

Te Kura Tuarua o Te Kāuaeranga Thames High School

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata
We grow together to achieve one's true potential.



Annual Implementation Plan 2026 (Strategic Plan 2024-2026)



Updated: March 2026



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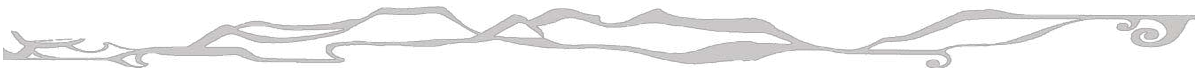
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Introductory section

This document is the Annual Implementation Plan (AIP) for 2026. It sets out how Te Kura Tuarua o Te Kauaeranga | Thames High School will implement its Strategic Plan (2024–2026) and meet its obligations under the Education and Training Act 2020 and associated regulations.

The AIP translates strategic intent into clear priorities, actions, and measurable targets, with a focus on improving:

- achievement
- attendance
- engagement

Progress is monitored throughout the year and reported to the Board as part of its assurance and evaluation cycle.

Legislative and Regulatory Context (2026)

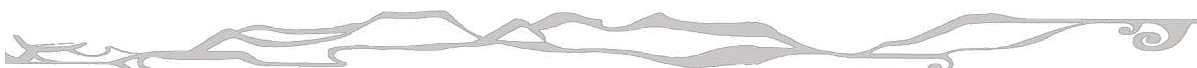
This plan reflects the Education and Training Act 2020 and the Education (School Planning and Reporting) Regulations 2023.

The Board has aligned its planning to these requirements, with a clear focus on improving achievement, alongside attendance, engagement, and equity of outcomes.

The Board has also retained a distinct Strategic Intent to give effect to Te Tiriti o Waitangi, reflecting an enduring commitment to partnership, protection, participation, and equitable outcomes for Māori learners.

The plan aligns with:

- Ministry expectations for attendance, curriculum implementation, and reporting; and
- ERO's evaluation and assurance framework.



Alignment of Planning

Our planning framework ensures coherence and a clear line of sight from strategy to practice:

- **Strategic Plan (3-year):** sets direction through Strategic Intent
- **Annual Implementation Plan (1-year):** defines priorities, actions, targets, and measures
- **Attendance Management Plan (AMP):** aligns with attendance and engagement priorities
- **Department Plans and Professional Growth Cycles (PGC):** implement priorities in practice

This alignment supports consistent implementation, evaluation, and sustained improvement.

Strategic Intent and Strategic Priorities

The Board has defined three Strategic Intentions that guide the long-term direction of the school and give effect to its obligations under the Education and Training Act 2020.

These intentions provide the foundation for the Annual Implementation Plan, which translates them into focused actions and measurable outcomes.

Strategic Intent 1: Give effect to Te Tiriti o Waitangi

We are committed to partnership, protection, participation, and equitable outcomes for Māori.

What this looks like:

- Curriculum and teaching reflect local context, mātauranga Māori, and culturally responsive practice
- Authentic partnerships with Ngāti Maru and whānau inform decision-making and practice

Strategic Intent 2: Support all taiohi to reach their potential

We aim to ensure all learners are engaged, progressing, and prepared for future pathways.

What this looks like:

- High expectations with targeted support for learners
- Coherent curriculum pathways and strong literacy and numeracy foundations


Strategic Intent 3: Value everyone so they are safe and acknowledged

We provide a safe, inclusive environment where all learners and staff experience belonging and respect.

What this looks like:

- Consistent, inclusive practices that support wellbeing and engagement
- Strong relationships with whānau and the wider community





Te Kura Tuarua o Te Kāuaeranga Thames High School

Strategic Plan 2024 - 2026

Our Vision	Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata We grow together to achieve one's true potential.	Our Mission	Kia mahara o neherā; Kia aratakina āiane; Hei waihanga ā mua Acknowledge our past; Inspire our present; Transform our future.		
Strategic Intents	We will give effect to Te Tiriti o Waitangi.	We will support all taiohi / young people to reach for their potential.		We will value everyone, so they are safe and acknowledged for who they are.	
Strategic Priorities	Our curriculum and other programmes will promote equity and excellence. Culturally responsive relationships and pedagogy are at the centre of our work with our community. Understanding of our whenua and historical narratives are nurtured.	Ākonga / learners' strengths, needs and whānau aspirations will be valued. Our holistic local curriculum will set the foundations for future-focused success for taiohi / young people. Kaimahi / staff will reflect and develop their professional capabilities for continuous improvement.		A safe, inclusive environment creates a sense of belonging for all. Achievement, progress, and success will be recognised for all in our school community. Opportunities for engagement and collaboration strengthen connection in our community.	
Success Measures	We achieve equity in valued outcomes, including cultural capabilities and qualifications. We will see, hear, and feel how culturally responsive practice strengthens belonging and identify. Alongside mana whenua, we will understand local histories and Te Tiriti o Waitangi.	We have high expectations for every ākonga / learner, and we are responsive to their strengths and needs. Ākonga / learners are positively engaged, and their future pathways are aspirational and well supported. Professional development and growth of kaimahi (staff) are promoted, valued and evident.		We have a culture where diversity is celebrated, discrimination and bullying are not tolerated, and where reporting and seeking help is normalised. We provide a range of activities and opportunities where involvement is recognised, and success is celebrated. We strengthen partnerships and we see more whānau and community involvement.	
Our Tikanga Values	Manaakitanga Everyone belongs , everyone matters , everyone has potential .	Whanaungatanga We build connected and collaborative relationships.	Mātauranga We deepen our knowledge and understanding to empower learning .	Whakamana We build each other up , supporting identity and enhancing mana .	Whakapono We are honest and show integrity in all we do.

