



WHANGANUI CITY COLLEGE

Annual Implementation Plan

2026

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CURRENT POSITION

Since November 2025, Whanganui City College has been under a MOE Statutory Intervention. By November, the WCC Board was consulting its community before identifying 2026-2028 strategic priorities. In February 2026, the WCC Board confirmed its Vision as “*Shaping potential, leading for tomorrow*”. The Vision speaks to the Board’s commitment to identify and effect the necessary changes required for continuous improvement, roll growth and to significantly raise student outcomes.

Between 2026-2028 the Board will work to further strengthen its partnerships with iwi, hāpu and whānau and build required relationships to honour Te Tiriti, including the language, culture and knowledge of Aotearoa. We aki the mana of our people, ākonga, whānau, Kaiako and our whole learning community. As we strengthen relationships, particularly for learning, we strengthen our collective power to effect positive outcomes for ākonga today and for the future. We note New Zealand /Aotearoa government priorities here:

1. ***A cohesive culturally responsive Y9-13 curriculum:*** Establishing a knowledge-rich curriculum grounded within the science of learning.
2. ***Lifting literacy and numeracy outcomes:*** Implementing evidence-based instruction in Y9/10 literacy and numeracy.
3. ***Robust and intuitive assessment and reporting:*** With consistent monitoring of ākonga progress and achievement.
4. ***Improved teacher training:*** Developing our future workforce, including quality induction and leadership pathways.
5. ***Strong learning support:*** Effective learning support interventions for every ākonga with additional needs.
6. ***Effective use of data to understand learners:*** Data and evidence will drive consistent improvement in achievement.
7. ***Use the Attendance Action Plan:*** Raising student appreciation for education and engagement in learning.

This includes:

- a. *Considering necessary changes this year to either prepare for upcoming curriculum updates or to implement those already mandated*
- b. *Closely monitoring attendance initiatives to sustainably raise regular student attendance by at least 10% in 2026*
- c. *Improving assessment practices, data analysis, timely reporting, teaching programme review and progress reported to Board, whānau and community*
- d. *Implementing Science of Learning in school wide teaching delivery, with a foundational focus on significantly raising Y9/10 achievement in literacy and numeracy to facilitate all learning*
- e. *Establishing a baseline for student progress and achievement against new curricula being implemented.*

WCC Annual Implementation Plan 2026

Where we are at currently:

The WCC improvement strategy is underpinned by:

- *Through the SLT and HOLs, aligning and growing effective leadership and curriculum delivery with direct support for every teacher*
- *Lifting attendance and roll growth, working with whānau and by engaging them in school events and celebrations.*
- *Reviewing assessment practice, analysis and the reporting of Y9-13 ākonga attendance, engagement and achievement data*
- *Considering and refining how the timetable supports Year 9/10 literacy, numeracy and Year 9-13 achievement*
- *Seeking and using ākonga voice to inform school experiences, pathways, vocational and academy options.*

Regulation 9(1)(e)

How our targets and actions will give effect to Te Tiriti o Waitangi:

The WCC Board believes all learning requires answers to these questions: Who are we? Where do we come from? How do we honour our role to give effect to Te Tiriti O Waitangi?

Currently, Māori and non-Māori have different school experiences based on school attendance, engagement and achievement data. We strongly believe by using the values of manawaroa, ako and whanaungatanga we will enable a platform for Māori and non-Māori to thrive together.

We intend to be deliberate about teacher quality and professional development; integrating te ao Māori learning opportunities within the curriculum; working closely with parents, whānau, hapū and iwi and others to develop goals about Māori educational success. We will use consistent and robust information about ākonga achievement across the curriculum, their patterns of progress over time, engagement in learning and wellbeing to better facilitate and nurture an equitable and excellent school system.

Regulation 9(1)(g)

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Information on teaching and learning strategies:

We need to provide a stronger 'onramp' for ākonga and Kaiako who are new to WCC and create an environment which is whānau friendly, nurturing and safe. When relationships are based on mutual respect, care and full of high demand for the best outcomes, we believe young people will achieve highly.

Our whānau groups are important to ākonga integration to WCC and their sense of belonging. We will focus on teaching and learning strategies and systems to track progress in attendance, engagement and achievement, particularly for literacy and numeracy. The school's PLD programmes will support these objectives.

