Annual Implementation Plan

Whangaroa College

Summary of the plan

- ***Clearer curriculum:*** *Establishing a knowledge-rich curriculum grounded in the science of learning.*
- ***Better approach to literacy and numeracy:*** *Implementing evidence-based instruction in literacy and mathematics across the curriculum.*
- ***Smarter assessment and reporting:*** *Implementing consistent modes of monitoring student progress and achievement.*
- ***Improved teacher training:*** *Developing the workforce of the future, including leadership development pathways.*
- ***Stronger learning support:*** *Targeting effective learning support interventions for students with additional needs.*
- ***Greater use of data:*** *Using data and evidence to drive consistent improvement in achievement.*
- ***Attendance Action Plan.*** *Supporting all students to attend school when they can*

Where we are currently:

Challenges of the Past

- The majority of our Year 7 to 10 students achieved at below or well below in literacy or numeracy.
- Transitory student population - 29% of our current students have come from out-of-rohe schools. From 2025 to the start of 2026, 21 students left to attend another school in Whangarei or beyond. In 2025 to the beginning of 2026, eight students enrolled at Kerikeri High School. Of these, five were from Year 9, one from Year 10 and two from Year 11.
- Attendance - the overall school attendance rate for 2025 for 90% or greater was 17.6 %. Overall attendance rates improved throughout the year. In-school truancy rates declined.
- Teacher wellness / high amount of relief required.
- The majority of senior students entered Year 11 with curriculum levels that affected their ability to access the senior curriculum. See data below.

At the beginning of 2026:

- Six Year 12 students do not have Level One Literacy
  Six Year 12 students do not have Level One Numeracy
  Of these students, 4 students have not achieved either.
- Six Year 11 students commenced the year having achieved CAA Literacy, and two students have achieved CAA Numeracy. Four of these students are working in the senior school.
- Year 11 Writing - 60% of students are WWB. 33% of students are at WB. Value added - 5 students at the expected rate and 5 students at an accelerated rate of progress.
  Year 11 Reading- 33% of students are WWB and 33% of students are WB. Value added - 10 students at the expected rate and 3 students at an accelerated rate of progress.
  Year 11 Numeracy - 33% of students are at WWB, and 53 % of students are at WB. Value added - 6 students at the expected rate and 1 student at an accelerated rate of progress.
- Year 10 students Reading - 27% of students are WWB, and 41 % of students are at WB. Value added - 5 students at the expected rate and 3 students at an accelerated rate of progress.
  Year 10 Writing - 59% of students are at WWB, and 18% of students are at WB. Value added - 11 students at the expected rate and 3 students at an accelerated rate of progress.
  Year 10 students, Numeracy - 61% of students are at WWB, and 24% are at WB. Value added - 8 students at the expected rate and 1 student at an accelerated rate of progress.
- Year 9 students Reading - 25 % of students are WWB, and 13 % of students are at WB. Value added - 5 students at the expected rate and 3 students at an accelerated rate of progress.
  Year 9 students Writing - 88% of students are WWB. Value added - 11 students at the expected rate and 3 students at an accelerated rate of progress.
  Year 9 students Numeracy -100% of students are WWB. Value added - 1 student at the expected rate and 0 students at an accelerated rate of progress.
- Year 8 students Reading - 59% of students are WWB, and 12% of students are at WB. Value added - 6 students at the expected rate and 3 students at an accelerated rate of progress.
  Year 8 Writing - 56% of students are at WWB, and 44% of students are at WB. Value added - 1 student at the expected rate and 1 student at an accelerated rate of progress.
  Year 8 students, Numeracy - 59% of students are at WWB, and 24 % are at WB. Value added - 4 students at the expected rate and 1 student at an accelerated rate of progress.

Implications for 2026

Accelerated learning in numeracy and literacy, requiring deliberate acts of teaching, across the curriculum for the majority of students at all levels of the school, is the main curriculum focus for 2026.
The majority of Level One students are at risk of not achieving Level One due to Literacy and Numeracy requirements, without extra support and emphasis on accelerating learning for the majority of Level One students.
The majority of students are at risk of not being able to access the Level One curriculum at the required Curriculum Level 6.

Annual Implementation Plan

Eight Year 12 students are at risk of not achieving Level One or Level Two NCEA because they have not achieved Level One Literacy or/and/or Numeracy. These students are targeted for extra support to enable them to achieve CAA Numeracy and Literacy
An ongoing goal is that the majority of students will achieve the Level One Literacy and Numeracy requirements, which are pitched at a high curriculum Level 4, in Years 9 and 10.
Accelerated learning for Literacy and Numeracy from Year 7 will be the key to success for the majority of our students.
Planning requirements for incorporating Literacy and Numeracy deliberate acts of teaching in all subject areas by all teachers.

Actions

- Staff PLD last year revisited restorative practice, which is embedded in culturally responsive practices, which is the basis for *assessment for learning and Aromatawai.*
- Asttle testing to occur twice a year, along with other testing to provide data to underpin planning
- Student-targeted teacher aid assistance in junior classes
- A full-time teacher aide for working with students at risk of not achieving CAA literacy and Numeracy in Years 11 and 12.
- Use of the STEPS program to develop spelling and vocabulary for targeted students
- A continued embedding of the requirements of well-planned lessons, all of which have key elements.
- At least once a term, there will be an oversight of teachers' hard copy plan books or digital planning, resulting in the development of requirements for these planning documents. Planning requirements checklist. Compliance with planned assessment due dates.
- Analysis of attendance data and the development of a process to ensure consistent monitoring by whanau teachers, which included contact with home and discussions daily with students
- Face-to-face discussions with senior students and whanau at the beginning of the year and at the commencement of Semester Two to ensure that students and whanau were able to develop a clear understanding of pathways that would assist the students to meet their goal
- Individual academic counselling with students
- Greater use of the school newsletter to keep whanau up to date with curriculum and attendance issues
- A term holiday trip to universities for senior students interested in attending university.
- Senior students liaise with the Gateway Co-ordinator to discuss potential career pathways and courses
- Groups of students chose to attend the NortTec Future Trades Day opportunities in Whangarei
- Continued development of the roles and responsibilities of HOLs to ensure teacher support

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:
For specified kura boards – include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:
Te Reo Māori is a compulsory subject for all students from Year 7 to 10, with 3 hours of learning time per week. The school curriculum and context reflect the local community and student culture.
Integrated Studies has been introduced for Years 7 to 10. The Semester One topics are Turangawaewae and Kaitiakitanga.
Local tikanga Māori and te o Māori underpin school protocols.

