

Annual Implementation Plan 2026

Our Whakapapa provides our foundation:-

Tamatea High School is named after the great explorer Tamatea Pōkai Whenua. He was a man with enormous curiosity and energy. He was known as Tamatea-pōkai-whenua-pōkai-moana (Tamatea who travelled over land, over sea) because he circumnavigated New Zealand. He also journeyed the full length of both of Aotearoa's main islands. Tamatea Pōkai Whenua was the father of Kahungunu, who is the ancestor of all who belong to the Ngāti Kahungunu iwi. Tamatea High School is located centrally in the Kahungunu rohe, in the suburb of Tamatea. The waiata 'Te Karoro' was written by Tamatea and it speaks of his fondness for Te Whanganui-a-Orotū, our inland harbour, and its bounteous food stores.

Nō Tamatea tō mātou moemoeā.

Our Vision draws on Tamatea's legacy:

E tipu e rea, ka tipu koe hei tangata

Growing Good People for a Changing World.

Ka whakatinanahia tātou i te Tiriti o Waitangi

We strive to give practical effect to Te Tiriti o Waitangi.

Ko tō mātou whakatakanga

Our Mission, like Tamatea Pōkai Whenua, is the journey. In our kura:

- We actively build relationships with whānau and the wider hapori (community) to support our ākonga.
- We use cultural responsiveness, collaboration and creativity to maximise student learning.
- We develop the confidence, capabilities and citizenship of our ākonga to live a successful life in Te Ao Hurihuri (the ever-changing world).

Ka tū maia, tū whakahihi hoki i a tātou e haere ana.

We undertake our journey with enormous PRIDE.

Ngā Uara o te kura. Our Values:

Kia whakauru Participation – Having a go and doing our best.

Kia whai aroha Respect – Speaking nicely, caring for each other and the environment.

Kia ngākau pono Integrity – Being honest and taking responsibility for what we say and do (even when no one is watching).

He kura kanorau Diversity – Include and accept everyone so we all feel safe.

Kia tū angitu Excellence – Setting challenging goals for ourselves and striving to achieve them.

He haerenga tūhuratanga.

Just like Tamatea, we journey from our hapori into the world. We discover who we are meant to be along the way.

Ko te pae tawhiti. We set ourselves big challenges to conquer.

Te pae tata, whakamaua! We take on those challenges one step at a time!

Te Hapori o Tamatea <i>We actively build relationships with families and the ākonga to support our ākonga.</i>	Te Kura o Tamatea <i>We use cultural responsiveness, collaboration and creativity to maximise student learning</i>	Ki te Ao Hurihuri <i>Develop the confidence, capabilities and citizenship of our ākonga to live a successful life.</i>
Strengthen connections between whānau, ākonga and kaimahi.	Develop and embed the Tamatea Pedagogical Framework as a shared approach to teaching, strengthening teacher practice to improve student learning outcomes.	Improve student attendance by meeting our term by term targets
Strengthen positive school culture	Improve our NCEA Achievement results by meeting our school targets.	Improve senior ākonga literacy and numeracy so they meet the NCEA co requisite requirements as early as possible, in line with school targets.
	Improve Year 9 and 10 reading, writing, and mathematics progress by meeting school targets.	
	Improve learning impact across all Yr 10 Curriculum areas	

Action Key

Not Started



Actioned and Ongoing



Action is Completed



Actions What we will do <i>Sustain</i> ▾ (keep at expected level) <i>Strengthen</i> ▾ (tighten consistency, quality, reach) <i>New</i> ▾ (introduce something that does not exist yet)	Success Criteria What success looks like if the actions work. Outcomes not tasks <i>Students will</i> <i>Staff will</i> <i>Whānau will</i> <i>Systems and processes will</i> <i>Data will show</i>	Measure and Evidence How we will know, what we will collect, and where it will come from. Include baseline, frequency, and source. Quantitative measures Attendance rates, achievement data, progress measures, participation counts, behaviour incidents, response times, completion rates, survey scores. Qualitative evidence Student voice, whānau voice, staff reflections, focus group themes, observational notes, case studies. Process evidence Logs, trackers, meeting minutes, planning documents, moderation records, KAMAR entries, walkthrough records, "you said, we did" updates. Equity and reach checks Breakdowns by year level, gender, ethnicity, priority learners, house, whānau group, and participation patterns to confirm impact is broad.	Action Status Using action key term by term.
Te Hapori o Tamatea <i>We actively build relationships with families and the ākonga to support our ākonga.</i>			