Our teaching and learning framework is constructed with staff and we will increasingly seek ākonga voice in 2026. We will be driven by a culture of quality teaching based on the international evidence base. Effective teachers create an environment conducive to meaningful learning experiences and positive learner outcomes. To optimize learning, ākonga must get meaningful content instruction, receive high-quality feedback and have their fundamental social and emotional needs met (Marzano, 2017).

Effective teachers hold high expectations for learning for ākonga. Effective teaching practice is intentional and responsive to the diverse needs of learners, authentically linking to learner, whānau and community knowledge, goals and aspirations. Deliberate teacher planning provides a clear, structured approach to learning and is informed by appropriate assessment (Hill and Thrupp, 2019).

In particular, the effective teaching profile (Te Kotahitanga) outlines the need for each teacher's understanding of the need to explicitly reject deficit theorizing as a means of explaining Māori students' achievement levels. All teachers need to understand that their professional commitment and responsibility to bring about change in Māori educational achievement requires accepting professional responsibility for the learning of their ākonga. The profile's fundamental principles will be grounded in PLD.

Regulation 9(1)(f)

Strategic Goal 1: Manawaroa - Present and Prepared

Attendance for ākonga is our first priority so that they are present to experience success in learning, progress and achievement.

Annual Goals

1. To gather ākonga and whānau aspirations, interests and ideas through Term 2 focus groups
2. To ensure that ākonga culture, prior knowledge, interests, whānau and iwi connections are integral to WCC curriculum design and programmes
3. To review counselling provision to determine whether or not we sufficiently cater for diverse ākonga emotional, social and learning needs
4. To personally engage with whānau about the importance of ākonga engagement in learning to achieve personal success
5. To promote positive WCC ākonga stories via school social media
6. To scope feasibility of a ākonga focussed wellbeing area
7. To review student leadership opportunities to ensure these reflect ākonga aspirations.

Regulation 9(1)(a)

Annual Attendance and Engagement Targets

1. To increase regular attendance by 10% to 43% annually attending school more than 90% of the time
2. To decrease irregular attendance by 10% to 12%
3. To ensure ākonga feel safe and able to attend all classes
3. A personal follow up call will be made for every absence, to inform whānau and also to reiterate the importance of attendance
4. To build on the whānau system and strengthen relationships between whānau and whānau teachers who help whenever needed.

Regulation 9(1)(a)

Expected outcomes by the end of 2026

1. Ākonga aspirations, interests and ideas are known following Term 2 focus groups
2. Ākonga culture, prior knowledge, interests, whānau and iwi connections are evident in WCC curriculum programmes
3. Counselling provisions have been reviewed and resourcing adjusted as required, to cater for diverse ākonga learning needs
4. Increased engagement with whānau is evident
5. Positive WCC ākonga stories have been promoted / shared via school social media
6. The SLT has submitted a proposal to the LSM about ākonga wellbeing area(s)
7. Ākonga leadership opportunities have been reviewed. They will reflect ākonga aspirations and identified development needs.

Regulation 9(1)(d)

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Strategic Goal 1: Manawaroa - Present and Prepared

*Attendance for ākonga is our first priority so they are present and experience success in learning and achievement. *Regulation 9(1)(a)**

Actions <i>Key actions this year to reach your annual target listed above.</i>	Who is Responsible?	Resources Required	Timeframe <i>Useful to help with your planning.</i>	How will you measure success? <i>Detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
1. Robust transition information from contributing schools will be requested for ākonga entering WCC	Led by AP/SENCO		Report to the Board in T4	Robust transition information has been requested and received for students entering WCC to set them up for success in learning

