage in a whole school science learning for 2 &amp; 3.</p>	<p>Establishing formative assessment Using the new curriculum and indicators in HERO Ongoing aligning assessment to match teaching and moderation Engagement practices in writing through Science.</p>	<p>What's our why? Shared understanding Embed 36 minutes per day. Pae Kōrero - enrichment, extension of tikanga. End of day routine Te Reo Māori lessons for teachers.</p>	<p>Engage with whānau from moderate and chronic attendance Set goals Early intervention strategies using STAR resources Chronic attendance is below 5% Regular attendance is 75%</p>
<p style="text-align: center;"><b>Students need to know what it is they need to work on - one goal at a time. Building on our strong relational foundations and moving into relationships for learning. Building Formative Assessment</b></p>				

## ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

ERO Evaluation Indicator 1:  
Stewardship

ERO Evaluation Indicator 2:  
Leadership

ERO Evaluation Indicator 3:  
Educationally powerful  
connections and relationships

ERO Evaluation Indicator 4:  
Responsive curriculum, effective  
teaching and opportunity to learn

ERO Evaluation Indicator 5:  
Professional capability and  
collective capacity

ERO Evaluation Indicator 6:  
Evaluation, inquiry and knowledge  
building for improvement and  
innovation

### **Strategic Goals:**

1. Aotearoatanga: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth
2. Te Kanorautanga: Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences
3. Te Tiriti o Waitangi: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning
4. Rangatiratanga: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori.

### **Aspiration:**

*At the end of three years, what do we want to aspire to? What will it look like when we get there?*

To enhance/grow well-rounded individuals, prioritising identity, belonging and well-being.

### **Annual Goal:**

- Te Kanorautanga: Further develop an inclusive and diverse learning culture (Neurodiversity focus).
- Māuitanga: Fostering curiosity, innovation and oral language (Play-based focus).

**Theory for Improvement:** How will we improve? What do we believe about improving social development, well-being and engagement?

A strong, empowering teaching and assessment framework, created by our staff, will improve ākonga progress and achievement.

- If we recognise and cater to Neurodiversity (including Giftedness), we prevent disengagement and behavioural issues in the classroom.
- If we enhance Play-Based Learning across the school, we build the social-emotional resilience and problem-solving skills parents are asking for.

**Annual Targets:** *Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there?*

- Establish a register and Individual Education Plans (IEPs\*) or Collaborative Action Plans and extension programs for identified Gifted/Talented students.
- Deepening our commitment to Equity and Inclusion with a focus on neurodiversity and gifted education; and
- Strengthening our Te Ao Māori practice by further embedding Te Reo Māori and Te Tiriti o Waitangi principles.

*\*This includes students recorded on the SENCo spreadsheet who meet three or more criteria (e.g., RTLB involvement, well-below expected curriculum level).*

Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Neurodiversity & GATE Strategy: Professional Development on neuro-affirming practice. Create a FTMU role in GATE Establish strong "Enrichment" practices for teachers. groups for high-ability students	T1-4	SENCO / Leadership / GATE	PLD Budget / CRT Release	<input type="checkbox"/> We will know who our learners and a relationship with their whānau <input type="checkbox"/> Create a GATE database <input type="checkbox"/> Survey data from neurodiverse whānau shows an increase in "My child's needs are met." <input type="checkbox"/> Reduction in playground incidents due to better regulation. <input type="checkbox"/> Learners Engagement in learning <input type="checkbox"/> Walk throughs <input type="checkbox"/> Positive teacher shift in survey <input type="checkbox"/> Use your WITS - explicit strategies taught for break times.	Article 1
Junior Play-Based Learning: Implement structured play pedagogy (learning through doing) to bridge ECE to School transition.	T1-3	Kōwhai Team Leaders	Resources Budget (Loose parts) Longworth Education \$3000	<input type="checkbox"/> Transition visits to ECE by classroom teachers <input type="checkbox"/> Junior student engagement data. <input type="checkbox"/> Teacher observation of oral language growth during play. <input type="checkbox"/> Tracking and analysing HERO data <input type="checkbox"/> Active teacher engagement vs free play <input type="checkbox"/> Increased engagement and less behaviour <input type="checkbox"/> Positive teacher shift in survey <input type="checkbox"/> Positive break times / interaction times. <input type="checkbox"/> Spotlight on positive play interactions (FB / HERO)	Article 2

<p>Te Reo Māori Growth: Continue Pae Kōrero but shift focus to student leadership and independence of this routine. Houora.</p>	<p>T1-4</p>	<p>Māori Lead / All Staff</p>	<p>Staff Meetings</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers participating in Te Reo lessons</li> <li><input type="checkbox"/> Students using Te Reo Māori naturally in Maths/Science lessons (Observation).</li> <li><input type="checkbox"/> Some classes use it without support.</li> <li><input type="checkbox"/> Te Reo Māori acknowledged in Principal Certificates</li> <li><input type="checkbox"/> Positive teacher shift in survey</li> <li><input type="checkbox"/> End of day routine</li> <li><input type="checkbox"/> Explore Poutama Reo</li> <li><input type="checkbox"/> Taku Reo NZCER test - Y4-6.</li> </ul>	<p>Article 1 - 4</p>
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## ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

