



Walton School



2026 ANNUAL PLAN

SCHOOL NUMBER 2074

NGĀ RUATAKI

STRATEGIC PRIORITY

ĀKONGA - THE LEARNER

Goal Ākonga to have a strong sense of belonging, identity, and hauora which allows them to thrive emotionally, physically, academically, and socially at Walton School.

What success will look like

- Every child attends school regularly (*Attendance Management Plan*)
- Every child feels successful in their own way and motivated to learn. (*Teaching & Learning: TOF#1,3,4,5&8*)
- Tamariki visibly happy to participate in classroom learning. (*Teaching & Learning: TOF#1,5,6,7&9*)
- At break times, tamariki are happy and having fun with friends, or respectfully participating in organised games. (*Inclusion & Wellbeing*)
- Ākonga have clear expectations for learning & behaviour that focusses on promoting the best outcomes for them. (*Inclusion & Wellbeing. Teaching & Learning: TOF#1,2,4,5,7,9&10*)
- Our school culture is fun, vibrant and 'alive' with excitement. (*Leadership. Curriculum. Teaching & Learning. Inclusion & Wellbeing. Partnerships. Stewardship & Governance*)

How we will know we've achieved it

- Walton ākonga have positive relationships with their peers and kaiako (reflected in ākonga surveys & community survey).
- Progress & achievement in our schoolwide OTJ data over the course of the year.
- Priority Learners making individualised progress over the duration of the year.
- High regular attendance by all tamariki.
- Clarity on positive & negative consequences for Ākonga learning & behavioural decisions (KAPAI & FOCUS)
- Staff and tamariki feel safe to be themselves, and have a sense of belonging, which in turn manifests as a strong, collaborative school culture.

Tools of measuring success

- Ākonga survey (years 4-6)
- OTJ data
- Term Two Community Survey
- Termly attendance results
- Classroom observations



ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 1

ĀKONGA - THE LEARNER

Target Goal Ākonga will use opportunities to share their 'voice', make academic progress and achievement, and feel proud of themselves and their identity.

Actions	Who is responsible	Timeframe	Means of measuring success
Gather student voice through the surveys conducted with our Y4-6 tamariki, the Akonga Hauora Survey. This translates the 'intangible' into data, especially on information on Māori inclusiveness from our Māori tamariki.	Principal Kaiako BoT	Terms 2-4	Principal to analyse feedback data and report to the BoT twice a year.
Promote regular school attendance and implement STAR attendance measures when needed, as per Attendance Management Plan.	Principal SLT Kaiako BoT	Terms 1-4	Etap attendance coding and termly attendance reports.
Data of students with high and complex needs will be monitored and will provide information for next steps. Five BoT funded Teacher Aides within classes to support Kaiako to implement core learning programmes that raise student achievement & progress.	Principal SLT Kaiako BoT Teacher Aides	Terms 1-4	OTJ data. Formative Assessment. Summative Assessment. TOF
Teachers will value diversity and provide opportunities for expressing and celebrating differences.	Principal SLT Kaiako BoT Special Ed	Terms 1-4	OTJ data. Annual reports Akonga Surveys Assemblies EOY awards
Kapa Haka continued to be a weekly whole-school expectation. Seeking uniforms for mana-enhancing and pride.	Whaea Lena Carma Maisey (AP) Principal Kaiako	Term 4	Walton Kapa Haka in action at several annual events.
When and where possible, teachers utilise student's prior knowledge and cultural experiences in their programmes.	Principal Kaiako	Terms 1-4	Akonga Survey Community Survey TOF
Students will clearly understand their next steps in their learning progressions for reading, writing and maths through the development and on-going implementation of the new curriculums.	Principal Leadership Team Kaiako BoT	Terms 1-4	Classroom observations/TOF SLCs Term 2 & 4

Specific Academic Targets

Baseline data for Writing:

EOY 2025 data showed 75% of all akonga were At or Above expectations for their age. (25% not at expectations)

EOY 2025 data showed 64% of Male akonga were At or Above expectations for their age. (36% not at expectations)

EOY 2025 data showed 30% of Male Māori akonga were At or Above expectations for their age. (70% not at expectations)

Specific Writing Targets:

80% or more of all akonga will be At/Above by the EOY 2026

75% or more of Male akonga will be At/Above by the EOY 2026

60% or more of Male Māori akonga will be At/Above by the EOY 2026

Baseline data for Reading:

EOY 2025 data showed 70% of all akonga were At or Above expectations for their age. (30% not at expectations)

EOY 2025 data showed 65% of Male akonga were At or Above expectations for their age. (35% not at expectations)