Our Vision, Mission, and Values

Our vision, mission, and values (Ngā Pou Tikanga) provide the foundation for our Strategic Plan and Annual Implementation Plan.

Vision

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata

We grow together to achieve one's true potential.

Mission

Kia mahara o neherā; Kia aratakina āiane; Hei waihanga ā mua

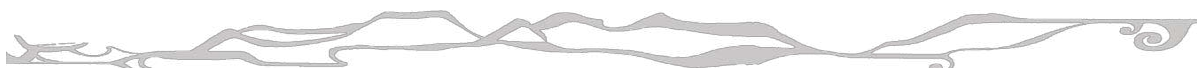
Acknowledge our past; Inspire our present; Transform our future.

Values / Tikanga

- **Manaakitanga** – everyone belongs, everyone matters
- **Whanaungatanga** – strong, connected relationships
- **Mātauranga** – growing knowledge and understanding
- **Whakamana** – building identity and potential
- **Whakapono** – acting with honesty and integrity

These are reflected in our Graduate Profile, Learning and Teaching approach, and the priorities outlined in this plan.

Kia Kōtahi ai te piki ake, kia ikeike rawa ki te taumata
We grow together to achieve ones true potential



How We Give Effect to Te Tiriti o Waitangi

At Te Kura Tuarua o Te Kauaeranga | Thames High School, giving effect to Te Tiriti o Waitangi is expressed through deliberate actions aligned to the principles and Articles of Te Tiriti. These guide how we lead, teach, and build relationships.

Partnership

(Article Two – Rangatiratanga | Article One – Kāwanatanga)

We work alongside whānau, hapū, and iwi in ways that respect rangatiratanga and shared responsibility for learner success.

In practice, this means we:

- work in partnership with Ngāti Maru as mana whenua, strengthening curriculum, pathways, and shared understanding;
- involve Māori voices in decision-making, planning, and evaluation;
- reflect Māori aspirations and local histories in curriculum and planning; and
- ensure leadership decisions are informed by ongoing, relational engagement.

Protection

(Article Two – Taonga | Article Three – Equity)

We actively protect te reo Māori, tikanga Māori, and mātauranga Māori, while pursuing equitable outcomes for Māori learners.

In practice, this means we:

- normalise te reo Māori me ngā tikanga across school life;
- embed mātauranga Māori across learning areas;
- sustain opportunities such as Te Reo Māori, Tikanga Māori, and Te Ao Haka; and
- monitor achievement, attendance, and wellbeing with an explicit equity focus, responding where disparities exist.

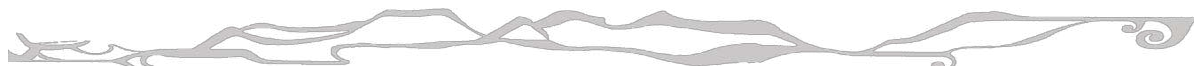
Participation

(Article Three – Ōritetanga | Article Four – Wairuatanga)

We create conditions where Māori learners and whānau can participate fully and confidently in the life of the kura.

In practice, this means we:

- strengthen home–school relationships and whānau engagement;
- ensure the environment reflects the bicultural foundations of Aotearoa New Zealand;
- affirm identity, belonging, and wellbeing as foundations for learning; and
- recognise the holistic nature of wellbeing.



Te Tiriti o Waitangi as a Living Framework

Te Tiriti o Waitangi provides a living framework for our strategic priorities and Annual Implementation Plan.

This means:

- curriculum reflects local identity and national responsibility;
- leadership and decision-making are relational and responsive;
- success includes identity, belonging, equity, and achievement; and
- the Graduate Profile prepares learners to contribute in Aotearoa New Zealand.

Annual Implementation Plan 2026

This plan sets out how Te Kura Tuarua o Te Kauaeranga | Thames High School will implement its Strategic Plan in 2026, with a focus on improving achievement, attendance, and engagement. Progress is monitored and reported through the school's evaluation and assurance processes.

Bringing the Strategy to Life

Graduate Profile – Defining Success for Our Learners

Our Graduate Profile gives practical expression to our vision, values, and commitment to Te Tiriti o Waitangi. It defines the learner we aim to grow.

Our graduates are young people who:

- have a strong sense of identity, belonging, and wellbeing
- are respectful, inclusive, and able to contribute in diverse contexts
- are prepared for future pathways, including further learning, training, or work
- understand their place in Aotearoa New Zealand and the significance of Te Tiriti o Waitangi

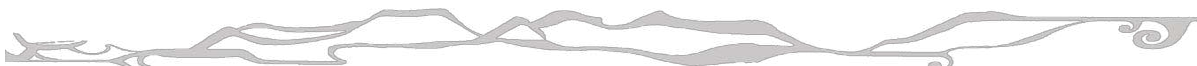
Learning and Teaching – Our Instructional Model

The school's Learning and Teaching approach (Instructional Model) is the primary mechanism for implementing the Strategic Plan in practice.

It supports consistent, culturally responsive teaching and learning by:

- creating the conditions for learning, safety, and belonging
- supporting coherent curriculum design and progression
- strengthening literacy, numeracy, and subject knowledge
- promoting learner agency, feedback, and reflection
- aligning practice with Te Mātaiaho and equity-focused expectations

Through this model, strategic priorities are enacted in classrooms and learning environments.



Our Improvement Framework – AREA

Our approach to improvement is guided by the **AREA framework**:

Attendance + Retention + Engagement → Achievement

This reflects the key conditions required to improve outcomes for all learners.