2. Personalised pastoral plans developed for ākonga will be effectively communicated with subject teachers	Led by AP/SENCO AP/PN Hapu Pou			Staff report understanding and following personalised pastoral plans developed for ākonga APs have effectively communicated these plans
3. Counselling provision will be reviewed to ensure we cater for wide ranging ākonga emotional, social and learning needs.	Led by APs With Hapu Pou, & Whānau teachers)	Resourcing has been secured to supplement counselling staffing considered required following review		We will have determined ākonga emotional, social and learning needs and resourced accordingly, with regular monitoring
4. Attendance expectations and successes shared every term with whanau and caregivers	Led by DP Through APs, Hapu Pou, & Whānau teachers	Term 2 Focus Groups with targeted fixed term resourcing Dedicated school wide monitoring system to track student absences and engagement with whanau and caregivers	Term 2 Term 3 Term 4	Ākonga regular attendance data increases by at least 10% to 43% annually and irregular attendance has decreased by 10% to 12% Focus groups have occurred with akonga aspirations and needs known Effective communication about attendance expectations is evident Innovative communication using positive stories on social media, engaging ākonga and whānau is evident
5. Close data analysis of absences with timely and appropriate follow actions Including visit homes with MOE Attendance Services	Led by DP via APs, Hapu Pou, & whanau teachers	Fixed term dedicated support staff member to call home for every ākonga absent and to visit homes with MOE Attendance Services	Term 2 Term 3 Term 4	SS appointment made, with script developed Home visits data is tracked and reported to board Review of home visits .data with results reported to board

6. KAMAR entries will be made for every follow up AMP meeting	Led by DP through support centre staff, Hapu Pou, & Whānau teachers)	Term 2	KAMAR data will confirm entries for every follow up meeting required with whanau and caregivers
		Term 3	Every absence has resulted in actions taken to address behaviour and engage ākonga in learning.
		Term 4	Report to WCC Board

Strategic Goal 2: Āko – Teaching and Learning that Matters

With a continued focus on inspired teaching, we will engage ākonga and significantly raise achievement . [Regulation 9\(1\)\(a\)](#)

Annual Goals

1. To effectively deliver data driven, academically researched staff PLD to Kaiako with full staff participation.
2. To ensure that staff understand and demonstrate “The City Way” and Professional Standards of the Teaching Council of Aotearoa/NZ
3. To implement Y9/10 structured literacy programmes and ensure smooth transitions for refreshed Year 9/10 curriculum phases.
4. To ensure that teachers follow personalised pastoral plans developed for ākonga who require them
5. To embed literacy & numeracy teaching strategies, with clearly identified and monitored Y9/10 achievement targets.
6. To ensure that teachers receive the necessary information required to implement the new curriculum and new junior curriculum
7. To ensure that Learning Hub Programmes are evidence-based and fully support ākonga with additional learning needs
8. For Leaders of Learning to ensure Y9-13 ākonga achievement data is accurate, monitored and required programme reviews occur
9. The WCC assessment policy and procedures will reflect Y11-13 NZQA requirements with timely communication to staff, ākonga and whanau
10. CAAs will be administered effectively and on time.

[Regulation 9\(1\)\(a\)](#)

Specific Achievement Targets

1. Y9/10 ākonga literacy and numeracy achievement targets at:
 - Year 9 - Literacy and Numeracy moving students at least 1 curriculum level from where they entered year 9
 - Year 10 - achieving 1 curriculum level better between the students pre and post test
 - Year 11 - 70% - 80% pass
 - Year 12 - 80% - 90% pass rate
 - Year 13 - 90 100% achievement rate for both Literacy and Numeracy
2. Research based Y9/10 teaching interventions and assessment targets. Students with significant literacy delays will access the Literacy Hub, which provides 20 minutes of daily structured literacy intervention, small-group or one-to-one instruction, explicit teaching of phonological awareness, phonics, spelling, and written encoding, as well as structured sentence dictation and guided reading practice. The programme is delivered by a Learning Assistants trained and supported by the school SENCO, a qualified SPELD teacher.
3. By combining data-informed intervention with strengthened mainstream teaching and teacher capability building, the school supports all students to develop literacy skills critical for secondary learning and beyond.
4. Effective tracking and reporting of students achievement with whanau and caregivers
5. Effective assessment processes put in place and followed
6. Positive external moderation practices acknowledged across the school

Regulation 9(1)(a)

Expected outcomes by the end of 2026

1. All staff have attended PLD and report feeling well informed and supported to improve their pedagogical practice
2. Learning Hub Programmes support and enable success for ākonga with additional learning needs
3. Academic Deans and Leaders of Learning have received the required information for their ākonga to achieve
4. Y9-13 achievement data tracking, reporting and review is timely and effective
5. WCC assessment policy and procedures will reflect Y11-13 NZQA requirements with timely communication to staff, ākonga and whanau
6. Teachers report receiving the information required to implement the new curriculum and new junior curriculum
7. Teachers demonstrate "The City Way" and the Professional Standards of the Teaching Council of Aotearoa/NZ
8. Leaders of Learning have ensured Y9-13 ākonga achievement data is accurate, closely monitored and programme review is effective
9. CAAs have been administered effectively on time.