EOY 2025 data showed 50% of Male Māori akonga were At or Above expectations for their age. (70% not at expectations)

Specific Reading Targets:

80% or more of all akonga will be At/Above by the EOY 2026

75% or more of Male akonga will be At/Above by the EOY 2026

65% or more of Male Māori akonga will be At/Above by the EOY 2026

Baseline data for Maths:

EOY 2025 data showed 80% of all akonga were At or Above expectations for their age. (20% not at expectations)

EOY 2025 data showed 78% of Male akonga were At or Above expectations for their age. (22% not at expectations)

EOY 2025 data showed 60% of Male Māori akonga were At or Above expectations for their age. (70% not at expectations)

Specific Maths Targets:

85% or more of all akonga will be At/Above by the EOY 2026

85% or more of Male akonga will be At/Above by the EOY 2026

75% or more of Male Māori akonga will be At/Above by the EOY 2026



NGĀ RUATAKI

STRATEGIC PRIORITY

AKORANGA - THE LEARNING

Goal To develop an exciting and engaging curriculum for all ākonga that reflects Te Ao Māori, removes barriers to learning, attains high expectations for tamariki, and incorporates the aspirations of our community & whānau.

What success will look like

- We have equitable learning outcomes across our diverse learner population. *(Leadership. Curriculum. Inclusion & Wellbeing. Teaching & Learning: TOF#1,2,3,4,5,6,7,8,9&10. Professional capability & collective efficacy. Stewardship & Governance)*
- Staff and tamariki learn and practice tikanga and use Te Reo increasingly during the school day. *(Te Tiriti o Waitangi. Inclusion & Wellbeing. Teaching & Learning: TOF#1,2,4,5,7,9&10. Partnerships)*
- Māori whānau are engaged and contributing to our school's direction & success. *(Te Tiriti o Waitangi. Leadership. Inclusion & Wellbeing. Partnerships. Stewardship & Governance.)*
- Tamariki are engaged in a broad, holistic school-based curriculum that aligns with the Ministry's newest curriculum. *(Te Tiriti o Waitangi. Leadership. Curriculum. Teaching & Learning. Professional capability & collective efficacy. Stewardship & Governance.)*
- Coherence & consistency of teaching practices across the school. *(Leadership. Curriculum. Teaching & Learning. Professional capability & collective efficacy.)*

How we will know we've achieved it

- Maintain level 4b of Te Reo Māori Learning and associated operational funding.
- Process of implementing the new curriculum areas for reading, writing and maths with support from PLD and MinEd.
- Kaiako moderations of OTJs for consistency in judgement in relation to latest curriculum expectations in reading, writing and maths.
- Professional growth cycles for Leadership and teachers supports the overall improvement of Walton School.

Tools of measuring success

- Ākonga survey (years 4-6)
- OTJ data
- Term Two community survey
- Professional Growth Cycle (Leadership Team with David McNair. Classroom observations and follow-up discussion/goals for teachers)

ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 2

AKORANGA - THE LEARNING

Target Goal To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.

Actions	Who is responsible	Timeframe	Means of measuring success
Principal & Senior Leadership Team (SLT) to manage the workload of the ongoing influx of changes with the curriculum. Implement in stages so that teachers are not overwhelmed and discouraged. Senior Leadership Team to monitor classroom teaching to ensure new areas of the curriculum are being used. NOTE: this is a massive amount of change and requires thoughtful consideration to its implementation for teacher wellbeing. Rushing this process will be foolish as it could mean making mistakes that will require us to go back and 'undo' initiatives that we thought would work. We will wait for Ministry of Education guidance, resources and support, despite this often coming in late.	Principal SLT Kaiako BOT MinEd	Term 1	Updated Expectations document. Classroom observations.
Continue to implement the school-wide weekly timetable that incorporates the government policy of one hour per day for R,W,M.	Principal SLT Kaiako BoT	Terms 1-4	Kaiako Planning. Classroom observations.
PLD focus on Numicon which will lead to strong implementation of the new Maths curriculum. SLT and teachers working with Anita Asumadu as our Numicon facilitator with the aim of increasing teacher capability and knowledge. In turn, greater learning outcomes for tamariki in Numicon.	Principal SLT Kaiako Anita Asumadu	Terms 1-4	Numicon Milestones. PGC OTJs
Monitoring student attendance (termly) and identifying any tamariki with poor, irregular attendance. Contact made with whanau/parents and discussions held around how we can support the child's attendance.	Principal Kaiako BoT	Terms 1-4	Termly attendance reports from Ministry of Education