Strengthen connections between whānau, ākonga and kaimahi.						
<p>Build a baseline measure of whānau engagement at Hui Whāinga, using this data to improve engagement</p> <p><i>Strengthen</i> ▾ <i>New</i> ▾</p> <p>Design and implement a consistent data collection process for Hui Whāinga engagement, capturing participation levels, representation across year levels and priority groups, and whānau voice. Use the baseline to track trends over time, identify barriers and priority groups, and guide targeted improvement actions.</p>	<ul style="list-style-type: none"> • A consistent, repeatable data set is collected at each Hui Whāinga across all four terms • Baseline is established by end of Term 1 • Engagement trends are reported each cycle and compared to baseline, showing what is improving and where gaps remain • Priority groups, barriers, and enablers are identified and translated into targeted actions with named leads and timeframes • Progress is reviewed after each cycle and communicated back to relevant stakeholders 	<ul style="list-style-type: none"> • Hui Whāinga participation data: counts by year level, ethnicity, and engagement method (in person, phone, email, student only) • Whānau voice themes gathered at or following each Hui Whāinga • Term-by-term comparison against baseline showing trends and gaps • Action register: targeted responses to identified barriers, with leads, timeframes, and review notes 	T1	T2	T3	T4
<p>Increase whānau contact through KAMAR - Introductions, absence follow up, and positive PRIDE communication</p> <p><i>Strengthen</i> ▾ <i>New</i> ▾</p> <p>Implement a KAMAR whānau contact framework with standard codes for introductions, absence follow-up, and positive PRIDE contact. Provide a simple staff guide and minimum expectations for logging contact. Complete a rollout and coaching cycle to embed consistent use across Whānau Group Teachers. Produce termly KAMAR reporting to monitor timeliness, volume, and coverage. Add postcards home as an additional positive contact option. Run a twice-termly professional learning cycle beginning Term 1 to acknowledge kaiako making PRIDE contact and encourage wider uptake.</p>	<ul style="list-style-type: none"> • Whānau of newly enrolled ākonga receive an introduction from their WGT within the agreed timeframe, logged in KAMAR • Absence follow-up occurs in line with the THS Attendance Management Plan, with actions consistently recorded in KAMAR • Positive PRIDE-aligned contact increases term by term and shows broad coverage — not concentrated in a small group of students or staff • KAMAR entries are consistent and usable across WGTs, enabling reliable termly reporting • Termly reporting is reviewed, acted on, and results in improved home-school connection 	<ul style="list-style-type: none"> • KAMAR INTRO entries: percentage of new enrolments with introduction logged within agreed timeframe, including mid-year enrolments • KAMAR ABS entries: percentage of repeat absence patterns with documented follow-up and escalation • KAMAR PRIDE entries per term: by WGT, by year level, coverage across students • Termly reports reviewed at pastoral/SLT meetings with agreed next steps recorded • Short whānau survey (1-3 items) at Hui Whāinga on communication, responsiveness, and knowing who to contact 	T1	T2	T3	T4
Strengthen positive school culture						
<p>Establish a biannual student voice and wellbeing cycle</p> <p><i>New</i> ▾</p> <p>Establish a biannual student voice cycle using hui/focus groups and pulse check-ins. Integrate findings with NZCER (Yearly) wellbeing data and previous feedback to identify priority focus areas. Implement targeted responses and track impact over time. Each cycle produces two clear, prioritised actions focused on strengthening ākonga belonging and wellbeing. Implement PULSE with ākonga to provide timely, ongoing wellbeing and belonging data between cycles. Investigate what evidence (we currently gather) that could support current challenges and areas of improvement.</p>	<ul style="list-style-type: none"> • Biannual student voice cycle runs as planned, with representation across year levels and key groups • Findings from student voice, NZCER (Yearly), and PULSE are triangulated into clear priority focus areas within four weeks of each cycle • Each focus area has a named lead, agreed actions, timeframe, and defined progress measures. Bracket 1 (Term 2 and 3) Bracket 2 (Term 4 and 1) • Progress on actions is reported at least twice per cycle and adjusted using evidence • Over time, NZCER measures and PULSE data show positive movement in belonging and wellbeing • Results are communicated back to students and whānau through a 'you said, we did' process 	<ul style="list-style-type: none"> • Biannual focus group summary: themes, student recommendations, representation breakdown • PULSE data: trend over time on belonging and wellbeing items • 'You said, we did' register: actions taken, dates, and student validation • Pastoral and attendance data as corroborating indicators for priority learners 	T1	T2	T3	T4
<p>Grow student leader culture</p> <p><i>Strengthen</i> ▾</p>	<ul style="list-style-type: none"> • House leaders have a clear, documented leadership structure aligned to PRIDE values 	<ul style="list-style-type: none"> • Leadership structure documentation and pipeline plan • Count of student-led initiatives per term, by House • Student participation data by event, year level, and House? 	T1	T2	T3	T4

