ANNUAL IMPLEMENTATION PLAN
7(1)(c) Priorities
2026

A board's annual implementation plan must include —

(a) annual targets for each of the board's strategic goals:
(b) the actions the board intends to take to meet the annual targets (intended actions):
(c) information addressing how the board intends to allocate resources to meet the annual targets:
(d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
(e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:
(f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met:
(g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.

Strategic Goal 1
LEARNERS AT THE CENTRE 7(1)(d)(i)

Curriculum Development (Government Initiative)
Ākonga engagement and success
To continue to place ākonga at the centre of everything we do.
To continue to build stronger relationships with Māori & Pasifika.
To continue to employ shared decision making processes.
To continue to partner with whānau to support rangatiratanga, and Māori & Pasifika educational success as Māori & Pasifika
Regulation 9(1)(a)

Annual Target/Goal
To continue to partner with whānau to equip every ākonga to build and realise their aspirations.
To continue to help staff build awareness.
To continue to build a wharenui onsite at Haeata to be a community wharenui in the East.
Regulation 9(1)(a)

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 however 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)
Raising Achievement for Māori Boys - Year 1 - 13 Huakina Mai for he Korowai Manaaki Numeracy/Literacy Projects	BsP Lead Oversight WtJ Oversight HaR Oversight	1 MMA	2026 Pilot	Engagement Statistic Attendance Statistics Programme Evaluation
Kanorau ā roro e Whaikaha	BsP Lead	$100,000	3 Year Project	Community Engagement Statistic Akonga Attendance Statistics
Production	BgC Lead	$12,000	Full Year	Engagement Statistic Attendance Statistics Programme Evaluation
HSPP Specific coaching Outdoor Storage and Teaching Canopy		$5,000.00 $12,000.00	Full Year	Engagement Statistic Attendance Statistics Programme Evaluation

Strategic Goal 2
BARRIER-FREE ACCESS 7(1)(d)(i)
To continue to assess and evaluate the key barriers to learning for ākonga across the kura and:
To continue to ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.

Annual Target
Partner with whānau to equip every ākonga to build and realise their aspirations.
Consolidate staff awareness.
Consolidate plans for a wharenui onsite at Haeata.
Establish an Alumni be plan for the building of a community wharenui in the East.
Regulation 9(1)(a)

What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)
Regulation 9(1)(d)

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 however 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)
Kanorau ā-roro e whaikaha, a specialist classroom for diverse learners. [Located in the Te Ahuru Mowai space].	BsP Lead	1FFTE - Specialist Kaiako Specialist Kaiawhina	Full Year	Engagement Statistic Attendance Statistics Programme Evaluation

Additional Programme Resourcing Structured Literacy ESOL	 BsP BsP	 $5000 $5000	Full Year	Engagement Statistic Attendance Statistics Programme Evaluation

Strategic Goal 3.
QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)
To continue to raise attendance rates by 25% through targeted engagement initiatives by:
To continue to develop teacher/kaiako confidence and competence when teaching diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.

Annual Target
To ensure all ākonag attend kura everyday in 2026.
To reduce the rates on nonattendance by 40% in 2026
To support a peer support attendance initiative that will create opportunities for ākonga to support ākonga through a regular home visit initiative.
Regulation 9(1)(a)

What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)
Regulation 9(1)(d)

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 however 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)
Allocate RRR for Recruitment/Retention/ Responsibility Units	BsP SLT Oversight	$175,000	Full Year	Engagement, Attendance and Achievement data.
SLA Kaiāwhina ESOL Kaiāwhina Librarian	HaR/WtJ HaR/WtJ BsP	$34,500.00 $34,500.00 24,600.00	Full Year Full Year Full Year	

Strategic Goal 4.
FUTURE OF LEARNING AND WORK 7(1)(d)(i)

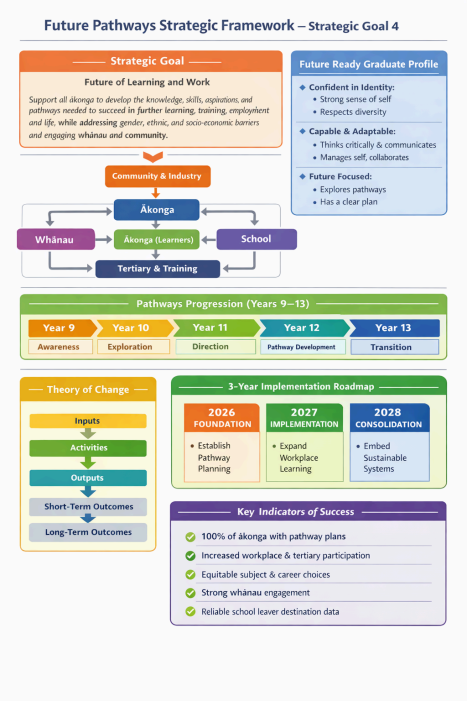
Support all ākonga to develop the knowledge, skills, aspirations, and pathways needed to succeed in **further learning, training, employment and life**, while addressing **gender, ethnic, and socio-economic barriers** and engaging **whānau and community**.

