

Waitati School 2025 Report

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2025 Statement of Variance

Strategic Goal 1 2025-2027 Waitati School 03857	ANNUAL PLAN: GOAL 1 Initiative 1: Retention of students through to Year 8.			
Annual Target/Goal 1 2025	Initiative 1: Create a new iteration of the graduate profile for three different age bands (1-3, 4-5, 6-8)			
What do we expect to see?	Measures: <ol style="list-style-type: none"> 1. The roll is maintained from year to year. 2. Increase regular attendance from 58% to 60% 3. The community survey asking what is valued learning at each age band is completed by all whānau and students. 4. Community feedback shows whānau are clear about Waitati School's Why and What of learning (Graduate Profile) 			
Actions	What did we achieve	Evidence	Reasons for variances	Planning for 2026
The Leadership Team discusses the Graduate profile and the need to design a new iteration. What do we know already? Link to reading about GP	Tara looked into the start of this.	Here is the slideshow that Tara made for the website	Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Research Graduate Profiles/Learner profiles from other schools, and the process of creating them.	We did not get started with this due to the reasons for the variance.		Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

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Discuss Graduate profiles with the new PLD provider; how might the work on student agency and goal setting support the creation of a Graduate profile?	No evidence that Tara did this.		Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Hold a community movie night showing "Most Likely to Succeed." Write discussion questions and record answers(The Why of Education). Introduce the concept of a graduate profile as a new strategic goal.	This was talked about, and two dates were proposed. It was about getting the timing right for it to be shown.	Road Map	Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3. Jamie left the BOT before the election.	Listen to the community about what they want and how we can best support the tamariki with their learning.

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Create a survey that will find out what the valued learning is at each age band and what the outcomes might look like in our students. Gain feedback from the BOT and focus groups to see if the questions relate to our goal.	There were several surveys done last year, but I could not locate one specifically about what they valued learning at each age band.	Surveys from Principal Google Drive	Haidee left at the end of Term One, Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Survey parents with the valued learning survey	Parents were surveyed for this.	Survey results	It was not shared with the team.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

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Survey students with a valued learning survey	The team were not asked to create such a survey for the students, and according to a Google Form search, none was done.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Collate the survey and create the new Graduate profile (What outcomes will we see in our learners at Waitati School?).	This was not achieved		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

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Share the graduate profile with the community. Feedback gained.	This was not achieved.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.
Publish final copy	This was not achieved.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

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Use the Graduate Profile to guide exceptional learning at Waitati School, especially the Year 7-8 programme, 2026. We know our why and our what.	This was not achieved		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	I have changed the strategic plan to create a stable roll. Looking into attendance, providing a safe physical and emotional environment for akonga and developing the relationship between the playcentre, community and school.

Strategic Goal 2	Enable exceptional learning through well-maintained goals			
Annual Target/Goal 2.	Property maintenance is shared across the community, resulting in functional learning spaces.			
What do we expect to see?	A maintenance plan enables communities to have easy access to help			
Actions	What did we achieve	Evidence	Reasons for variances	Planning for 2026
Create a measuring tool that covers all areas needing maintenance.	Tara did not create a measuring tool, but the grounds are under control.	You can see that the grounds are tidy and well-maintained.	Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	Develop and implement a playground maintenance plan. Develop and implement a maintenance plan for the school buildings.

Strategic Goal 3.1	All learners make progress in Literacy and numeracy and are engaged in foundation skills that link to areas of passion.			
Annual Target/Goal 3.	Kaiako experience enhanced teaching practice and confidence in supported students to succeed in their literacy and numeracy learning at Waitati School.			
What do we expect to see?	<ol style="list-style-type: none"> 1. All Kaiako and Learning Support Staff are trained in BSLA. 2. All Kaiako complete the MOE four-day Math training. 3. All Kaiako receive coaching and feedback leading to enhanced teaching practice. 			
Actions	What did we achieve	Evidence	Reasons for variances	Planning for 2026
A survey that measures the confidence of kaiako in enhancing their teaching practice.	This did not happen.		Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	Beginning of Term 2 - <ul style="list-style-type: none"> - Professional Growth Cycle hui with all staff - Hold a discussion about how they feel in the classroom. - Incredible Years for Teachers PLD in Terms 1 & 2

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All kaiako receive regular coaching and feedback on teaching practice.	Beginning teachers were observed more often than those who had been teaching here for many years. As part of the Mentoring Programme for beginning teachers, they were observed and had meetings with them.	Beginning teacher notes, and each teacher has a blog for their PCG cycle	Tara had her knees replaced in Term 2 and handed in her resignation at Mid Term 3.	Create a termly plan with dates for when they will be observed by the Principal and each other, and then given feedback.
Team to complete BSLA training.	The team completed the BSLA training.	They have the qualification.		Learning Matters iDeaL Structured Literacy training.
Team to have ongoing PLD on the new Literacy Curriculum	This was completed.	Ongoing PLD for the staff.	At each team hui, we discussed what was new and what the team needed.	Learning Matters iDeaL Structured Literacy training.
Team to have ongoing PLD on the new Math Curriculum	The work was completed.	Ongoing PLD days for the staff.	Haidee left at the end of Term 1, and Debbie then took over as HOD for math. She has worked with the whole team to talk through the new curriculum.	Continue attending the MOE Math training for the last 2 days this year.