Regulation 9(1)(d)

Strategic Goal 2: Āko - Teaching and Learning Matters

With a continued focus on inspired teaching, we will engage ākonga to significantly raise achievement. Regulation 9(1)(a)

Actions <i>Key actions you'll take this year to reach your annual target listed above.</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>Useful to help with your planning..</i>	How will you measure success? <i>Measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
1.Data driven, academically researched staff PLD will be effectively delivered to Kaiako with full staff participation.	Led by Deputy Principal	Leaders of Learning (LLs) leadership development followed by 1-1 coaching for LLs needing it to ensure effective, culturally responsive teaching	Term 2	Staff PLD dates included in Principal's Reports to Board
2.Staff will be expected to <i>understand and demonstrate</i> The City Way and Professional Standards of the Teaching Council	Led by Deputy Principal	Leaders of Learning (LLs) PLD and 1-1 leadership coaching for those whoneed it to ensure effective, culturally responsive teaching practice that engages learners	Report to Board end of Terms 2 and 4	Following executive support for LLs, there should be evidence that LLs have improved in their curriculum leadership
3.Y9/10 structured literacy programmes will ensure smooth transitions for refreshed Year 9/10 curriculum phases.	Led by AP/SENCO		Report to Board end of Terms 2 and 4	The Y9/10 structured literacy programmes has ensured smooth transitions for Y9/10 curriculum phases

4. Teachers will receive the necessary information to implement new curriculum and new junior curriculum requirements	Led by Deputy Principal Leaders of Learning		Report to Board end of Terms 2 and 4	Staff confirm feeling well informed to confidently implement new curriculum and new junior curriculum requirements
5. Literacy & numeracy teaching strategies will be embedded, with clearly identified and monitored Y9/10 achievement targets.	Led by AP / SENCO		Principal's Report to WCC Board end of Terms 2, 3 and 4	Y9/10 literacy and numeracy achievement data confirms % increases towards identified and monitored achievement targets
6. Learning Hub Programmes will be evidence-based and strengthened for ākonga with additional learning needs	Led by AP/ SENCO		Principal's Report to WCC Board Terms 2, 3 and 4	Ākonga with additional learning needs have been quickly identified and data confirms good progress has been made against personalised IEPs (w close monitoring) and next steps understood
7. Leaders of Learning will ensure accurate, timely achievement data analysis, review programme and action adjustments in Y9/10 to lift achievement	Led by Deputy Principal with AP/SENCO and AP/ PN	As mentioned above. LL leadership development and 1-1 coaching to ensure effective and consistent curriculum leadership	Principal's Report to WCC Board end of Terms 2 and 4	LLs demonstrate increased confidence across LL responsibilities, including accurate achievement data analysis, review and actioning any programme adjustments required to improve achievement
8. A SPEC programme will be established for ākonga who require different learning support	Led by AP/SENCO		Principal's Report to WCC Board end of Terms 2 and 4	SPEC programmes have been introduced to enable success for ākonga with different learning needs
9. Y11-13 achievement data tracking + KAMAR	Led by AP/ PN Academic Dean		Principal's Report to WCC Board end of Terms 2, 3	NZQA confirms that all achievement standard entries have been accurate,

entries will be accurate, timely and well administered			and 4	timely and well administered according to NZQA expected procedures
10. Clear and coherent pathways exist for senior students unlikely to achieve NCEA due to literacy barriers	Led by AP/ PN		Principal's Report to WCC Board end of Terms 2, 3 and 4	Clear pathways have been developed for senior students to achieve success in their chosen pathway
11. To scope and develop 2027 Te Reo Maori and Samoan courses that better reflect our community and integrate ākonga prior knowledge	Led by Deputy Principal AP/ PN		Principal to report progress to Board end Term 3.	Te Reo Maori and Samoan courses have been developed commencing 2027, to better reflect our community and integrate ākonga prior knowledge

Strategic Goal 3: Whanaungatanga – Relationships and Networks

Ākonga need to feel they belong to a thriving learning community. *Regulation 9(1)(a)*

