

2026 Draft Strategic Action Plan

Strategic Goal 1: Learning is Engaging and Accessible for All (Encompasses: Teaching strategies, achievement, pathways, attendance, positive behaviour)

2026 Teaching Strategies Goal: Consistent, high-quality practice that supports teacher growth, promotes inclusive learning, and empowers all ākonga to succeed.

- A minimum of 15 teaching staff will progress at least one level along the teaching practice continuum from their current self-assessed position for the teaching strategies covered this year.
- All teaching staff complete a PGC based on HITS.

*HITS: High Impact Teaching Strategies.

Baseline Data:

HIT #1:

Emerging: 1

Evolving: 24

Embedding: 10

Excelling: 3

Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Continue to develop and share our school-wide teaching framework outlining agreed strategies. (ERO No 5).			
HITS strategies evident in year level and department unit planning.			
Design, in collaboration with LAL, a method of ensuring school-wide consistency and high-quality teaching using HITS.			

Regular Tuesday PLD on HITS strategies (ERO 8).			
Regular HITS collaborative planning sessions on Tuesdays (combination of curriculum area and year level).			
Implement new Professional Growth Cycle with a developmental focus on the use of teaching strategies (includes feedback from peers and students) (ERO #5 & #8).			
Review the new PGC using staff feedback.			
2026 Achievement Goal: 8% of Year 11 and 12 will achieve an Excellence Endorsement. - Prepare to report to whānau using the revised Years 0–10 English and Mathematics & Statistics learning areas, using the new Progress Markers and Progress Descriptors.			
Baseline Data: 2025 Excellence Endorsements Level 1: 1.4%; Level 2: 15.4%			
Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Reframe our narrative around NCEA achievement to emphasise high aspirations and move beyond the “I’ve got enough credits’ mindset.”			
Excellence candidates at each year level are identified by LAL and teaching staff. School letters home.			
Termly Excellence candidate one-hour workshops are held.			

More tutorials will be held at the end of the year to encourage externals uptake.			
LALs and subject teachers will create Excellence targeted resources and structured Excellence teaching.			
Participate in Ministry funded PLD on assessment (ERO 7).			
PLD for all English and Maths staff on Progress Markers.			
PLD for all English and Maths staff on Progress Descriptors.			
Redesign the reporting format for R W M to incorporate new requirements ready for 2027.			
PLD on the new SMART tool ready for 2027 use to replace e-asTTle.			
Trial use of SMART with a JC class and SC class.			
Ensure clear messaging to parents regarding assessment and reporting changes.			

2026 Pathways Goal: - Implement a school-wide Careers plan - Begin to plan for the new qualification for 2028			
Baseline Data: Currently no full school plan. Current NCEA structure.			
Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Develop an agreed plan of subject/course offerings for 2028 NCEA.			
Establish and begin to implement a structured framework for Year 7 -13 career education			
Implement the two new digital career platforms.			
Provide support for Māori and Pasifika students.			
2026 Attendance Goal: - Achieve 65% regular attendance for Year 11 students. - Reduce chronic absence in Year 8 to 5%. - Reduce chronic attendance rates for Māori students to 12% or below.			
Baseline Data: 2025: - Regular Attendance for Year 11 (2025 Year 10s) was 52% (NB: we used Term 3 2025 data as exam leave affects the Term 4 data) - Year 8 (2025 Year 7) Chronic Absence 12% 21% Māori Chronic attendance			
Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Attendance Officer focus on Senior Campus Irregular Attendance and Moderate Absence thresholds; On Junior Campus focus on Year 8 Chronic Absence. Start with a caseload of 15 students identified from Term 3–4 data			

and review/add/remove students regularly (ERO 9).			
Implement the new STAR procedure.			
Target-student list with the Dean and Hauora teachers; for each student on the list hold early-term whānau meetings, create Individualised Attendance Plans (IAPs), and set regular, rigorous review dates.			
Assess and trial pathway tasters, and work experience options for students disengaged.			
Ensure a smooth transition from the REAP ASA service to Rūnanga. Prioritise the 65 chronically absent students, initiate early-term family engagement, facilitate first meetings, and focus on breaking multi-year entrenched non-attendance patterns.			
Attendance services referrals to focus on chronically absent Māori students.			
Introduce a 100% attendance celebration and certificate at End-of-Year (EOY) Assembly.			
Clearly and consistently communicate high attendance expectations to students, whānau, and staff (start-of-term assemblies, newsletters, class reminders, and visible signage).			
Create a clear, step-by-step plan for Hauora teachers outlining attendance processes, roles, timelines, escalation			