<p><u>ERO Evaluation Indicator 1:</u> Stewardship</p>	<p><u>ERO Evaluation Indicator 2:</u> Leadership</p>	<p><u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships</p>	<p><u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn</p>	<p><u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity</p>	<p><u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation</p>
<p><b><u>Strategic Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. <u>Aotearoatanga:</u> Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth</li> <li>2. <u>Te Kanorautanga:</u> Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences</li> <li>3. <u>Te Tiriti o Waitangi:</u> Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning</li> <li>4. <u>Rangatiratanga:</u> Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori</li> </ol>			<p><b><u>Aspiration:</u></b></p> <p>Every ākonga is empowered to excel to reach their potential.</p>		
<p><b><u>Annual Goal:</u></b></p> <p>Increasing Attendance</p>					

# Embedding Goal setting and formative assessment practices in writing / DIBELS / Spelling Confidence in Core Curriculum (Phase 2 Implementation).

**Theory for Improvement:** How will we improve? What do we believe about improving student progress and achievement?

- Science of Learning: Moving to Phase 2 (Knowledge-rich) will provide the "deep learning" and critical thinking skills requested by the community.
- Integration: Teaching literacy, including writing, through knowledge rich contexts in order to reduce cognitive load and increase engagement (prior knowledge is crucial to comprehension). Source Natalie Wexler The Knowledge Gap - Beyond the Science of Reading.
- We believe in a structured, evidence-based approach to literacy and numeracy. By concentrating our writing focus on explicit spelling instruction through the IDEAL resource, we will directly address the noted lag in Writing achievement.
- Consolidating the Maths No Problem implementation will ensure deep conceptual understanding in numeracy.
- Defining and actioning Tier 2/3 support will provide the necessary structure to accelerate progress for students whose needs are not yet met, connecting directly with our Neurodiversity and Equity goals.

**Annual Targets:** *Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there?*

- Regular attendance (attending 90%+) from 70% to 75%
- Enhancing Academic Rigour through clarified writing and assessment practices;
- By end of 2026, 70% of Māori learners will be at or above expected curriculum level in Writing (up from 68.5% in 2024)

Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Spelling & Writing Focus (IDEAL): Develop and				<input type="checkbox"/> Writing achievement data shows accelerated progress in spelling and for Māori boys.	

<p>implement a school-wide, explicit Scope and Sequence for Spelling using the IDEAL resource. Clarify and embed formative assessment practices to monitor progress within the writing umbrella. (Addressing ERO recommendation).</p>	<p>T1-4</p>	<p>Lead Team / Kahikatea</p>	<p>PLD (Writing) / CRT \$5000</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLD with Te Kahu Rolleston</li> <li><input type="checkbox"/> Teachers show increased confidence in teaching explicit spelling (Survey Data).</li> <li><input type="checkbox"/> Use of the IDEAL resource is consistent across the school (Walk-through data).</li> <li><input type="checkbox"/> Acceleration of Tier 2 &amp; 3 learners through targeted learning</li> <li><input type="checkbox"/> ERO return review notes compliance.</li> </ul>	
<p>Maths No Problem &amp; Tier 2/3 Support: Document and implement school-wide clarity on Tier 2 and Tier 3 mathematics support. Consolidate 'embedding and extending' phase of Maths No Problem to ensure a cohesive school-wide approach.</p>	<p>T1-4</p>	<p>Lead Team / Maths Lead</p>	<p>SENCo/ PLD (Tier 2/3 Support) / CRT Release</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 2/3 intervention is documented and in use (Audit).</li> <li><input type="checkbox"/> Reduction in the number of students 'well below' expected curriculum level in Mathematics (Achievement Data).</li> <li><input type="checkbox"/> Teacher shift in survey shows increased confidence in delivering Tier 2/3 strategies.</li> </ul>	
<p>Systemic Attendance Management: Fully embed and ensure clear understanding of the Stepped Attendance Response (STAR) procedures across all staff. Use school-wide communication channels (website, newsletters, enrolment forms) to clearly articulate attendance expectations and whānau responsibilities for daily, regular attendance.</p>	<p>T1-4</p>	<p>Nic</p>	<p>Teacher Aide support T2&amp;3 Rewards \$4000</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully embed and ensure clear understanding of the Stepped Attendance Response (STAR) procedures across all staff.</li> <li><input type="checkbox"/> Use school-wide communication channels (website, newsletters, enrolment forms) to clearly articulate attendance expectations and whānau responsibilities for daily, regular attendance.</li> <li><input type="checkbox"/> Implement early intervention strategies using STAR resources, specifically targeting students in the moderate and chronic absence categories.</li> <li><input type="checkbox"/> Engage directly with whānau to set attendance goals and address specific barriers to achieve the 75% regular attendance target.</li> </ul>	

## Review / Reflection

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