<p>Build on the House-based system established in 2025 and the strength of the Amokura leadership group. Grow House leader capability through a clearer values-based leadership structure. Develop a leadership pipeline from Year 9. Enable ākongā to lead their own priorities for culture, belonging, and wellbeing. Establish a system to track student participation in events and opportunities so growth can be measured objectively over time.</p>	<ul style="list-style-type: none"> • A leadership pipeline from Year 9 is in place and active by Term 2 • Student-led initiatives are planned and delivered with staff in a support role • A participation tracking system is in place and producing data each term • Student voice data and participation measures show growth in belonging and engagement over time 	<ul style="list-style-type: none"> • Student focus group feedback on belonging, pride, and leadership visibility (biannual cycle) • Amokura nominations and take-up data year on year 				
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Te Kura o Tamatea
We use cultural responsiveness, collaboration and creativity to maximise student learning
Annual Achievement Targets

Year Level	Start of the Year (Current)	End of the Year (Targets)
9		At the end of Year 9 <ul style="list-style-type: none"> 70% of our ākonga will be at or above the expected curriculum level for Reading, Writing and Mathematics.
10	<i>Students entering Year 10</i> <ul style="list-style-type: none"> 27 Students, 27.6% of our students have gained Numeracy - 71 Students no Numeracy 7 Students out of 48 Māori Students passed Numeracy <ul style="list-style-type: none"> 15% of Māori students versus 45% of NZ European Mathematics <ul style="list-style-type: none"> 67% Students at or above the level - Curriculum Level 4 and above 33% Students below the level - Curriculum Level 3 and below 51% of Māori Students below the level 16 Students, 16.3% of our students have gained Literacy - 82 Students no Literacy 4 Students out of 48 Māori Students passed Literacy <ul style="list-style-type: none"> 8% of Māori students versus 20% of NZ European Reading <ul style="list-style-type: none"> 76% Students at or above the level - Curriculum Level 4 and above 24% Students below the level - Curriculum Level 3 and below 32% of Māori students below the level Writing <ul style="list-style-type: none"> 68% Students at or above the level - Curriculum Level 4 and above 32% Students below the level - Curriculum Level 3 and below 50% of Māori students below the level 	CAA Targets for Year 10 <ul style="list-style-type: none"> 60% of our students to gain Pāngarau/Numeracy CAA in 2026 60% of our students to gain Te Reo Matatini/Literacy CAA in 2026 CAA Targets for Māori in Year 10 <ul style="list-style-type: none"> 40% of Māori students to gain Pāngarau/Numeracy CAA in 2026 40% of Māori students to gain Te Reo Matatini/Literacy CAA in 2026 (some Rumaki Yr10s will gain Literacy through Te Reo Māori Achievement Standards)
11	<i>Students entering Year 11</i> <ul style="list-style-type: none"> 21 Students, 25.9% of our students have gained Numeracy - 60 Students no Numeracy 5 students out of 35 Māori Students passed Numeracy <ul style="list-style-type: none"> 15% of Māori passed versus 50% of NZ European Mathematics <ul style="list-style-type: none"> 27% Students at or above the level - Curriculum Level 5 and above 73% Students below the level - Curriculum Level 4 and below 	70% of our Yr 11 ākonga attain Level 1. (Target reflects an improvement based on 2024 data) <ul style="list-style-type: none"> 80% of our students gain Numeracy by the end of Year 11 90% of our students gain Literacy by the end of Year 11