Attendance

- Implement consistent expectations and follow-up through the Attendance Management Plan (AMP) and STAR framework
- Strengthen early identification and intervention
- Reinforce attendance as a key driver of achievement

Retention

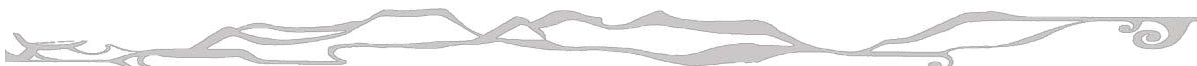
- Strengthen retention through to the end of schooling and at least age 17
- Promote Level 2 as the minimum leaving qualification
- Ensure clear, relevant, and aspirational pathways for all learners

Engagement

- Deliver relevant, coherent, and engaging learning
- Embed consistent, culturally responsive and relational practice
- Use student voice to inform improvement

Achievement

- Monitor NCEA, literacy, and numeracy progress and outcomes
- Strengthen literacy and numeracy across the curriculum
- Use data to identify need and implement targeted support



Focus Areas and Priorities for 2026

The 2026 Annual Implementation Plan is organised around **seven focus areas** that respond to:

- the school's Strategic Intent,
- current legislative and regulatory expectations, and
- Ministry priorities for achievement, attendance, curriculum implementation, and reporting.

These priorities reflect a deliberate shift from previous AIPs. Rather than organising actions under each Strategic Intent, the plan identifies **key areas of work that cut across the intents** and require coordinated action.

This approach:

- provides a clearer **line of sight from strategy to action**;
- strengthens **accountability through defined outcomes and measures**; and
- supports a more **coherent and manageable programme of improvement**.

The focus areas are:

1. Achievement Monitoring and Targeted Interventions
2. Attendance and Engagement (AMP / STAR)
3. Curriculum Implementation, Assessment, and Reporting
4. Behaviour, Wellbeing, and Pastoral Support
5. Māori Success and Partnerships
6. Leadership Development – Students and Staff
7. Property, Safety, and Infrastructure

Each focus area is supported by:

- a small number of **key outcomes**,
- clearly defined **actions**, and
- **measures of progress and success** used for internal evaluation and Board assurance.



2026 Focus Areas and Priorities – Summary Table

This summary highlights the **key focus areas, priority outcomes, and measures of success** for 2026. Detailed actions and resourcing are set out in the Action Tables that follow.

Focus Area (SLT lead)	Strategic Alignment	Key 2026 Outcomes	Measures of Success
1. Achievement Monitoring & Targeted Interventions (WRT & ASH)	Intent 2 (with 1 & 3)	<ul style="list-style-type: none"> Improved NCEA L1–3 and UE outcomes Reduced Māori / non-Māori and gender disparities Stronger alignment between junior progress and senior success 	<ul style="list-style-type: none"> NCEA achievement and endorsement data Literacy & numeracy acceleration (Y9–10) Department targets, tracking, and variance reporting
2. Attendance & Engagement (AMP / STAR) (ASH)	Intent 2 (with 3)	<ul style="list-style-type: none"> Increased regular attendance (≥91%) Earlier identification and intervention Stronger engagement and whānau understanding 	<ul style="list-style-type: none"> Attendance rates (overall and by tier) STAR tracking and intervention records Attendance trends and reporting
3. Curriculum, Assessment, and Reporting (Te Mātaiaho) (WRT & ASH)	Intent 2 (with 1)	<ul style="list-style-type: none"> English & Mathematics implemented; other learning areas prepared Curriculum aligned to Instructional Model and Graduate Profile Consistent assessment and clear reporting to whānau 	<ul style="list-style-type: none"> Programme and curriculum documentation Moderation and assessment evidence Reporting consistency and internal evaluation
4. Behaviour, Wellbeing, and Pastoral Support (Students and Staff) (ASH)	Intent 3 (with 2)	<ul style="list-style-type: none"> Consistent Tier 2–3 behaviour and pastoral pathways Strengthened wellbeing systems (students and staff) Improved engagement and readiness to learn 	<ul style="list-style-type: none"> Behaviour and pastoral data Pastoral plans and case reviews Staff and student voice / wellbeing indicators
5. Māori Success and Partnerships (Ngāfi Maru) (HRT / WRT)	Intent 1 (with 2)	<ul style="list-style-type: none"> Improved Māori achievement, attendance, and wellbeing Strengthened partnership with mana whenua and whānau Curriculum and Graduate Profile reflect local identity 	<ul style="list-style-type: none"> Māori achievement and engagement data Student and whānau voice Evidence of partnership and curriculum integration
6. Leadership Development – Students and Staff (WRT)	Intent 2 (with 3)	<ul style="list-style-type: none"> Stronger student leadership pathways Improved middle leader capability Strengthened professional culture and collaboration 	<ul style="list-style-type: none"> Leadership participation and representation PLD and inquiry evidence Evidence of impact in planning and practice
7. Property, Safety, and Infrastructure Readiness (NZSPA) (BKR / HRT)	Intent 3	<ul style="list-style-type: none"> Safe, inclusive, well-maintained environment Readiness for NZSPA engagement Progress of priority learning spaces 	<ul style="list-style-type: none"> H&S and property documentation Asset and compliance records Project milestones and feedback



Key Targets for 2026 (Headline)

Achievement

- NCEA Level 2 \geq 90%; Level 3 \geq 70%
- Māori achievement disparities reduced by \geq 10% (relative to 2025)

Attendance

- Regular attendance (\geq 91%) increased by \sim 10% (aligned with AMP trajectory)

Literacy & Numeracy

- \geq 50% of Y9–10 students below expectation make accelerated progress
- Literacy and numeracy co-requisites tracked and supported

Curriculum

- English and Mathematics (Te Mātaiaho) implemented and reviewed
- Other learning areas prepared for staged implementation from 2027.

