



## 2026 Annual Plan

**Strategic Goal 1*****Whānau & Community***

Promote a supportive and engaged learning community at our school; ensuring that families, staff, and students all feel supported and involved.

Regulation 9(1)(a)

**Annual Target/Goal:**

Encourage *everyone* in our learning community - students, whānau, teachers, and staff - to share responsibility for the success and well-being of our akonga. (1)

Cultivate a connected and engaged learning community: create a strong sense of togetherness and connection in our kura. (2)

**What do we expect to see by the end of the year?**

(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)

- A balanced distribution of responsibilities, where all members of the learning community contribute to the school's success.
- Active participation from families, staff, and students in various school activities.
- Transparent communication keeping everyone informed and involved.
- A strong sense of community where each student feels a sense of belonging and value.

**Actions**

*Detail the key actions you'll take this year to reach your annual target listed above*

Regulation 9(1)(b)

**Who is Responsible?****Resources Required****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.*

Assemblies – Pōwhiri, level, house, AND whole school	SMT / Deans / Heads of House	Curriculum time	Assemblies conducted regularly. First message(s) in Year 9 welcome – esp with whanau. First full Assembly scheduled for Week 3 Term 1.
Long Service recognition funded by BOT, from International funds. Investigate what is appropriate for 25+ years? 30+?	Ye / BOT	Time / approx. \$2,000 for 2026	Staff feel valued. Decision made regarding recognising service beyond 25 years. Principal to investigate what other schools doing. Long Service Honours Board? Is it all staff or just teaching staff? EDT may fund this?
SMT / Deans more visible. Before school / gate duty established.	SMT / Deans	Time	Visibility at gate increased. Before school could be difficult due to briefings most mornings.
Principal / SMT to conduct weekly walk-arounds	Principal / AP	Time	Staff feel valued and engaged.
Ensure School Doc reviews are distributed to school wide community.	Principal	Time	Whanau feel valued and engaged. Whanau / staff have a voice in Policy Review. Current practice to continue. Term 1 review issued Week 2 Term 1.
Staff Handbook continues to be updated.	SMT	Time	Staff aware of the need to check handbook for latest information – it's an online doc not hard copy anymore. Emails to be sent when sections updated.

<p>Connections built on mutual trust through</p> <ul style="list-style-type: none"> <li>- Kai time</li> <li>- P/T Interviews</li> <li>- Active Supervision</li> <li>- CoCurricular Involvement</li> <li>- NCEA Evening</li> <li>- Y9 BBQ</li> </ul>	<p>Staff</p>	<p>Time</p>	<p>Student / Whanau surveys &amp; feedback. Y9 caregiver survey scheduled for Week 4 Term 1.</p>
<p>Revised PGC to be used for “appraisal”. PGC review system in place for teachers / SMT / HODs / other roles and duties.</p>	<p>Staff</p>	<p>Time</p>	<p>All staff see value in the appraisal system, it’s a useful process for staff. Teaching staff now have an increased number of indicators from Teaching Council – these will mean another review internally of our systems. There is a LOT to cover, will need to break it down over a period of time.</p>
<p>Implement the ‘stepped attendance response’</p>	<p>Asst Principal / MOE</p>	<p>MOE Partial funding</p>	<p>New process embedded and followed. Increased rates of attendance. <b>Target</b> – 5% increase in “Regular Attendance: - as defined by MOE</p>

## **Strategic Goal 2**

### ***Learning & Growth***

Foster a culture of inclusive and active learning that recognises and celebrates the unique abilities, talents, and perspectives of our learning community.

Regulation 9(1)(a)

### **Annual Target/Goal:**

Build a caring environment where the community feel valued, respected, and supported in their learning and personal growth. (1, 4)

Learning environments that are adaptable and accessible to everyone, ensuring that all learners' needs are catered to. (2, 3)

Regular opportunities to showcase and celebrate the diverse talents, abilities, and achievements of students and staff. (2)

Set and communicate clear behaviour, academic achievement, and professional expectations for students and staff. (1)

Foster a culture where continuous learning and professional development are encouraged and actively supported. (6)

### **What do we expect to see by the end of the year?**

(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)

- Tailored programs, courses, and structures to support diverse student needs and promote individual success.
- A culture of appreciation, recognition, and gratitude within the learning community.
- A vibrant, dynamic learning culture characterised by enthusiasm for learning and growth.
- Access to, and engagement with, a variety of professional development resources and opportunities that support ongoing growth and relevance in educational practices.