	<ul style="list-style-type: none"> • 19 Students, 23.5% of our students have gained Literacy - 62 Students no Literacy • 3 out of 35 Māori students passed Numeracy <ul style="list-style-type: none"> ◦ 9% of Māori students passed versus 46% of NZ European • Reading <ul style="list-style-type: none"> ◦ 20% Students at or above the level - Curriculum Level 5 and above ◦ 81% Students below the level - Curriculum Level 4 and below ◦ 94% if Māori below the level, 78% European below the level • Writing <ul style="list-style-type: none"> ◦ 40% Students at or above the level - Curriculum Level 5 and above ◦ 60% Students below the level - Curriculum Level 4 and below ◦ 79% of Māori students below the level 	
12	Students entering Year 12	Students entering Year 12 <ul style="list-style-type: none"> • 80% of our Yr 12 ākonga attain Level 2. (Target reflects an improvement based on 2025 data)
13	Students entering Year 13	Students entering Year 13 <ul style="list-style-type: none"> • 70% of our Yr 13 ākonga attain Level 3. (Maintain current achievement levels)

Develop and embed the Tamatea Pedagogical Framework

Actions	Success Criteria	Measure and Evidence	Action Status			
			T1	T2	T3	T4
<p>Implement the Tamatea Pedagogical Framework through a structured term-by-term roadmap</p> <p>Strengthen ▾ New ▾</p> <p>Term 1</p> <ul style="list-style-type: none"> • SLT present the focus values to all staff, including definition, rationale, key research links, and observable look-fors in practice • SLT finalise and communicate the workflow to support staff growth within the framework for Term 2 <p>Terms 2 and 3</p> <ul style="list-style-type: none"> • All staff select a focus, create a targeted classroom action plan, and begin implementation • All staff collaborate in critical friend teams, giving and receiving peer feedback on their action plan and practice 	<p>Term 1</p> <ul style="list-style-type: none"> • All staff can articulate the focus value in one Tamatea sentence, understand the key research, and identify observable look-fors in their practice • SLT workflow for supporting staff growth is finalised and communicated to all staff <p>Terms 2 and 3</p> <ul style="list-style-type: none"> • All staff have worked through at least one full cycle of the implementation workflow <p>Term 4</p> <ul style="list-style-type: none"> • All staff have presented to colleagues at least one genuine example of changed practice and a linked student outcome 	<p>Term 1</p> <ul style="list-style-type: none"> • SLT workflow document: finalised, communicated to all staff, and confirmed received by end of Term 1 — evidenced by meeting minutes. • SLT presentation record: All four focus values have been presented to staff by SLT by end of Term 1, each including a clear definition, the rationale for why it matters for Tamatea learners, key research links, and observable look-fors in practice — evidenced by presentation materials <p>Terms 2 and 3</p> <ul style="list-style-type: none"> • Workflow completion register: 100% of staff have completed at least one full cycle of the implementation workflow by end of Term 3, evidenced through their individual documentation 				