Strategic Goal 3.2	All learners make progress in literacy and numeracy and are engaged in foundation skills that link to areas of passion.			
Annual Target/Goal	Ākongā experience ongoing success in literacy and numeracy.			
What do we expect to see?	<ol style="list-style-type: none"> 1. Reading - 80% (51 out of 64) of students at or above, Writing - 75% (48 out of 64) of students at or above, Math - 70% (45 out of 64) of students at or above 2. Focus groups' accelerated progress identified and assessed using SspA, PAT/IDeal/BSLA/MOE Phonic Check. 3. Tier 3 students make progress in functional literacy and numeracy. 4. Play and Projects are offered regularly to students. 5. Survey in T1 and T4 to gauge how confident learners are. 			
Actions	What did we achieve	Evidence	Reasons for variances	Planning for 2026
Team to have regular team reflections on the progress of ākongā in literacy and math	We used our team hui time to reflect on the progress of the akonga.	Meeting minutes	With staff movement in a small school, it was hard to do this in Term 4.	Continue to have an open dialogue about progress and what we think impacts it.
Play and Projects continue to be offered to learners as ways for them to connect with their passions.	Learning through play every afternoon in the New Entrant to year 2 room. Projects in the Year 3-8 Room. Passion Projects ran Term 1, 2 & 4.	This is evident in the teacher's planning.	Did not do Passion Projects in Term 3 due to having swimming on a Friday.	Play will continue in the New Entrant to Year 2. We will introduce 'Golden' Time on Friday afternoon for those in Years 3-8 who have finished mahi on time. Also introduce play in the year 3-4 class. Projects will be a part of the Year 5-8 class.

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				Passion projects will be in Term 2 & 4 - will focus on what the children want to do and in Term 4, on the school fair in 2027.
Ākongā to show increasing confidence that they are successful learners Complete survey T1 and T4.	The ākongā increased their confidence in their learning and took more risks.	The progress of the students. End of year results - Reading 82% at or above Writing 71% at or above Math 76% at or above	The movement of the staff and the children to different learning spaces in Terms 1 & 2 was very disruptive. Once we had the right people in the right place, we managed to improve outcomes.	Survey the community to see how they feel about the learning spaces. Do they want to continue with the children moving, or return to year-level learning spaces? Keep the routine and structure in the morning classes, following one hour each for reading, writing, and math.

2025 End of Year Results

Mid-year 2025 Whole School	Projected end of 2025	Mid-year 2025	End of Year 2025	End of Year Māori students
Mathematics	70% at or above	<ul style="list-style-type: none"> ● 69% at or above ● 18% working towards ● 14% of concern 	<ul style="list-style-type: none"> ● 76% at or above ● 20% working towards ● 4% of concern 	<ul style="list-style-type: none"> ● 60% at or above ● 30% working towards ● 7% of concern
Reading	80% at or above	<ul style="list-style-type: none"> ● 73% at or above ● 13% working towards ● 13% of concern 	<ul style="list-style-type: none"> ● 84% at or above ● 11% working towards ● 7% of concern 	<ul style="list-style-type: none"> ● 80% at or above ● 13% working towards ● 7% of concern
Writing	75% at or above	<ul style="list-style-type: none"> ● 67% at or above ● 16% working towards ● 18% of concern 	<ul style="list-style-type: none"> ● 71% at or above ● 20% working towards ● 9% of concern 	<ul style="list-style-type: none"> ● 67% at or above ● 27% working towards ● 7% of concern

Discussion

Evaluation of Waitati School's progress and achievement

Despite a year of significant transition that required the entire teaching team to pivot and exercise distributed leadership, Waitati School is pleased to report consistent progress.

Notwithstanding the staffing fluctuations of 2025—including leadership turnover and increased medical leave—our ākongā demonstrated remarkable resilience and a measurable increase in self-efficacy.

Overall Teacher Judgements (OTJs) remained stable from 2024 to 2025. While we acknowledge the inherent variability across student cohorts and the impact of mid-year enrollments, our strategic objective remains the maintenance and incremental improvement of these results.

As a first-time principal, I am evaluating the efficacy of our change processes and seeking to refine the framework for the Board of Trustees' involvement in our school-wide reflection. Our achievement data is drawn from a robust range of sources, including standardised, formative, and narrative assessments.

Despite the challenges posed by an evolving national curriculum, the team remains dedicated to ensuring every staff member and learner is aligned with their optimal learning pathway.

A key success in 2025 was the implementation of a school-wide handwriting programme, which resulted in significant gains in orthographic automaticity and cursive fluency.

For our students requiring additional support, we provide targeted interventions: long-term students working at Level 1 receive valued, ongoing assistance, while more recent arrivals are supported through accelerated learning plans. These efforts are further bolstered by the Ministry of Education PLD through the iDeal literacy platform and specialised small-group instruction for students exhibiting symptoms of dyslexia.