Reporting & Evaluation

- Updated reporting guidelines embedded and used consistently

How this plan will be monitored:

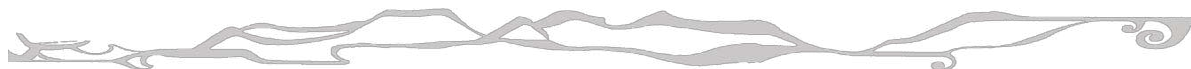
- Progress tracked through Action Tables and scheduled checkpoints
- Regular reporting to the Board, including progress and variance
- Evidence consolidated to support internal evaluation and ERO assurance



Annual Implementation Plan 2026

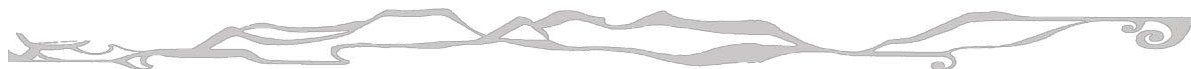
Action Table 1: Achievement Monitoring, Progress, and Targeted Interventions (Years 9–13)

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Strengthen a coherent Y9–13 achievement tracking and review framework to improve visibility of progress, risk identification, and transitions	Deputy Principal – Curriculum & Assessment	Earlier identification of students at risk; stronger coherence between junior progress and senior outcomes	<ul style="list-style-type: none"> • Y9–13 tracking in active use (literacy, numeracy, qualifications) • Checkpoints embedded and reported to SLT/Board • KAMAR learner profiles used consistently 	T1–2 implement/embed T3–4 review/refine	KAMAR tools; leadership time; teacher time
Strengthen and coordinate targeted academic interventions (mentoring, literacy/numeracy, pathways, re-engagement) and improve recognition and celebration of achievement.	Deputy Principal – Curriculum & Assessment (With HoDs, Mentoring Coordinator, Literacy Coordinator, SENCO)	Improved progress and more timely intervention for priority learners	<ul style="list-style-type: none"> • Intervention plans in place and reviewed • Evidence of acceleration/improved progress and recognition of achievement. • Literacy/numeracy support documented and evaluated 	T1–2 refine/align T3–4 monitor/adjust	Staffing time; PLD; intervention resources
Embed achievement accountability through departmental planning and internal evaluation	Heads of Department (with Deputy Principal – Curriculum & Assessment)	Clear link between strategies and outcomes; stronger evaluative practice	<ul style="list-style-type: none"> • Department targets set and monitored • Mid/end-year evaluation evidence • Literacy/numeracy strategies visible in planning 	T1–2 align planning T3–4 evaluate	HoD time; templates; SLT support



Action Table 2: Attendance and Engagement (AMP / STAR)

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Implement the Attendance Management Plan (AMP) aligned with STAR	Deputy Principal – Attendance	Consistent expectations; earlier identification of concern	<ul style="list-style-type: none"> AMP/STAR in active use Tiered responses applied consistently Attendance reviewed at SLT checkpoints 	T1–2 implement T3–4 refine	Systems; staff briefings; leadership time
Strengthen early intervention and escalation	Deputy Principal – Attendance & Attendance Officer (with Kaiāwhina)	Reduced escalation; improved responsiveness	<ul style="list-style-type: none"> Attendance Officer register maintained Timely whānau contact evident Improved trends for targeted students 	T1–2 refine T3–4 monitor	AO capacity; whānau engagement supports
Embed attendance as a shared responsibility linked to achievement	Deputy Principal – Attendance & Attendance Officer (with Kaiāwhina)	Improved attendance culture and engagement	<ul style="list-style-type: none"> “Everyday counts” messaging visible Recognition evident Attendance–achievement link evaluated 	T1–2 strengthen T3–4 evaluate	Communications tools; reporting systems



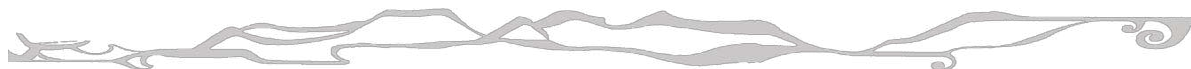
Action Table 3: Curriculum Implementation, Assessment, and Reporting (Te Mātaiaho)

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Align teaching and learning with the Instructional Model and implement Te Mātaiaho (English, Maths, and emerging areas)	Deputy Principal – Curriculum & Assessment (with HoDs)	Coherent curriculum delivery aligned to school approach	<ul style="list-style-type: none"> • Walkthroughs reflect agreed practice • Planning aligned to Instructional Model • Curriculum documentation updated 	T1–2 align/implement T3–4 refine	PLD time; planning time
Strengthen assessment design, moderation, and reliability	HoDs and Principal's Nominee (with Deputy Principal – Curriculum & Assessment)	Consistent and reliable judgements	<ul style="list-style-type: none"> • Moderation records completed • Issues identified and addressed • Evidence of improved practice 	T1–2 strengthen T3–4 evaluate	PLD; release time; moderation
Embed consistent reporting and strengthen internal evaluation	Deputy Principal – Curriculum & Assessment (with SLT)	Clear reporting; stronger evaluative capability	<ul style="list-style-type: none"> • Reporting guidelines implemented • Consistent reports (Y9–13) • Evaluation evidence used in SLT/Board reporting 	T1–2 embed T3–4 review	Reporting systems; evaluation tools