<ul style="list-style-type: none"> All staff complete at least one full cycle of the implementation workflow <p>Term 4</p> <ul style="list-style-type: none"> All staff present to colleagues one genuine example of changed practice and a linked student outcome 		<ul style="list-style-type: none"> Review process completion: 100% of staff have completed a self-reflection on the process <p>Term 4</p> <ul style="list-style-type: none"> Term 4 Audit: 100% of staff have presented to colleagues at least one genuine example of changed practice and at least one linked student outcome 				
Improve Year 9 and 10 reading, writing, and mathematics progress by meeting school targets.						
<p>Implement consistent Year 10 unit plans aligned to curriculum, assessment, and evaluation cycles <i>Strengthen</i></p> <p>HODs to implement Maths and English unit overviews and unit plans aligned to refreshed curriculum expectations. All Year 10 learning areas to develop and strengthen unit overviews and unit plans. Establish clear assessment timelines: E-asTTle for reading and mathematics in Terms 1 and 4, common writing assessment each term, and at least one assessment per term for all other Year 10 subjects. Focus on reducing missing data points to below 5% of the cohort.</p>	<ul style="list-style-type: none"> All Year 10 learning areas have documented unit overviews and unit plans aligned to curriculum objectives by end of Term 1 E-asTTle reading and mathematics assessments and coming writing assessment completed in Terms 1 and 4, with results used to evaluate value-added progress. All other Year 10 subjects have at least one assessment per term with results recorded Missing data sits below 5% of the cohort for all common Year 10 assessments HODs use assessment data at termly HOD hui to identify gaps and adjust programmes, creating an appropriate review process. 	<ul style="list-style-type: none"> Unit plan audit: completion and alignment to curriculum objectives across all learning areas E-asTTle results and writing common assessment: Term 1 baseline vs Term 4 end-point, value-added analysis by cohort and priority groups Missing data report each term: percentage of cohort with no data point per assessment HOD hui records: evidence of data-driven discussion and action in response to Year 10 results 	T1	T2	T3	T4
<p>Continue and deepen the Year 9 and Year 10 data-driven collaborative inquiry cycle <i>Sustain</i> <i>Strengthen</i></p> <p>Continue embedding the data-driven collaborative inquiry cycle with Year 9 kaiako. Use CAA feedback and E-asTTle data to identify students who have not yet achieved, examine outcomes where the cohort is weakest, and focus on students close to passing in the second round. Use regular hui to monitor progress, share strategies, and respond to challenges. Develop a parallel inquiry cycle with Year 10 teachers of English and Mathematics.</p>	<ul style="list-style-type: none"> Year 9 collaborative inquiry cycle runs each term with regular hui, shared use of CAA and E-asTTle data, and documented actions Year 10 English and Mathematics teachers have an equivalent inquiry cycle in place by Term 2 Target students remain visible across the cycle, with progress monitored and strategies adjusted Value-added data for Year 9 in mathematics, reading, and writing shows continued improvement CAA pass rates for Year 9 Numeracy and Literacy improve on 2025 results (27.3% Numeracy, 16.3% Literacy) 	<ul style="list-style-type: none"> Hui records: attendance, focus, shared strategies, and action notes CAA results: Year 9 and 10 Numeracy and Literacy pass rates compared to 2025 baseline and Year 10 targets E-asTTle value-added data: Term 1 to Term 4, by cohort and priority groups Target student tracking: documentation of progress monitoring and adjusted responses across the inquiry cycle 	T1	T2	T3	T4
Improve NCEA achievement results by meeting school targets						
<p>Build achievement early and strengthen consistent tracking across all levels <i>Strengthen</i></p> <p>Each subject area to have at least one NCEA standard completed and moderated by Week 2 of Term 2. Align department goals and action plans explicitly to school-wide NCEA targets so progress can be evaluated at both school and department level. Nga Haututanga to provide consistent mentoring through HOD meetings and one-on-one</p>	<ul style="list-style-type: none"> All subject areas have at least one moderated NCEA standard completed by Week 2, Term 2 Department plans are explicitly connected to school NCEA targets and reviewed termly All teachers complete a term-by-term review of standards achieved, with a written reflection and action plan 	<ul style="list-style-type: none"> Moderation records by subject: date of first completed and moderated standard Department plans: alignment audit against school targets at start of each term HOD/Teacher reflection and action plan records: completed each term, quality-checked by HOD 	T1	T2	T3	T4