pathways, and documentation requirements.			
2026 Positive Behaviour Goal: Improve clarity of expectations and consequences, ensure staff feel confident and supported.			
Baseline Data: TBC			
Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Review and agree upon two or more common minor behaviour continuum of consequences with staff.			
Full school focus (JC and SC could be separate) on one behaviour expectation per term using data (old PB4L action plan)			
Board PD on RP and behaviour with focus on classroom strategies.			
Full staff PD on behaviour.			
RP specialist for staff PD in 2025 or 2026.			

Strategic Goal 2: We will progress literacy and numeracy outcomes.

2026 Reading Goal:

- 60% (62 students out of 96) Reading CAA pass rate for Year 10.
- Introduce structured literacy in reading and writing at Year 7 & 8 using the IDEAL platform.
- Implement the new English curriculum and review its delivery.
- Implement a handwriting programme.

Baseline Data:

- 2025 Baseline: 9% (8/85 students) were at 5P and above (A minimum of 4A is necessary to pass CAA).
- Structured literacy using IDEAL platform in spelling only in 2025.
- New English and Maths curriculum was announced at the end of 2025.

Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Year 10 English teachers will focus on CAA preparation in Term 2 using CAA workbooks.			
Preparation workshops will be held prior to CAA examinations			
Implement a handwriting programme in Year 7 & 8 that includes before and after data.			
ESOL is offered in two subject lines. (ERO No 1)			
Junior Campus staff complete IDEAL structured literacy (reading and writing) PD; includes three full-day workshops, two held in mid-January and eight fortnightly Community of Practice sessions. (ERO No 2)			

PLD Support for English curriculum teaching and planning with consultant 2 days each term in 2026. Unit planning. (ERO No 2)			
Facilitator to complete external review of English curriculum implementation from Year 7-10 in Term 3. Terms of reference/scope of review collaborated with those teaching it and SLT. (ERO # 1, #2)			
Regular meetings with Learning Areas planning units of work to align with new curriculum expectations.			
2026 Writing Goal: 60% (30 of the 51 boys in total) of Year 8 boys are at 4P at EOY. 60% (62 students out of 96) Writing CAA pass rate for Year 10.			
Baseline Data: 39% of Year 8 boys (18 of the 46 boys) where at 3A and above at the end of the year. 21% (18/85 students) of students where at 5P and above an (A minimum of 4A is necessary to pass CAA).			
Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Teacher to focus on Year 8 boys' writing. (ERO No #1, #6)			
All Year 7 & 8 students have 10 minutes per day handwriting instruction.			
Establish a baseline of handwriting speed using Ministry			

guidelines to establish a baseline for goal setting.			
Year 10 English teachers will focus on CAA preparation in Term 2 using CAA workbooks. Preparation workshops will be held prior to CAA examinations.			
2026 Numeracy Goal: 65% (62 students out of 96) Maths CAA pass rate for Year 10. - Implement the new Maths curriculum and review its delivery.			
Baseline Data: 7% (6/88 students) were at 5P and above (A minimum of 4A is necessary to pass CAA).			
Actions to achieve targets	Outcomes (what)	Analysis (so what)	Evaluation (what now)
Year 10 Maths teachers will focus on CAA preparation in Term 2 using CAA workbooks.			
TBC action for CAA target.			
Teachers to work with small groups of Year 10 students to boost. (ERO No 6).			
Teacher has been allocated 4 hours per week to run the Maths boost programme for 24 students. 24 additional students supported with a parallel programme. (#6)			

PLD Support for Maths curriculum teaching and planning with Facilitator 2 days each term in 2026. Unit planning. (ERO No 2).			
Facilitator completes review of Maths curriculum implementation from Year 7-10 in Term 3. Terms of reference/scope of review collaborated with those teaching it and SLT. (ERO #1, # 2).			