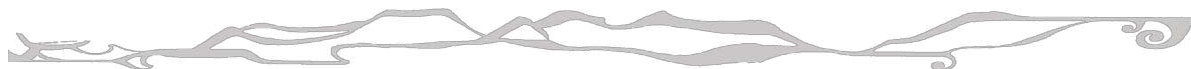
Action Table 4: Behaviour, Wellbeing, and Pastoral Support (Students and Staff)

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Implement consistent behaviour and pastoral systems (Tier 2–3 / Layers of Support)	Deputy Principal – Pastoral	Clear, fair, predictable responses; improved safety	<ul style="list-style-type: none"> • Framework in active use • Behaviour data reviewed • Reduced variability across teams 	T1–2 implement T3–4 refine	Tracking systems; leadership time
Strengthen wellbeing systems for students and staff	Deputy Principal – Pastoral (with Kaiāwhina)	Improved support and coordination; sustainable practice	<ul style="list-style-type: none"> • Pastoral plans consistent • Whānau communication evident • Case reviews show clarity and follow-through 	T1–2 strengthen T3–4 review	Pastoral capacity; documentation tools
Align relational practice, workload, and professional culture	Senior Leadership Team with Whole School Wellbeing Coordinator	Improved engagement, belonging, and staff sustainability	<ul style="list-style-type: none"> • Practice aligned with values • Staff capability supported • Engagement/wellbeing indicators reviewed 	T1–2 align T3–4 evaluate	PLD; evaluation tools



Action Table 5: Māori Success and Partnerships (Ngāti Maru)

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Strengthen Māori student progress, achievement, and wellbeing through systematic use of data to identify priorities, target support, and monitor impact	Deputy Principal – Curriculum (with Māori Achievement Leads / Kaiārahi / Kaitiaki)	Improved outcomes for Māori learners; reduced disparities over time	<ul style="list-style-type: none"> • Māori learner data (achievement, attendance, wellbeing) reviewed at checkpoints • Targeted responses documented and monitored • Evidence of progress and reduced disparity over time 	T1–2 identify priorities/plan T3–4 monitor/review	Data tools; targeted support; staffing time
Strengthen partnership with Ngāti Maru and Māori whānau to inform curriculum, leadership, and cultural practice	Principal (with SLT)	Sustained, authentic partnership; stronger local curriculum and shared understanding of success	<ul style="list-style-type: none"> • Regular hui and engagement documented • Whānau and iwi voice evident in planning and review • Evidence of input reflected in curriculum and school practices 	T1–2 strengthen engagement T3–4 embed/review	Relationship time; cultural expertise; koha/resourcing as appropriate
Embed culturally sustaining practice through the Instructional Model and Graduate Profile (including CRRP and Hikairo Schema)	Deputy Principal – Curriculum (with HoDs)	Success as Māori visible in teaching practice, curriculum, and learner outcomes	<ul style="list-style-type: none"> • Instructional Model and Graduate Profile show explicit Te Tiriti alignment and local identity • Evidence of CRRP/Hikairo-informed practice in planning and classroom observation • Student and whānau voice informs evaluation and refinement 	T1–2 align/refine T3–4 evaluate impact	PLD time; CRRP/Hikairo support; consultation and facilitation



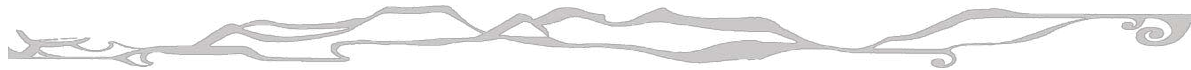
Action Table 6: Leadership Development – Students and Staff

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Embed equitable student leadership pathways	Deputy Principal – Snr Students & Deputy Principal – Jnr Students (with Kaiāwhina)	Increased participation and agency	<ul style="list-style-type: none"> • Leadership structures documented • Participation reviewed • Student-led initiatives evident 	T1–2 embed T3–4 review	Coordination time
Strengthen middle-leader capability (curriculum, evaluation, assessment)	Deputy Principal – Curriculum & Assessment / PLD	Strong, sustainable leadership practice	<ul style="list-style-type: none"> • PLD applied in planning • Leaders use data confidently • Improved evaluative practice 	T1–2 strengthen T3–4 evaluate	PLD; release time & funding PLD
Strengthen collaboration and leadership learning through professional networks	Principal Deputy Principals Heads of Department	Improved coherence and shared practice	<ul style="list-style-type: none"> • Network engagement evident • Learning informs decisions • Practice improvement visible 	T1–2 connect T3–4 embed	Network time



Action Table 7: Property, Safety, and Infrastructure Readiness (NZSPA Transition)

Planned approaches / actions	Responsibility (lead)	Expected / desired outcomes	How we will measure progress / success in 2026	Timeframe	Resources required
Prepare for engagement with the New Zealand School Property Agency (NZSPA), ensuring continuity, clarity, and compliance with transition expectations	Business Manager (with Principal)	Smooth transition to NZSPA processes; clear understanding of requirements and responsibilities	<ul style="list-style-type: none"> Transition requirements met within expected timeframes NZSPA engagement and compliance documentation current and accessible 	T1–2 prepare/engage T3–4 review/adjust	NZSPA/MoE guidance; Business Manager time
Maintain high-quality property, asset, and Health & Safety systems and documentation	Business Manager	Safe, compliant, and well-maintained learning environment; reduced risk	<ul style="list-style-type: none"> Asset registers and H&S documentation current Scheduled maintenance and compliance reviews completed and recorded 	T1–2 update systems T3–4 maintain/review	Property systems; compliance tools; contractor support
Progress priority property projects that support learning, wellbeing, and school identity (e.g. library/hub redevelopment and culturally significant environments)	Business Manager (with Principal)	Learning environments support engagement, wellbeing, and cultural identity	<ul style="list-style-type: none"> Project milestones achieved in line with plans Stakeholder feedback (staff, students, whānau) informs evaluation and refinement 	T1–2 plan/progress T3–4 implement/review	Capital funding (Capex); project management support



Targets for 2026

(Baseline: 2025 provisional data unless otherwise stated)

These targets focus on improving **achievement, attendance, engagement, and retention**, with clear expectations for **progress, credit accumulation, and literacy/numeracy development**.