<p>sessions, with term-by-term teacher reviews of standards achieved, reflections, and action plans. Strengthen tracking so it is more department-driven rather than relying primarily on senior leaders.</p>	<ul style="list-style-type: none"> HOD Hui and HOD mentoring records show consistent focus on cohort progress against targets across all terms Tracking is driven by departments, with senior leaders responding to department-generated data rather than leading all monitoring 	<ul style="list-style-type: none"> HOD hui records: evidence of data-driven tracking discussion each fortnight in Term 3, each week in Term 4 NCEA tracking data by subject and cohort: updated and shared with all staff termly 				
<p>Lift NCEA Level 1 — set higher targets and refine the Numeracy and Literacy intervention model</p> <p><i>Strengthen</i> ▾</p> <div style="background-color: #333; color: white; padding: 5px;"> <p>70% of our Yr 11 ākonga attain Level 1. (Target reflects an improvement based on 2024 data)</p> <ul style="list-style-type: none"> 80% of our students gain Numeracy by the end of Year 11 90% of our students gain Literacy by the end of Year 11 </div> <p>Numeracy and Literacy Model</p> <p>All Terms</p> <ul style="list-style-type: none"> Pathways reviewed and updated after each assessment window until the end of the year Identified students receive small group instruction with the Numeracy Intervention Specialist Interventions are adjusted depending on how students progress through each previous opportunity window — different students follow different pathways based on their current status Whānau are contacted at each intervention point to explain current status, next steps, and how they can support engagement <p>Term 1</p> <ul style="list-style-type: none"> Use E-asTTle data from previous year to identify Year 11 students likely to need additional Numeracy or Literacy support Identified students begin small group instruction with the Numeracy Intervention Specialist Year 11 students begin their Maths pathway (Maths 1.1, 1.2) Whānau of identified students contacted to explain support available and strengthen engagement <p>Term 2</p> <ul style="list-style-type: none"> Year 11 students sit May CAA round Small group intervention continues for students not yet achieving through their Maths pathway Pathways reviewed and updated after May CAA results — each student's next best option confirmed Whānau updated on May CAA outcomes and next pathway steps 	<ul style="list-style-type: none"> 70% of Year 11 ākonga attain NCEA Level 1 80% of Year 11 ākonga gain Numeracy 90% of Year 11 ākonga gain Literacy Students identified as needing additional support are in small group intervention by Week 4, Term 2 Alternative pathway shifts (Commerce 1.1, Geography 1.2, Religious Studies 1.2) are planned in advance and implemented smoothly where needed. Whānau of at-risk students are contacted before each intervention shift with a clear explanation of what is available 	<ul style="list-style-type: none"> E-asTTle data: identification list of at-risk students completed by end of Term 1 Intervention register: students in small group support, entry date, standard pathway, and progress Fortnightly NCEA Level 1 tracking data in Term 3; weekly updates to all staff in Term 4 CAA results: May and September rounds, by student and cohort Alternative pathway enrolments: Commerce 1.1, Geography 1.2, Religious Studies 1.2 — uptake, completion, and pass rates Whānau contact log: documented communication prior to each intervention shift End of year Level 1, Numeracy, and Literacy pass rates compared to 2025 baseline and 2026 targets 	T1	T2	T3	T4