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>How will you measure success?</b> <i>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.</i>
Review Learning Support & Staff Support systems (ie 2026 - Library / Careers / IT)	Ye, BOT	Time	Reviews conducted in 2026 focusing on Library / Careers / IT.
CoCurricular opportunities - Soirees, Productions, Idol Competitions, Athletics Day, Swimming Sports, House Activities	Arts Committee, Student Council, Teaching Staff	CoCurricular Budgets, KiwiSport Funding	Cocurricular involvement increases. Qualifying before whole school Athletics day. This may reduce negative social behaviour on the day and increase entries at MISSA.
Via assemblies, digital newsletters, video blogs	Ye, PA, Db	IT Equipment, time	Consistent community messaging around activities at school and expectations.
BOT to continue to fund EAP access	Ye, DFO, BOT	BOT Funding	Continued access in place.
Literacy / Numeracy	Teachers / HODs / TiCs	Time	Ongoing improvement(s) in CAA pass rates. Staff exposed to different strategies. More integrated school-wide approach. T1 is info gathering. Y9 Lit/Num classes created.
Increase in students achieving personalised learning	HODs / TiCs	Time	Courses designed that are responsive to student need. Increase in NCEA pass rates, Merit/Excellence endorsements, decrease in achievement gap between Maori / Non-Maori and gender.

<p>Social Media focus with renewed website. Share successes / acknowledgements. HOD Art to assist with Social Media / Communication</p>	<p>Ye / Db / PA</p>	<p>Management Unit / Time</p>	<p>New website launched, increased use of social media. Student SM committee.</p>
<p>HODs to report to BOT on results <i>AND</i> how their curriculum / course has changed to reflect neuro diverse learners</p>	<p>HODs / BOT</p>	<p>Time</p>	<p>Reports completed on time and information seen as valuable by the BOT. BOT – what will happen next? Focus, other than NCEA, on Lit/Num strategies being used <i>AND</i> use of UDL.</p>
<p>Regular communication with home via Social Media, emails, portal, reports, Y9 info sheets, welcome BBQ etc</p>	<p>SMT / Deans</p>	<p>Time / SM Ctte</p>	
<p>Clarify expectations / sphere of influence (via different forms) for classroom teachers</p>	<p>SMT / Deans / BOT</p>	<p>Time / printing</p>	<p>Teachers understand their role before escalating issues to Deans. Likewise, Deans understand their role before escalating to SMT. Consultation conducted in 2025 re grooming expectations. Will need to be enforced consistently in 2026. OOC paperwork reviewed.</p>
<p>Ensure Ethical, Safe, and Culturally Responsive Use of AI</p>		<p>Time / PLD (if available)</p>	<p>Policies and practices reflect school values, Te Tiriti principles, and digital safety. AI use policy developed and shared with staff, whānau, and students.</p>

### **Strategic Goal 3**

#### ***Place & Purpose***

Create a positive and nurturing learning environment that supports the well-being of our learning community that helps them find their place and purpose.

Regulation 9(1)(a)

#### **Annual Target/Goal:**

Implement an inclusive curriculum that gives effect to our Treaty partnership through policies, and practices that promote equity, excellence, and belonging for all students. (1,3,5)

As global citizens - we will recognise the different cultures that contribute to our learning community, promote understanding of global issues, and take action to make a positive impact in our local and global communities. (2, 3)

Our curriculum should be flexible, exciting, and offer a variety of engaging learning experiences that cater to different learning needs and interests. (3, 4)

Provide pathways to future careers: provide students with a range of career pathway options to help them see the real-world value of education. (7)

#### **What do we expect to see by the end of the year?**

(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)

- Implementation of an inclusive local curriculum that incorporates diverse perspectives and promotes equity and excellence.
- Students feeling valued, supported, and empowered.
- A curriculum that resonates with the students, is engaging and frequently adapted to remain relevant, both locally and globally.
- Students having a clear understanding of various career paths and see the real-world practical application of their education.