Waitati Roll

During the 2025 academic year, Waitati School experienced significant transition and operational challenges. Enrollment remained active with eight new students joining the school, comprising five new entrants and three transfers. However, student retention remains a primary focus: while the school successfully retained two Year 7 students for their final Year 8 year, a notable portion of the senior cohort (four out of five Year 6 students) transitioned to intermediate schools in Dunedin. Total departures for the year reached 16 students, all of whom transferred to other Dunedin-based institutions. Of these, 12 were primary-aged transfers, indicating a need for stronger engagement to address underlying dissatisfaction among parents and students.

In alignment with the 2024/25 Strategic Plan, the Board remains committed to improving student retention through Year 8. To achieve this, leadership is facilitating targeted consultation with Year 5–8 whānau to identify barriers to retention and refine the senior school offering. Simultaneously, the school is prioritising community re-engagement to bolster new entrant enrollments and stabilise the school's long-term growth.

This strategic work is being conducted against a backdrop of substantial staffing instability, including the departure of the New Entrant kaiako, the Principal's resignation following medical leave, and prolonged staff illness. Despite these disruptions, the remaining teaching team demonstrated exceptional resilience and continuity of service, ensuring that core educational delivery remained intact during a period of complex organisational change.

Te Ao Māori

Our Māori students demonstrated progress across all curriculum areas throughout the year. While the formal funding for the Māori Achievement Collaboration (MAC) concluded at the end of 2025, we are confident the initiative has left a lasting, positive impact on student outcomes. Although budget constraints prevent us from continuing our formal membership in 2026, the insights gained will remain a core part of our practice.

End of Year 2025

Maori Akonga

2025 Māori learners	Māori learners End of year 2023	Māori learners End of Year 2024	Māori learners End of year 2025
Mathematics	<ul style="list-style-type: none">• 41% at or above• 35% working towards• 24% of concern	<ul style="list-style-type: none">• 46% at or above• 38% working towards• 15% of concern	<ul style="list-style-type: none">• 60% at or above• 30% working towards• 7% of concern
Reading	<ul style="list-style-type: none">• 59% at or above• 29% working towards• 12% of concern	<ul style="list-style-type: none">• 76% at or above• 8% working towards• 15% of concern	<ul style="list-style-type: none">• 80% at or above• 13% working towards• 7% of concern
Writing	<ul style="list-style-type: none">• 63% (5) at or above• 13% (1) working towards• 25% of concern (2)	<ul style="list-style-type: none">• 46% at or above• 31% working towards• 23% of concern (new ss)	<ul style="list-style-type: none">• 67% at or above• 27% working towards• 7% of concern

Whānau feedback

Following our community engagement session in April 2025, we took a structured approach to addressing feedback. We responded to community concerns with concrete actions and addressed information gaps, ensuring a transparent and collaborative path forward.

Year 6-8 programme

Following a review of the Year 6–8 curriculum, we determined that 2025 would be our final year participating in the William Pike Challenge. While the program offered value, the high cost—combined with feedback from a whānau survey—indicated a preference for fewer outdoor activities. Given the small 2025 cohort, we have shifted our focus to collaborating with our current Year 5 students to co-design a bespoke 2026 program tailored specifically to their needs and interests.

Flying Fox Fair

At the start of the year, we held a flying fox fair, where we raised funds to help rebuild the flying fox. This was an outstanding success, and after much consultation with the community and the PTA, it was decided that we would hold a school fair every two years.

Report on how the school has given effect to Te Tiriti o Waitangi in 2024

Under the partnership agreement between Waitati School and Kāti Huirapa Rūnaka ki Puketeraki, we continue to strengthen our relational bonds through active collaboration.

Highlights from 2025 included our participation in the Three Peaks Cluster Hui Ako and a powerful performance at Polyfest at the Edgar Centre, which was met with immense pride and support from our whānau. Our annual Matariki celebration at Waitati Hall, featuring a lantern parade and shared kai, further solidified our community ties.

We maintained our Year 3–8 whānau classes, a model that fosters strong tuakana/teina relationships and deepens the connection between tamariki and kaiako. In the classroom, te reo Māori is integrated daily through greetings, instructions, karakia, and waiata, upholding the values of whanaungatanga. While we continued our Māori language program through the Virtual Learning Network (VLN), technical challenges following their website update proved difficult for kaiako to navigate reliably.

Our staff remains dedicated to giving effect to Te Tiriti o Waitangi. In 2025, we formally reaffirmed this commitment by issuing a letter of support in response to proposed government policy changes.

Kiwisport Funding Statement 2025

Our allocation of \$962.60 was used to support the Sports Coordinator position at our school. This role is essential in organising all school sporting events and practices, as well as coordinating after-school teams, including Futsal, Hockey and Netball. The Sports Coordinator ensures that students have regular, well-structured opportunities to participate in a wide range of sporting activities.

Statement of compliance with employment policy

The board ensures compliance as a good employer and with this policy under the Education and Training Act 2020.

The School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
- Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice;
- Is a good employer and complies with all conditions included within employee contracts;
- Ensures all employees are treated fairly, without bias or discrimination;
- Meets all EEO requirements.

Rebecca Williams
Principal
Waitati School