Progress will be monitored through the AIP and reported regularly to the Board, with variance identified and responded to.

1. Achievement and Qualification Outcomes (Years 11–13)

NCEA Achievement Targets

Indicator	2025 Baseline	2026 Target
NCEA Level 1 (Y11)	83%	≥85%
NCEA Level 2 (Y12)	92%	≥90% (maintain)
NCEA Level 3 (Y13)	69%	≥72%
University Entrance	36%	≥45%
NCEA Endorsements (L1)	27%	≥30%
NCEA Endorsement (L2)	33%	≥40%
NCEA Endorsement (L3)	31%	≥35%

Credit Accumulation and Course Expectations (Key Lever for Achievement)

Year Level	2026 Expectation
Year 11	≥60 credits total (approx. 10 credits per course across 6 courses) + Literacy (10) and Numeracy (10) co-requisites (CAA or equivalent)
Year 12 and 13	≥60 credits total (approx. 12 credits per course across 5 courses)
Years 11 -13	Endorsement targets set in each eligible course (14 cr or more at Merit / Excellence) – promote, in line with NCEA endorsement targets about (on average) i.e. ≥30% for Level 1 courses, ≥40% Level 2 and ≥35% level 3. For courses ineligible for course endorsement then the ≥14 credits target is the equivalent.

Expectations:

- Progress toward these targets is **monitored at checkpoints (Terms 1–4)**, through credit summaries, including the estimated credits process in Terms 2 and later term 3 / early Term 4.
- Students below trajectory are **identified early and supported through targeted intervention**
- Course-level expectations are **visible to students, whānau, and staff**

Equity Target

- Reduce Māori / non-Māori and gender disparities at Levels 2–3 by **≥10% relative to 2025**



2. Attendance and Engagement (AMP / STAR)

Baseline (2025): 47% regular attendance ($\geq 91\%$)

Attendance Improvement Pathway

Percentage of population having Regular Attendance (91% or more)					
End of Term 2, 2025	End of Term 2, 2026	End of Term 2, 2027	End of Term 2, 2028	End of Term 2, 2029	End of Term 2, 2030
47%	$\geq 52\%$	$\geq 58\%$	$\geq 65\%$	$\geq 72\%$	$\geq 80\%$

2026 Focus:

- Embed AMP and STAR; tracking attendance rates each week & term
- Strengthen early intervention and whānau engagement
- Reinforce attendance as a **pre-condition for achievement**

3. Engagement and Progress (Years 9–13)

Targets for 2026:

- All students identified as **at risk of disengagement:**
 - have a **documented plan and active intervention**
- Departments consistently monitor:
 - **progress (junior)**
 - **credits and endorsements (senior)**

Success indicators:

- Improved attendance patterns
- Reduced persistent absence
- Increased participation and course completion



4. Literacy and Numeracy (Years 9–10 and CAA readiness)

(Critical driver of achievement and access to NCEA)

Baseline (2026 Year 9 and 10 Entry)

- Majority at/above in reading
- Significant proportions below in **writing and mathematics**
- Māori learners over-represented in below bands

Targets for 2026

Acceleration Targets (Years 9–10)

Indicator	2026 Target
Students below expectation (Literacy – e-asTTle)	≥50% make accelerated progress (more than one curriculum level per year)
Students below expectation (Numeracy – e-asTTle)	≥50% make accelerated progress
Identified learners	100% are identified and targeted literacy/numeracy support is planned as appropriate (from IESPs to teacher awareness and support)

Achievement and Level Targets (Curriculum Levels)

- Increase proportion of students:
 - **At/Above curriculum expectation** in reading, writing, and mathematics
- Reduce proportion of students:
 - **Below expectation**, particularly for Māori learners

NCEA Co-requisite (CAA) Readiness

- Year 10 and senior students:
 - prepared for and supported to achieve **Literacy and Numeracy CAAs**
- Students not yet meeting requirements:
 - identified early and supported through **targeted programmes**



5. Retention and Pathways (Years 11–13)

Indicator	2026 Target
Retention to at least age 17	Improved relative to 2025
Students leaving without Level 2	Reduced
Learner profiles (KAMAR)	100% current (goals, progress, pathways)
Career/pathway plans (Y11–13)	100% documented and reviewed

Focus:

- Retention as a **key driver of Level 2 and 3 success**
- Clear alignment between **learning, credits, and pathways**

6. Conditions for Success (Enabling Achievement, Attendance, Engagement)

Curriculum and Teaching

- Instructional Model embedded across learning areas
- Te Mātaiaho (English & Maths) implemented
- Curriculum supports coherent progression

Professional Practice

- Professional Growth Cycles aligned to AIP priorities
- PLD focused on:
 - literacy and numeracy
 - effective teaching practice
 - culturally responsive practice (CRRP / Hikairo)

Māori Success

- Reduced disparities in achievement
- Māori student voice informs practice
- Ngāti Maru partnership visible in curriculum

Wellbeing and Behaviour

- Improved engagement and readiness to learn
- Consistent pastoral and behaviour systems



APPENDIX - Baseline data: Where are we now?