<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>How will you measure success?</b> <i>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.</i>
Increase awareness of school motto - Whai Mana Whai Oranga - pursuing progress, becoming your best self	Ye	PLD	
Increase use / display of Te Reo around kura	All	PLD	There is increased use of Te Reo around the kura.
All staff to know their Pepeha	Wh, Wt	Time	Staff feel confident reciting their Pepeha.
Continue to fund Mau Rakau	Ye, BOT	\$12,000	Mau Rakau is funded appropriately. Explore possibilities regarding Kapa Haka.
Ensure employers we use are recognised and all appropriate paperwork completed.	HOD Careers	GTW budget	System in place to ensure all requirements with GTW are met. Employees feel valued.
GTW / STAR / USkills programmes continue to operate	HOD Careers	GTW budget	Students appropriately placed in courses / programmes.
Flu jabs free for staff	SMT/BOT	BOT funding	Staff feel supported, purely optional, may decrease relief needs. Scheduled for April 2025.

Exemptions to some school rules possible on Cultural / Religious grounds	BOT / Principal / HOD Te Reo / International Director	Time	Increase in inclusiveness; when and where appropriate. 2026 – new grooming rules in place.
Improved positive learning relationships with and between all staff and students	All staff	Time	Staff supported to understand the learning culture and classroom routines / expectations of the school / BOT and this is implemented consistently across their classes. SD/SUSP decrease.
BOT shout / morning teas.	BOT / Staff / Principal	Manaakitanga Budget increase	Morning tea shouts during the year to help staff feel valued / appreciated. Kai / non-alcohol drinks available at staff meetings occasionally. Start of year function / get together. Ongoing Social Club events.
Year 9 Survey to check on transition to secondary school	SMT / Year 9 Deans / WST	Time	Review the feedback, share with staff / BOT. Redo at end of T3.
Student voice collected, collated and reviewed	Principal	Time	Whanau / Students feel valued and engaged.
BOT to continue to fund EAP access	Ye, DFO, BOT	BOT Funding	Funding continues

## Annual Targets

### Achievement

NCEA Levels 1 – 3 to be at or above National Averages for all learners – if National Ave below Awatapu College then the goal is to be above the previous years pass rate. It is envisaged that if all the actions listed above are actioned successfully, we should see an increase in achievement across the kura; including our at-risk groups.

#### Students Completing NCEA Percentages

Current	Level 1			Level 2			Level 3		
	Awa	Nat	SEIB	Awa	Nat	SEIB	Awa	Nat	SEIB
2023	61.0	61.6	59.1	69.7	73.2	70.4	57.6	67.6	64.0
2024	57.6	45.9	59.6	63.5	73.6	75.1	60.0	69.4	69.8
2025	70.4	72.1	68.6	69.0	72.7	75.0	57.9	70.4	71.7
<b>Target 2026</b>	<b>&gt;70</b>			<b>&gt;69</b>			<b>&gt;70</b>		

#### Māori Student Achievement NCEA

Current	Level 1			Level 2			Level 3		
	Awa	Nat	SEIB	Awa	Nat	SEIB	Awa	Nat	SEIB
2023	53.2	51.7	56.0	62.5	64.5	69.3	35.7	56.2	59.8
2024	49.2	40.9	51.4	56.7	65.4	69.0	59.3	59.0	62.1
2025	62.0	61.1	59.7	63.8	64.2	68.4	44.2	68.4	61.5
<b>Target 2026</b>	<b>&gt;62</b>			<b>&gt;65</b>			<b>&gt;64</b>		

Pasifika Student Achievement NCEA

Current	Level 1			Level 2			Level 3		
	Awa	Nat	SEIB,	Awa	Nat	SEIB	Awa	Nat	SEIB
2023	33.3	52.7	57.2	45.5	64.9	69.5	25.0	60.3	60.9
2024	44.4	38.0	53.6	10.0	65.8	72.5	37.5	64.6	73.2
2025	55.6	54.5	57.8	57.1	64.5	71.0	22.2	66.3	73.9
<b>Target 2026</b>	<b>&gt;56</b>			<b>&gt;65</b>			<b>&gt;65</b>		

NCEA Endorsed with Merit and Excellence (Percentages)