<p>Term 3</p> <ul style="list-style-type: none"> Year 11 students sit September CAA round Pathways reviewed and updated after September CAA results Students still needing Numeracy or Literacy identified and planned shifts to alternative pathways confirmed Whānau contacted to confirm Term 4 pathway shifts and reinforce importance of engagement <p>Term 4</p> <ul style="list-style-type: none"> Students still needing Numeracy shift to Commerce 1.1 and Geography 1.2 Students still needing Literacy are offered Religious Studies 1.2 within English classes Targeted whānau communication reinforces the Term 4 intensive — options, accessibility, and importance of engagement are clearly communicated 						
<p>Lift NCEA Level 2 — convert the strong Level 1 pipeline in Level 2 completion <i>Strengthen</i></p> <p>80% of our Yr 12 ākonga attain Level 2 overall. Up from 63.6% in 2025.</p> <p>Continue the Level 1-style tracking and intervention approach into Year 12. Take advantage of a stronger pipeline of students arriving with Level 1 and co-requisites already achieved. Maintain targeted Literacy and Numeracy support for Year 12 students who still need it while shifting the main focus toward converting a stronger foundation into Level 2 completion. Align department goals and action plans explicitly to Level 2 achievement.</p>	<ul style="list-style-type: none"> 80% of Year 12 ākonga attain NCEA Level 2 Department plans are explicitly connected to Level 2 targets and reviewed termly Year 12 students still needing Numeracy or Literacy are identified and in targeted support by Week 2, Term 1 Tracking operates with the same frequency and urgency applied to Level 1 in 2025 	<ul style="list-style-type: none"> NCEA Level 2 tracking data: by student and subject, updated termly Department plans: alignment to Level 2 targets, audited each term Numeracy and Literacy support register for Year 12: students, entry date, pathway, and progress End of year Level 2 pass rate compared to 2025 baseline (63.6%) and 2026 target (80%) 	T1	T2	T3	T4
<p>Strengthen Year 13 tracking and respond earlier to lift Level 3 achievement <i>Strengthen</i></p> <p>70% of our Yr 13 ākonga attain Level 3 overall. Up from 52.9% in 2025.</p> <p>Strengthen Year 13 tracking earlier and more consistently across all departments, with HOD monitoring, early identification of at-risk students, and regular progress reviews applied with the same urgency as Level 1 in 2025. Explicitly connect department goals and action plans to Level 3 achievement. Replicate and reframe the late 2025 intervention earlier in 2026 so support is proactive rather than reactive. Monitor and respond to Maori achievement at Level 3 separately, with targeted support introduced earlier in the year. Build on the improved University Entrance result by ensuring more</p>	<ul style="list-style-type: none"> 70% of Year 13 ākonga attain NCEA Level 3 At-risk Year 13 students are identified and receiving targeted support by Week 4, Term 1 Department plans are explicitly connected to Level 3 targets and reviewed termly Maori Level 3 achievement is tracked and responded to separately, with a named lead and specific actions University Entrance conversion rate improves on 2025 (31.4%) Moteo Marae experience delivers at least one moderated NCEA standard before end of Term 1 	<ul style="list-style-type: none"> NCEA Level 3 tracking data: by student and subject, fortnightly from Term 2, weekly in Term 4 At-risk student identification list: completed by Week 2, Term 1, with planned responses Department plans: alignment to Level 3 and Maori targets, audited termly Maori Level 3 tracking: separate data view updated each term University Entrance tracking: students on track vs not, reviewed termly Moteo Marae achievement record: standards completed, moderated, and credited End of year Level 3 pass rate compared to 2025 baseline (52.9%) and 2026 target (70%) 	T1	T2	T3	T4

students convert pathway success into full Level 3 completion. Use the Moteo Marae experience to build Year 13 culture and establish early achievement on the board.					
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Ki te Ao Hurihuri
Develop the confidence, capabilities and citizenship of our ākonga to live a successful life.

Annual Attendance Targets

Term 1 2026 targets:
 Regular attendance 45%, Chronic absence below 20%.