Annual Target
100% of ākonga with documented personalised pathway plans
Participation in authentic workplace and tertiary experiences increased by 25%
Reduce subject and career choice disparities between genders and ethnic groups to less than 10% difference in uptake.
At least 90% of whānau participate in pathway planning meetings or complete pathway surveys.
Achieve 95% completeness of leaver destination data (employment, tertiary, or other pathways) and ≥85% of ākonga in successful transitions.
Regulation 9(1)(a)

What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)
Regulation 9(1)(d)

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 however 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)
- Review and update all existing pathway plans. - Conduct one-on-one meetings with ākonga to finalise new plans. - Implement a digital tracking system for pathway plans.	Careers Advisor / Year Level Leaders	Student records, digital pathway planning software, staff training time	Term 1–4	All ākonga in Years 11–13 have completed and approved pathway plans in the system (100%)
- Identify and expand workplace partnerships and tertiary visit opportunities. - Schedule and promote experiences to ākonga and whānau.	Careers Advisor / Work Placement Coordinator	Industry/tertiary contacts, transport budget, staff supervision time	Term 1–4	Participation increased from baseline by 25% (e.g., 80 → 100 ākonga)

- Monitor participation and follow up with students not attending.				
Conduct equity audit of current subject and career choices. - Deliver targeted guidance and mentoring to underrepresented groups. - Promote diverse subject pathways through career events and whānau workshops.	Careers Advisor / Guidance Counsellors / Teachers	Data reports, mentoring framework, event resources	Term 1 - 4	Subject and career choice disparities reduced to ≤10% between gender and ethnic groups
Schedule whānau meetings aligned with pathway planning cycles. - Provide clear communication via newsletters, emails, and SMS reminders. - Offer flexible engagement options (in-person, online, phone).	Year Level Leaders / Whānau Liaison Staff	Communication tools, meeting space, staff hours	Term 1 - 4	≥90% whānau participation in pathway meetings or feedback submissions
- Implement post-leaver tracking system and annual follow-up surveys. - Engage whānau and employers/tertiary providers to verify destination data. - Analyse and report data to SLT and Board.	Careers Advisor / Data Manager	Tracking software, survey tools, staff time	Term 1 - 4	≥95% completeness of destination data, ≥85% of ākonga in successful transitions (employment, tertiary, other pathways)



Strategic Goal 5.
ERO
7(1)(d)(i)

Key priorities

- Develop high quality teacher practice to consistently deliver a responsive, and tailored curriculum for wide range of diverse abilities and needs of the students
- Develop partnerships with whānau to better support all learners through shared aspirations for success
- Further embed pastoral systems to ensure they are responsive and targeted to support learners
- Strengthen the school's self-review processes to guide ongoing school improvement; a strategic planning approach is required to further improve regular attendance and chronic absenteeism.

Actions to bring about improvement

Within three months:

- Establish a stepped plan for improving the quality of teaching across the school
- develop an evaluation plan to assess the effectiveness of the pastoral systems including supports for improving attendance through targeted planning
- Develop a plan to improve data literacy and use, especially in the junior school
- ascertain what is working and what isn't in terms of community engagement, especially whānau, including gaining an understanding about barriers to school attendance

Every six months:

- *R*eview progress of plan to improve the quality of teaching and its impact on learning
- Begin a formal evaluation of the school's pastoral system including a focus on how attendance is being improved through closer monitoring and use of targeted strategies and actions
- Review staff data literacy to support accelerated progress from targeted teaching approaches • develop and implement a community engagement strategy which includes clear timeframes, outcomes and evaluation of progress and next steps

Annually:

- *E*valuate the effectiveness of teaching cross the school in relation to accelerating progress and achievement in literacy and mathematics and senior students' success in NCEA
- Using evaluation outcomes adjust pastoral system and attendance strategies where necessary
- Evaluate staff data literacy and plan targeted staff support where it is necessary
- Evaluate the effectiveness of the community engagement strategy including improving regular attendance levels to support improved outcomes.

Recommendation to the Ministry of Education

ERO recommends that the Ministry of Education provide tailored support for:

- attendance planning and actions to further improve regular attendance and reducing chronic attendance
- teacher use of assessment data to target teaching to accelerate the literacy and mathematics progress of learners in Years 1 to 10, including strengthening targeted learning support provisions for students including NCEA learners
- community engagement to support learning partnerships, strategic planning and ongoing curriculum developments to improve student outcomes.

Annual Target/Goal:
i) Improve student attendance by 25%,
ii) Improve ākonga engagement, wellbeing and learner outcomes for Years 1 to 13 • more effective use of data to enable targeted teaching and learning support programmes • greater whānau engagement in the school to support their children's learning and success • sustained increased regular attendance and engagement in learning.
Regulation 9(1)(a)

What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)
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1. To continue to grow the Hauora care structure.	HaR, WtJ, HdA, GkN, Bsp	New STCA clauses 3.8E Pastoral Care Time Allowances allocated Term 1 2025. Inclusive cultures and pastoral care help students reach full potential Pastoral care and pastoral care teams: a review to inform policy and practice in schools | Community & Public Health	Milestone Reports Each Term End	Greater ākonga attendance and engagement. Increased academic success. Fewer negative pastoral entries. Fewer stand-downs and suspensions. Fewer restraints.
2. To continue to support the hauora team to strengthen support for the pastoral team, ākonga and whānau.	Board, BsP, SLT	Every kid needs a champion | Rita Pie... Developing an inclusive classroom culture	Ongoing throughout the year.	Attendance Sick leave Retention Data

3. To continue to implement the annual review of Board policies on a monthly schedule. 4. To continue to monitor kaimahi best practice via the PGC, to ensure effective relational and ako practices that are transparent and consistent are implemented.	Board, BsP. SchoolDocs	The Professional Growth Cycle for Te... Annual Goals 2026	Ongoing throughout the year.	Reported in the Annual Report of variance 2025. Greater ākonga retention in the senior school. Professional Growth Cycle Review
5. To build on the 2025 initiatives designed to improve student attendance, engagement, and achievement across the school.	Board, SLT, Kaimahi Whole staff		Ongoing throughout the year.	

Board Funded Projects to Support ERO Recommendations:

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