Actions	Who is responsible	Timeframe	Means of measuring success
Professional Growth Cycle: SLT conducting observations with follow-up discussions throughout the year to grow teacher capability. If possible, peer observations used to support individual teacher next steps.	Principal Leadership Team. Kaiako	Terms 1-4	Classroom observations. Professional discussions at follow up meetings. Staff meetings.
Seedlings Programme for transitioning our 4-year old enrolments into school & Rm7 ECE promotion visits.	Principal Richelle Cossill (Rm7 & WsT)	Terms 1-4	Rm7 enrollment numbers.
Structured Literacy (BSLA) continued within rooms 3,4, 5 & 7. Due to poor support in BSLA training, Rms 1&2 will change structured literacy approach and begin The Code training for their classrooms.	Principal Richelle Cossill Kaiako	Terms 1-4	BSLA data analysis.
Student Led Conferences and written reports in Terms 2 & 4 to inform the community of progress and achievement. Reports will reflect new government expectations for reporting to parents.	Principal Kaiako BoT	Terms 2 & 4	Community Survey.
SMART tool introduced, along with required phonics checks for juniors.	Principal SLT Kaiako	Terms 2-4	SMART tool. Phonics checks.
Moderations at staff meetings by having kaiako taking turns to share where they believe a selected child is based on the evidence they have accumulated through formative and summative assessments. This is to ensure we, as a staff, are consistent in our OTJ levelling across the school.	Principal Kaiako	Terms 2-4	Termly OTJ data. Classroom observations.
Teachers to identify PLs within their class. Discussion at staff meetings of programmes being implemented and sharing of ideas on ways kaiako could improve their practice to address further identified PL needs.	Principal Kaiako	Terms 3-4	Staff Meetings. Classroom observations.
Detailed analysis of akonga working below and well below (Priority Learners) in Reading, Writing, and Maths and progress against sub-levels tracked through OTJs	Principal Kaiako	Terms 2-4	Termly OTJ data. Staff Meetings. Classroom observations.



Whanau ngatanga

A SENSE OF KINSHIP & FAMILY CONNECTION



NGĀ RUATAKI

STRATEGIC PRIORITY

ĀHUATANGA ŌKIKO - THE PLACE

Goal To continue enhancing the functionality and appearance of our school's physical environment, so that we feel proud of our place, inspired to learn, and motivated to show our school SPIRIT.

What success will look like

- Welcoming environment that caters to the needs of our diverse community.
- Physical properties that are enjoyed and respected by tamariki, staff and community.
- Well maintained, clean, functional buildings that are fit for purpose.
- Visual signs of our school's vision and values to inspire positive learning.

How we will know we've achieved it

- Use of 5YA funding to target identified areas for improvement.
- Collaboration between the Board and PTA to fund additional areas or improvements that increase tamariki engagement, and/or increase sun safety.
- Children are immersed in play at break times by using our grounds and playing structures to full effect, which in turn continues to keep inappropriate behaviours and interactions to a minimum.

Tools of measuring success

- 5YA
- PTA meetings
- Ākonga survey (years 4-6)
- Community survey

ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 3

ĀHUATANGA ŌKIKO - THE PLACE

Target Goal To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.

Actions	Who is responsible	Timeframe	Means of measuring success
The school values and resilience will be taught through daily learning opportunities, and supported by Life Education. As well as looking into more new exterior signage to promote values and vision, with an emphasis on signage having a bi-cultural lens.	Principal BoT	Terms 1-4	Numer of student behaviour incidents. Community Survey Akonga survey
Establish an environment that supports and promotes quality play, sport and physical activity.	Principal Kaiako BoT	Terms 1-4	Akonga survey Community survey Curriculum
Ensure the school is functional, safe and tidy through: -Upgrade to school pool and have it operating Term 1 for the first time in two years. -Exterior painting plan continued (Carus) -Developing sunshade areas, firstly the pool area, by working as a collective (BoT, PTA, and seeking grants) - Continuing with 5YA projects (roofing to be done this year.)	Principal BoT PTA Ministry of Education	Terms 1-4	Functioning, tidy, safe school.
Active promotion of school sporting and cultural events that bring our school community together in large numbers to further engage our whanau, parents, and friends. EG, Grandparents Day, Ag Day, Sporting events, Tu Meke Makete.	Principal BoT PTA	Terms 1-4	Community attendance at events. Community survey.
At the Term Two SLC, the Board of Trustees will have the 2026 Annual Community Survey for whanau, parents, and community members to complete. This will provide feedback on our progress, as well as giving direction for 2027 annual plan.	Principal BoT	Term 2	Community feedback.



Stu Muckle
BOT Chairperson

Jeremy Kurth
Principal