Current	Level 1			Level 2			Level 3		
	Awa	Nat	SEIB	Awa	Nat	SEIB	Awa	Nat	SEIB
2023 Merit	23.0	31.4	25.8	13.0	23.5	17.2	24.6	25.6	18.3
2023 Excellence	10.7	16.7	13.4	3.5	15.0	8.7	10.5	13.6	9.3
2024 Merit	30.0	28.2	23.2	12.9	24.5	17.7	6.4	25.7	18.7
2024 Excellence	1.8	11.2	7.5	7.9	15.5	9.8	7.7	14.1	9.8
2025 Merit	25.9	27.6	21.4	21.1	25.8	18.1	13.9	26.9	19.4
2025 Excellence	5.4	10.1	5.6	6.4	15.0	9.2	8.3	14.7	10.0
<b>Targets 2026</b>									

2026 Merit	>26			>22			>14		
2026 Excellence	>6			>7			>9		

### NZQA Scholarship Awards

El Vejlebo – English

### Pass rates compared to other Manawatu Secondary Schools (2025)

NCEA Level	Awatapu College	Freyberg HS	QEC	St Peters	Longburn Ad Col	Feilding High School	Hato Paora	PN Boys	PN Girls <sup>1</sup>	Cornerstone	Manukura
1 <sup>2</sup>	<b>70.4</b>	48.7	68.3	75.9	73.7	37.1	68.4	54.4	50.0	92.5	100
2 <sup>3</sup>	<b>69.0</b>	71.1	60.0	83.2	67.4	76.7	85.0	73.0	91.2	96.8	97.2
3	<b>57.9</b>	68.4	83.3	84.2	68.0	75.2	90.5	72.3	88.7	83.8	91.1
UE	<b>32.5</b>	33.0	16.7	65.8	60.0	46.5	52.4	52.5	73.6	59.5	84.4

### Pasifika pass rates compared to other Manawatu Secondary Schools (2025)

NCEA Level	Awatapu College	Freyberg HS	QEC	Boys / Girls
1	<b>38.5 (5)<sup>4</sup></b>	28.6 (6)	42.9 (9)	26.2 (17)
2	<b>57.1 (8)</b>	60.0 (6)	54.5 (6)	53.8 (35)

<sup>1</sup> Was only 1 student

<sup>2</sup> Participation based

<sup>3</sup> Enrolment based for L2, L3, and UE

<sup>4</sup> (5) – the number of students who passed

3	<b>22.2</b> (2)	56.3 (9)	66.7 (2)	56.8 (25)
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[Maori pass rates compared to other Manawatu Secondary Schools \(2025\)](#)

NCEA Level	<b>Awatapu College</b>	Freyberg HS	QEC	Boys / Girls
1	<b>53.4</b> (31)	30.0 (21)	53.2 (25)	24.0 (36)
2	<b>63.8</b> (30)	53.3 (24)	61.5 (24)	66.7 (92)
3	<b>44.2</b> (19)	59.7 (40)	94.7 (18)	69.0 (75)

**Attendance**

[Percentage attendance](#)

Year	School Roll	NZ European	Māori	Pasifika
2023	82.1	82.1	74.6	76.7
2024	84.0	85.0	75.4	70.2
2025	87.0 (55) <sup>5</sup>	87.0	79.9	75.4
<b>2026 Target</b>	(60)			

<sup>5</sup> Reg attendance, as defined by MOE

CAA Results / Data

Y10 Literacy and Numeracy Roll-based Data

	2024				2025		
	# Achieving	# Roll	Roll-based % Achieving CAA	2025 Target	# Achieving	# Roll	Roll-based % Achieving CAA
Numeracy	33	220	15%	>15%	62	217	28.6
Literacy (Both Reading & Writing)	65	220	29.54%	>30%	66	217	30.4
Literacy Reading	83	220	37.73%	>38%	91	217	41.9
Literacy Writing	94	220	42.73%	>43%	86	217	39.6

Y11 Literacy and Numeracy Roll-based Data

	2024					2025			
	# Achieving	# Roll	Roll-based % Achieving CAA	Roll-based % Achieving via CAA or Tagged Standards	2025 Target (either method)	# Achieving	# Roll	Roll-based % Achieving CAA	Roll-based % Achieving via CAA or Tagged Standards
Numeracy	126	226	55.75%	61.95%	>62%	114	193	59.1	68.4
Literacy (Both Reading & Writing)	101	226	44.69%	69.91%	>70%	123	193	69.4	75.6
Literacy Reading	114	226	50.44%	NA	NA	134	193	69.4	NA
Literacy Writing	122	226	53.98%	NA	NA	130	193	67.4	NA