Annual Goals

1. Whanaungatanga will be demonstrated and evident school wide, with a focus on relationships
2. To capture ākonga voice about future aspirations, pathways, vocational services and academies
3. To enable positive teacher to teacher, ākonga to ākonga and school to whānau relationships
4. WCC curriculum design and teaching programmes will reflect ākonga culture, prior knowledge, interests, whānau and iwi connections
5. To ensure that ākonga and staff learn about our rohe and tangata whenua to give effect to Te Tiriti o Waitangi
6. Hapu Pou and staff will be supported to receive, address and successfully resolve behavioural issues
7. To identify iwi, business and school networks that will benefit ākonga
8. To ensure that ākonga wellbeing and success remains central to WCC planning and resourcing.

Regulation 9(1)(a)

Specific Annual Targets

1. To identify and scope future Year 11-13 pathways, vocational services and academies
2. Term by term, to reduce the number of stand downs for serious behaviour breaches
3. To reduce the number of annual suspensions
4. To ensure knowledge of our rohe and tangata whenua has been woven into future programme planning.

Regulation 9(1)(d)

Explicit outcomes expected by the end of 2026

1. WCC curriculum design and teaching programmes reflects ākonga culture, prior knowledge, aspirations, whānau and iwi connections
2. Hapu Pou have been supported to confidently receive, address and successfully resolve behavioural issues

3. Iwi, business and school networks that could partner with WCC have been identified
4. There is evidence of positive teacher to teacher, ākonga to ākonga and school to whānau relationships
5. There is clear evidence that ākonga wellbeing and success is central to WCC planning and resourcing.

Regulation 9(1)(d)

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Strategic Goal 3: Whanaungatanga – Relationships and Networks

Ākonga need to feel they belong to a thriving learning community. Regulation 9(1)(a)

Actions <i>Key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>Useful to help with your planning.</i>	How will you measure success? <i>Measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
1. Ākonga voice will be captured about future pathways, vocational services and academies.	Led by AP/PN	Term 2 Ākonga Focus Groups could include questions about future pathways, vocational services and academies		There is evidence of appropriate planning for future pathways, vocational services and academies
2. Ākonga will learn about our rohe and tangata whenua to give effect to Te Tiriti o Waitangi	Led by AP/PN with Principal			Ākonga lunchtime surveys in Term 4 should confirm knowledge of our rohe and tangata whenua and ākonga feel engaged and valued

3.To enable and encourage positive teacher to teacher relationships and ākonga to ākonga relationships	Led by Principal	Staff professional development	Terms 2- 4 2026	Staff and akonga report feeling positive in learning and working relationships. Whānau report positive communication and engagement with school
4.WCC curriculum design will reflect ākonga culture, prior knowledge, interests, whānau and iwi connections	Led by Deputy Principal			"The City Way" of teaching has driven literacy improvements through a multi-tiered system of supports for Year 9 and 10 students
5.Whanaungatanga will be evident school wide, with a focus on iwi and whānau relationships	Led by Principal Hapu Pou and Whanau teachers		Evolving process and reviewed end of T2 and end of T4	Ākonga lunchtime surveys in Term 4
6.Hapu Pou will be supported to receive, address and resolve behavioural issues	Led by AP/PN & AP/SENCO		To be reviewed end of T2 & T4	Referral register / data should confirm that Hapu Pou have confidently managed the majority of behavioural issue responses
7.Iwi, business and school networks will be strengthened to benefit ākonga	Led by Principal and AP/PN			The Principal will report back to the WCC Board on progress with iwi, business and school networks
8.Wellbeing initiatives for learning will be explored	Led by AP/SENCO and AP/PN	Note: There is potential for executive support in this workstream	By early Term 3	A review of wellbeing initiatives has been undertaken by the APs
9. To develop a clear pathway enabling students who cannot access NCEA to leave	Led by Deputy Principal AP/PN		This is an evolving process. Reviewed end of T2 and T3 for T4	Clear pathways have enabled students who cannot access NCEA to leave school with a recognised New Zealand qualification

school with a recognised New Zealand qualification				
10.To grow akonga participation in cultural, sporting events and EOTC	Led by Deputy Principal		This is an evolving process. Reviewed end of T2 and end of T4	Increased ākonga participation is evident in cultural and sporting activities