Regulation 9(1)(g)

Information on teaching and learning strategies

- *Literacy Strategy – teacher modelling and practising of strategies for reading, spelling, comprehension, phonics, text types and visualisation.*
- *The areas for development in numeracy and literacy are to continue to develop the planning expectation that all teachers in all subjects and all levels are teachers of numeracy and literacy. Specifically, the expectation is that vocabulary will be deliberately taught, students will be required to produce grammatically correct writing, and strategies will be emphasised that will allow students to confidently approach a variety of texts and know how to answer questions. Students will be taught how to rephrase questions to form part of the answer and to check for supporting evidence when answering questions. Posters of numeracy and literacy terminology have been posted in all classrooms. This will assist the development of both numeracy and literacy skills and achievement.*
- *The mentoring and PLC involved in this will assist us to develop robust literacy and numeracy strategies, which are goals for 2026.*
- *Two by ten strategy - a behavioural intervention and rapport-building technique where teachers spend two minutes daily for 10 consecutive lessons having non-academic, personal conversations with a challenging or disengaged student. Two students per teacher per term.*

Regulation 9(1)(f)

Annual Implementation Plan

Strategic Goals:
Increased attendance and participation
Improved educational progress and achievement ...
Regulation 9(1)(a)

Annual Target/Goals:
Improved attendance
Improved Literacy
Improved Numeracy

What do we expect to see by the end of the year?
Attendance will be at 92% or above
Literacy – NCEA -will improve to 70%
Numeracy – NCEA – will improve to 70%

Actions *[Detail the key actions you'll take this year to reach your annual target listed above.]* *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe** *[This is optional but is useful to help with your planning.]*	**How will you measure success?** *[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]* *Regulation 9(1)(d)*
Attendance Goal 92% Attendance Incentives: • All students with an attendance rate of 92% or more and with no pastoral entries this year will be entered into a draw to win a $500 grocery voucher for their whanau. • All students with an attendance rate of 92% or more for each term, and no negative pastoral entries, will be invited to a special lunch at the end of the term and receive a $25 gift voucher. • All students with 92% or greater will be invited to end of term lunches.	Principal and Director of Student Engagement	Attendance Management Plan draft.pdf	Term One and on-going	Attendance Management Plan draft.pdf .

Annual Implementation Plan

• Students with 100% attendance all year and no negative pastoral entries all year will be awarded a school Letterman jacket.				
Numeracy • Numeracy subjects at all levels of the school are timetabled for one hour per day • There is a planning expectation that all subjects at all levels will include numeracy in their lesson where feasible. This may be a deliberate act of teaching in critical thinking and problem-solving • Asttle numeracy testing will be carried out and analysed twice a year as a basis for planning for individuals and classes • Numicon, ordered from the MOE will provide a more hands-on approach to numeracy, with a specific focus on students below or well below. The teachers of junior math have attended a professional development day on the use of Numicon. • The new curriculum is clear as to what is to be taught at each level. This enables the school to focus on the areas requiring strengthening through the review of planning documents, classroom observations and student data.	Numeracy Leader and Director of Teaching and Learning	PLC for the leadership group and for teachers. Review of the current situation as a baseline for developing a strategic plan. Opportunities for Year 9 and 10 students to sit CAAs if deemed ready. Asttle twice yearly testing and data analysis. Teacher Aide assistance in Year 11 CAA Numeracy class.	On-going	Statistical reports from Kamar showing individual progress and group progress. Analysis of this data and sharing with relevant people. Use of e-asttle to measure readiness and learning pathways Student voice. Teacher voice Community voice.

Annual Implementation Plan

Literacy Literacy will be a part of lesson planning across the whole school. The emphasis in literacy for non-literacy classes across the whole school will be on teaching subject-specific vocabulary, proofreading, using correct grammar, and writing in complete and correct sentences. These aspects must be shown in planning The focus is on analysing data and then developing class and individual strategies to improve reading, writing, and spelling. Every teacher is regarded as a teacher of literacy and is responsible for planning literacy-rich activities in lesson planning. Specific areas include teaching subject-specific vocabulary, providing subject-related reading and comprehension materials, and ensuring that all completed work is proofread and adheres to grammar requirements. The Literacy Leader is to be involved in mentoring the junior school's use of data, strategies, and planning for a structured literacy and accelerated learning approach.	Literacy Leader and Director of Teaching and Learning	Structured literacy, accelerated resources, and professional development. Asttle twice yearly testing and data analysis Review of the current situation as a baseline for developing a strategic plan. Opportunities for Year 9 and 10 students to sit CAAs if deemed ready. Planned involvement in the MOE provided targeted SLA with a focus on Writing Year 7 - 10 PLD. Teacher Aide assistance in Year 11 CAA Literacy class.	On-going	Statistical reports from Kamar showing individual progress and group progress. Analysis of this data and sharing with relevant people. Use of e-asttle to measure readiness and learning pathways Student voice. Teacher voice Community voice.