2025 NCEA/UE Achievement (numbers # and percentages %) with comparison to National Average*
(NCEA Provisional Data Feb 2025)

Level / Year	Achievement Rates out of those attending on 1 July 2025		Achievement of those attending at end of 2025				EQI Comparison*	
	All	(Māori)	Female (EOY)	Male (EOY)	(All) EOY	Māori (EOY)	All	Māori
NCEA Level 1 / Y11	79% (62/79)	57% (17/30)	80% (36/45)	76% (26/34)	83% (62/75)	61% (17/28)	72.1% (M: 64.7% F: 72.5%)	61.1%
NCEA Level 2 / Y12	88% (61/72)	80% (24/30)	86% (31/36)	91% (30/33)	92% (61/66)	86% (24/28)	75.0% (M: 71.3% F: 78.5%)	68.4%
NCEA Level 3 / Y13	67% (35/51)	58% (14/24)	71% (17/24)	63% (18/27)	69% (35/49)	61% (14/23)	71.7% (M: 66.7% F: 76.1%)	61.5%
UE / Y13	39% (20/51)	21% (5/24)	44% (12/27)	29% (8/28)	41% (20/49)	23% (5/22)	41.5% (M: 31.4% F: 50.7%)	27.3%

* Achievement of schools with "Above Average Socioeconomic Barriers"

- The 2025 baseline data show strong achievement at NCEA Levels 1 and 2, with outcomes exceeding those of schools in the same EQI band, indicating effective engagement and completion at these levels.
- Achievement at Level 3 is lower and sits closer to, or below, EQI expectations, while University Entrance outcomes are broadly aligned overall but remain below EQI benchmarks.
- Māori achievement improves when calculated using end-of-year enrolments, reinforcing the importance of retention; however, disparities remain, particularly at Level 3 and UE.
- Across all levels, higher achievement rates for end-of-year enrolments highlight the critical role of sustained engagement through to completion as a key driver of success.

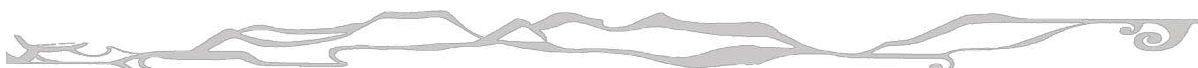


**2025 NCEA Achievement with Endorsement (Merit or Excellence) - (numbers # and percentages %)
with comparison to National Average***

Level / Year	#	out of	%	Comparison Average*
NCEA Level 1 / Y11	17	62	27%	31%
NCEA Level 2 / Y12	20	61	33%	27%
NCEA Level 3 / Y13	11	35	31%	29%

* Achievement of schools with "Above Average Socioeconomic Barriers"

- Endorsement outcomes in 2025 showed an increase in the number of students achieving Merit and Excellence across all levels compared with 2024, with a particularly strong lift at Level 3 (17% to 31%).
- At Levels 1 and 2, proportions are broadly stable or slightly lower, reflecting the larger number of students achieving the qualification overall. It is important to note that Merit and Excellence endorsement rates are significantly influenced by students' writing ability and capacity to meet higher-level literacy demands. This reinforces the school's ongoing focus on writing development as a key lever for improving the quality of achievement outcomes.



READING Comprehension - START Year 9 - compared with Mean Curriculum Level (e-AsTTle)

	Above (5B and above)	% (excl. No data)	At or Average (4P ± 1)	% (excl. No data)	Below (3A and below)	% (excl. No data)	No data	Total
All	10	14%	48	69%	12	17%	5	75
NZ European	7	22%	19	59%	6	19%	0	32
NZ Māori	2	8%	19	73%	5	19%	3	29
Other	1	8%	10	83%	1	8%	2	14

7% missing / incomplete data (absences, etc.)

WRITING - START Year 9 - compared with Mean Curriculum Level (e-AsTTle)

	Above (4P and above)	% (excl. No data)	At or Average (3A ± 1)	% (excl. No data)	Below (2A and below)	% (excl. No data)	No data	Total
All	19	29%	22	33%	25	38%	9	75
NZ European	9	30%	12	40%	9	30%	2	32
NZ Māori	8	33%	5	21%	11	46%	5	29
Other	2	17%	5	42%	5	42%	2	14

12% missing / incomplete data (absences, etc.)

MATHEMATICS - START Year 9 - compared with Mean Curriculum Level (e-AsTTle)

Year 9 Mathematics (Number) - START Y9	Above (5B and above)	% (excl. No data)	At or Average (4P ± 1)	% (excl. No data)	Below (3A and below)	% (excl. No data)	No data	Total
All	5	7%	23	33%	42	60%	5	75
NZ European	4	13%	9	29%	18	58%	1	32
NZ Māori	0	0%	8	31%	18	69%	3	29
Other	1	8%	6	46%	6	46%	1	14

7% missing / incomplete data (absences, etc.)



Commentary

Baseline data for the 2026 Year 9 cohort shows a **wide range of achievement on entry**, with clear implications for teaching, intervention, and equity.

Reading (Comprehension)

Most students (69%) are **at or around expectation**, with 17% below. While the majority can access curriculum-level texts, a **significant group requires targeted support**. Māori learners are broadly distributed, with **fewer in the above group**.

Writing

Writing is a **key area of concern**, with 38% below expectation. This indicates many learners may **struggle to express and demonstrate learning**, reinforcing the need for a consistent, school-wide writing focus. Māori learners are **over-represented below expectation**.