Improve student attendance by meeting our term by term targets

Actions	Success Criteria		Action Status			
			T1	T2	T3	T4
<p>Implement the 2026 Attendance Plan with fidelity New</p> <p>Implement the 2026 THS Attendance Management Plan as the everyday expectation across all staff. Employ an Attendance Liaison to manage a caseload of 50-90 chronically absent students, prioritising Year 9-10 ākonga. The Liaison co-identifies barriers with whanau and implements stepped responses including daily reports, whanau hui, and individual plans. Support through absence follow-ups, get-to-class sweeps in periods 1, 3, and 5, and fortnightly reviews with Deans. Deans work with WGTs to implement, monitor, and reinforce the system. Termly data analysis tracks who is communicating home about attendance and how consistently.</p>	<ul style="list-style-type: none"> Regular attendance reaches 45% and chronic absence falls below 20% in Term 1 2026 Regular attendance reaches 40% and chronic absences falls below 20% in Term 2 2026 Regular attendance improves term by term compared to the same term in 2025 Unjustified absences are reduced term by term compared to 2025 Attendance Liaison has an active caseload operating within the 6-10 week case structure from Week 1, Term 1 Absence follow-ups and get-to-class sweeps occur consistently each week Fortnightly Dean reviews produce documented decisions and adjustments to cases Termly data shows improving breadth of WGT communication about attendance — not concentrated in a small group of high communicators 	<ul style="list-style-type: none"> Termly regular attendance and chronic absence rates: compared to 2025 actuals and 2026 targets Unjustified absence rates: term by term comparison to 2025 Attendance Liaison case records: active cases, barriers identified, responses implemented, case outcomes KAMAR absence follow-up entries: timeliness and coverage across WGTs Get-to-class sweep logs: frequency and patterns Fortnightly Dean review records: cases reviewed, decisions made, escalations Termly KAMAR attendance communication report: volume, timeliness, and coverage by WGT 				

Improve Numeracy and Literacy co-requisite achievement

<p>Shift the Numeracy and Literacy intervention focus earlier — into Year 10 and early Year 11 Strengthen</p> <p>Year 10 CAA 2026 Targets:</p> <ul style="list-style-type: none"> 60% Numeracy 60% Literacy <p>Year 10 CAA 2026 Targets ākonga māori:</p> <ul style="list-style-type: none"> 40% Numeracy 	<ul style="list-style-type: none"> Students identified as needing intervention are receiving targeted support earlier in the year than in 2025 60% of Year 10 students gain Numeracy CAA in 2026 60% of Year 10 students gain Literacy CAA in 2026 40% of Maori Year 10 students gain Numeracy CAA 40% of Maori Year 10 students gain Literacy CAA Numeracy and Literacy are visibly embedded in Year 10 unit plans across all learning areas The number of Year 12 and 13 students entering without co-requisites continues to reduce year on year 	<ul style="list-style-type: none"> Early identification list: students without co-requisite identified and assigned a pathway by end of Term 1 at each year level Intervention register: student, year level, entry date, pathway, standard attempted, outcome — updated after every CAA round and event window Year 10 CAA results: Numeracy and Literacy pass rates by cohort and Maori subgroup, compared to 2026 targets 				
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<ul style="list-style-type: none"> 40% Literacy 		<ul style="list-style-type: none"> Year 10 unit plan audit: evidence of embedded Numeracy and Literacy across learning areas Year 12 and 13 entry data: students without co-requisites at start of year, compared to 2025 Tracking graphs (equivalent to 2025 Yr 11/12 tracking): updated each term for Year 10, 11, and 12 Whanau contact log: communication prior to each pathway shift or intervention entry 				
<p>Continue the core 2025 model — early identification, review at each event point, individualised planning, specialist intervention, flexible staff support, and whanau communication — with a deliberate shift toward earlier intervention. Use E-asTTle data and CAA results to identify students unlikely to succeed through their normal class programme earlier, rather than waiting for the first CAA round. Provide small group and one-to-one intervention through the Numeracy Intervention Specialist from earlier in the year. Embed Numeracy and Literacy more systematically within the Year 10 curriculum framework so these skills are built into units and programmes rather than relying on separate teacher-created tasks. Maintain the expectation that every student will gain the co-requisite, tracking student by student across all year levels.</p>						