Mathematics (Number)

Mathematics shows the **greatest level of need**, with 60% below expectation. This presents a **significant challenge in foundational numeracy**, impacting curriculum access and future pathways. Māori learners are again **disproportionately represented below expectation**.

Overall Patterns and Implications

- A clear pattern of increasing need from **reading** → **writing** → **mathematics**.
- A substantial group of students requires **accelerated progress**, particularly in writing and mathematics.
- **Equity remains a key focus**, especially for Māori learners.
- **Missing data (7–12%)** will need early completion to ensure accurate tracking.

Implications for 2026 Priorities

These data reinforce the need to:

- strengthen **early identification and achievement tracking**;
- implement **targeted literacy and numeracy interventions**; and
- maintain a clear focus on **equity of outcomes**.



Literacy and Numeracy - Year 10 2026

Year 10 Cohort 2026

READING Comprehension - START Year 10 - compared with Mean Curriculum Level (e-AsTTle)

	Above (5P and above)	% (excl. "No Data")	At or Average (4A ± 1)	% (excl. "No Data")	Below (4B and below)	% (excl. "No Data")	No data	Total
All	6	8%	44	56%	29	37%	12	91
European	4	11%	21	57%	12	32%	5	42
NZ Māori	1	3%	14	45%	16	52%	5	36
Other	1	9%	9	82%	1	9%	2	13

13% missing / incomplete data (absences, etc.)

WRITING – END of Year 9 - compared with Mean Curriculum Level (e-AsTTle)

	Above (4A and above)	% (excl. "No Data")	At or Average (4B ± 1)	% (excl. "No Data")	Below (3P and below)	% (excl. "No Data")	No data	Total
All	26	33%	32	41%	20	26%	13	91
European	13	36%	16	44%	7	19%	6	42
NZ Māori	10	32%	11	35%	10	32%	5	36
Other	3	27%	5	45%	3	27%	2	13

14% missing / incomplete data (absences, etc.)

MATHEMATICS – END of Year 9 - compared with Mean Curriculum Level (e-AsTTle)

MATHS	Above (5P and above)	% (excl. "No Data")	At or Average (4A ± 1)	% (excl. "No Data")	Below (4B and below)	% (excl. "No Data")	No data	Total
All	7	10%	25	37%	35	52%	24	91
European	4	12%	13	39%	16	48%	9	42
NZ Māori	1	4%	7	30%	15	65%	13	36
Other	2	18%	5	45%	4	36%	2	13

26% missing / incomplete data (absences, etc.)



READING Comprehension - START Year 9 - compared with Mean Curriculum Level (e-AsTTle)

	Above (5B and above)	% (excl. No data)	At or Average (4P ± 1)	% (excl. No data)	Below (3A and below)	% (excl. No data)	No data	Total
All	4	5%	37	46%	39	49%	11	91
European	2	5%	24	62%	13	33%	3	42
NZ Māori	1	3%	11	34%	20	63%	4	36
Other	1	11%	2	22%	6	67%	4	13

12% missing / incomplete data (absences, etc.)

WRITING – START Year 9 - compared with Mean Curriculum Level (e-AsTTle)

	Above (4P and above)	% (excl. No data)	At or Average (3A ± 1)	% (excl. No data)	Below (2A and below)	% (excl. No data)	No data	Total
All	15	19%	21	26%	44	55%	11	91
European	9	24%	9	24%	19	51%	5	42
NZ Māori	3	9%	12	35%	19	56%	2	36
Other	3	33%	0	0%	6	67%	4	13

12% missing / incomplete data (absences, etc.)

MATHEMATICS – START Year 9 - compared with Mean Curriculum Level (e-AsTTle)

MATHS	Above (5B and above)	% (excl. No data)	At or Average (4P ± 1)	% (excl. No data)	Below (3A and below)	% (excl. No data)	No data	Total
All	8	11%	23	31%	43	58%	17	91
European	3	8%	17	47%	16	44%	6	42
NZ Māori	3	11%	3	11%	22	79%	8	36
Other	2	20%	3	30%	5	50%	3	13

19% missing / incomplete data (absences, etc.)

Commentary

The 2026 Year 10 cohort shows **evidence of progress from their Year 9 (2025) baseline**, alongside ongoing areas of need, particularly in mathematics and for Māori learners.

Reading (Comprehension)

There has been a **marked shift from below to at/above expectation**, with students below expectation reducing from 49% (start Year 9) to 37%, and those at/above increasing to 64%. This indicates **positive progress in reading**, though a substantial group still requires support. Māori learners remain **over-represented below expectation**.

Writing

Writing shows **strong improvement**, with those below expectation decreasing from 55% to 26%, and one-third now above expectation. This reflects **effective progress across the cohort**, although disparity remains, with Māori learners more evenly spread but still **over-represented below expectation**.



Mathematics (Number)

Mathematics shows **limited overall shift**, with 52% still below expectation (from 58% at start Year 9). While there is some movement into the “at” band, this remains the **most significant area of need**. Māori learners continue to be **disproportionately represented below expectation**.

Overall Patterns and Implications

- **Clear progress in literacy**, particularly writing, with improved distribution across bands.
- **Mathematics remains a significant challenge**, with limited acceleration evident.
- **Equity remains a priority**, with Māori learners more likely to be below expectation, especially in mathematics.
- **Higher levels of missing data (13–26%)**, particularly in mathematics, require early completion to support accurate tracking and intervention.

Implications for 2026 Priorities

These data reinforce the need to:

- sustain **effective literacy strategies**, particularly in writing;
- intensify **numeracy support and acceleration**;
- maintain strong **achievement tracking and targeted intervention**; and
- prioritise **equity of outcomes**, especially for Māori learners.

